

Recreation Administration Internship Manual: Certification Based

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Preface

We trust that you will find the new manual helpful and easy to implement. This document represents an effort to improve the quality of the internship experience and strengthen the communication channels between the Internship Agency-Site and the Academic-Unit.

Thanks could be given to so many individuals for their input that the list would be endless though I would like to provide a special recognition to the Eastern Illinois University Recreation Administration Alumni Association and the Department of Recreation Administration Advisory Council. We at Eastern Illinois University appreciate the effort and dedication commonly provided by various leisure service professionals practicing recreation administration- without your help, much of the theory would lack practical application.

A manual such as this is never final but must always be responsive to experience and relevant to changing times. Suggestions and recommendations are therefore sincerely solicited. For your convenience a sheet for suggestions is included at the end of this manual.

Please note that the editor supports the National Recreation and Park Association (NRPA) and The National Certification Board (NCB) in content and spirit though wishes to make it clear that by utilizing / completing this manual doesnot guarantee an individual to pass the national certification exam.

TABLE OF CONTENTS

	Page
Preface	2
Section One: Internship Orientation.....	4
Introduction.....	5
Outline of Internship	6
Terms	7
Basic Guidelines.....	8
Internship Mission	9
Section Two: Internship Process.....	10
Responsibilities.....	11
Dealing with Problems Associated with the Internship.....	15
Internship Checklists.....	16
Description of Specific Tasks.....	20
Section Three: Internship Forms.....	22
Academic-Unit Internship Registration.....	23
Outside Employment / Education Verification Form.....	25
Agency-Site Application for Student Intern	27
Agreement for Internship in Recreation Administration.....	33
Section Four: Weekly Summary Report Form	36
Section Five: Bi-Weekly Assignments	38
Bi-Weekly One: Organizational Orientation.....	40
Bi-Weekly Two: Policies and Procedures and Professional Practice.....	41
Bi-Weekly Three: Programming.....	42
Bi-Weekly Four: Resource Management.....	43
Bi-Weekly Five: Evaluation Process.....	44
Bi-Weekly Six: Capstone Experience.....	45
Section Six: Evaluation Forms	46
Student Intern Performance Evaluation - Midterm.....	47
Student Intern Performance Evaluation - Final.....	56
Student Intern Evaluation of Internship Experience-Midterm.....	61
Student Intern Evaluation of Internship Experience-Final	63
Recommendations	66

Section One: Internship Orientation

- Introduction
- Outline of Internship
- Terms
- Basic Guidelines
- Internship Mission

Introduction

One major difference between a good internship experience and an excellent experience is focused guidance. Many practitioners and educators rely upon internship guidelines obtained from previous personal and organizational experience(s) without questioning the relevance of guidance obtained. A more effective approach would ask why something is done as it is, evaluating the why based on sound practice demonstrated within and outside of our profession. As a result of the why inquiry, questions should arise as to what guidance needs to be conveyed to the student(s) and when, where, and how such guidance needs to be expressed for optimal growth of the student(s) intern.

What: Guidance

The National Certification Board (NCB) of the National Recreation and Park Association (NRPA) is the nationally recognized body that develops the guidelines for certification and re-certification requirements for recreation administration professionals; therefore, attending to insights and directions posed by certification agent(s) are highly recommended. A certification agent strives to develop the most recent and the most relevant guidelines by attending to job analyses collected from representative sample(s) of recreation administration specialists. The data obtained directs certification agent(s) in assessing minimum competencies; therefore educators, students, and practitioners should minimally reflect the certification agent's guidelines and job analysis content. The job analysis is also used to develop the certification based exam content areas – once passed an individual is awarded the professional credential. Thus, certification agent's guidelines and job analysis content are instrumental in helping guide practitioners, students and educators with a focused vision of minimum competence.

As the profession matures so does the desire for practitioners and educators to serve beyond the minimum. Professions need to grow and growth requires progressive outlooks. One suggestion is to more consistently require students to be exposed to the minimum competencies as identified by certification agent(s) - first. Students need to be fully immersed in the content areas, provided by the certification agent's job analysis, through targeted experiential opportunities (i.e., assignments). Frequently, practitioners and educators offer assignments based on certification agent(s), though the scope of content areas obtained by the assignments is random and incomplete as opposed to being a consistent and comprehensive reflection of the certification agent's job analysis.

When: Guidance

The academic-unit / internship transition may be overwhelming for many students. Assisting students with checklists (please see p. 16), assignment schedules (please see p. 36), and outlining what is expected may help students visualize requirements in advance, promoting student self-reliance. If pre-internship and internship guidelines are not conveyed by the practitioners and/or educators or if learning experiences, workloads, exercises, etc. are offered at inappropriate times (i.e., too soon / late) the internship experience may be perceived overwhelming by the student thus enhancing anxieties and perceived failure.

Where: Guidance

Providing an internship where the most comprehensive demonstration of the 2006 NCB-based job content analysis is highly desired for the student intern. Assuming that all current Certified Park and Recreation Professionals (CPRP) practice current (2006) job content analysis information thus allowing students to complete internships with any CPRP would be a mistake by the Internship Coordinator and

is not advised. It is highly recommended that educators request each practitioner (representing an agency-site) to complete an application for student interns, which focus on staff credentials and the practitioner's ability to practice content identified from the 2006 job content analysis. The application should request the Agency-Site Supervisor's CPRP certification number and resume, number of full-time CPRPs at agency-site, and information as to how the student will be exposed to the majority if not all of the domains, sub-areas, and tasks identified by the 2006 job content analysis. Exposure to all of the domains, sub-areas, and tasks should result once the internship assignments and the academic lessons are collaboratively completed.

How:Guidance

Evaluations are often used to provide valuable direction for Student Interns along with Agency-Site and Academic Supervisors. The feedback obtained from the evaluations should be instrumental in helping the student develop sound professional practice. It is acceptable for the Agency-Site Supervisors to supplement academic-unit-developed evaluations; however, comprehensively developed evaluations by the educator typically diminish the need for supplements. There also should be many types of evaluations (i.e., Student Intern performance, Agency-Site, Academic Supervisor, etc.), which represent various formats (Likert, narrative, etc.) so that a comprehensive representation of the internship experience results. Focused, pertinent questions promote evaluation completion and are encouraged.

Evaluations should be completed midway through the internship, allowing enough time (i.e., six weeks) for students and Agency-Site Supervisors to adapt to the feedback obtained by each party (i.e., performance evaluation of Student Intern and student midterm evaluation of internship). The evaluation provided (p. 40) assesses indicators commonly desired by practitioners interested in character-based performance.

Please note that NCB-based job content analysis areas are reflected though not emphasized in the example provided. It is understood that by providing extensive assignments, based on the majority of certification based knowledge and skill areas, and by supplementing with character-based performance indicators, student intern development will be adequately monitored and hopefully enabled in meeting future demands of the recreation – based profession.

Please note on page 47 that the evaluation requests agency-site supervisors and student interns to develop a Performance Improvement Plan (p.) to assist the student to improve their performance. Such methods attempt to open dialogue between the student intern and the agency-site supervisor, exposing differences in perceptions and providing concrete parameters for student intern experiences, enabling them to improve their performance and alter Agency-Site Supervisor perceptions.

Outline of Internship

The purpose of the internship is to provide an opportunity for the student to observe and put into practice in an actual work situation those theories, concepts and techniques studied in the classroom. It enables the student in obtaining both academic and practical experiences before accepting professional employment.

Terms

Internship Coordinator - the person at an Academic-Unit that advises students in preparing for an internship experience (i.e., resume and letter of application development, interview techniques, clarifying academic-unit expectations, etc.). The person determines Agency-Site appropriateness and assists the student in selecting an appropriate internship (please see pg. 11 for further definition).

Academic Supervisor – the person at an academic-unit that is responsible for monitoring and evaluating students in an internship for academic credit. This person assumes their duties once an agreement between the academic-unit and the Agency-Site is signed and the internship commences (please see pg. 11 for further definition).

Academic-Unit – setting in which academic coursework, required by certification agent(s), is obtained. Term is synonymous with college, university (Eastern Illinois University), etc.

Agency-Site Supervisor – the person at an Agency-Site who directs, supervises, and evaluates the student.

Certification-Agent – organization that develops and monitors compliance of standards for certification.

Basic Guidelines

All Students enrolled in the Internship course will be assisted with an Internship experience structured around basic guidelines and specific assignments. Although the Academic and Agency-Site Supervisors may modify specific assignments, the following guidelines may be altered only with the Academic-Unit's approval.

1. The student must complete a minimum of 12 weeks. One must complete a minimum of 20 hours and a maximum of 40 hours per week, accumulating a minimum of 480 hours during the internship. The minimum number of hours and weeks must be accomplished at ONE agency site over a consecutive period of time.
2. Each Internship may commence at the beginning of one (1) of the three (3) academic semesters (i.e., Fall, Spring, Summer). Duration (beginning and ending dates) of the Internship will be established by the Agency-Site Supervisor, the Student Intern, and the Academic Supervisor prior to the beginning of the experience.
3. Student employment other than through the Internship Agency-Site or enrollment in a course other than Internship must have prior approval from the Internship Coordinator and the Agency-Site Supervisor. It is the student's responsibility to inform the Agency-Site and Academic-Unit, before a contract is signed. The Outside Employment / Education Verification Form must be completed prior to starting the internship. Signatures from the Student Intern, the Academic-Unit Chair, and the Agency-Site Supervisor are required.
4. The Academic-Unit permits reimbursement for the internship experience. The rate of pay (if any) is decided by mutual agreement between the Student Intern and the Agency-Site.

5. The internship must be regarded as an educational experience first and a work experience second, and supervisors are reminded that Student Interns are relatively inexperienced when assigning duties and responsibilities.

6. The Agency-Site Supervisor will make an evaluation of the student at midterm and the conclusion of the internship experience. The appropriate forms for the evaluation are found on line or the Student Interns will provide them.

7. The student will file Weekly Summary Reports (please see p. 34) on the internship experience, describing the week's activities as concisely as possible. Copies of the reports must be filed with the Agency-Site Supervisor and (1) copy sent to the Academic Supervisor.

8. Bi-weekly Assignments (please see p. 36) describing the overall operations of the Agency-Site will be filed during the term and (1) copy sent to the Academic Supervisor.

9. The basic duties and responsibility of the internship should parallel as close as possible those of a Certified Park & Recreation Professional (CPRP) and provide as broad an experience as possible. This involves participation and/or observation of all facets of the Agency-Site's operation domains including: budget and finance, staffing, etc. (please, refer to Bi-Weekly Assignments; pg. 36-43).

10. Because of difficulty in exposing the student to all Agency-Site's operations during the regular workweek, it is recommended that the student and Agency-Site "look into the future" (please see Bi-Weekly Assignments; p.36-43) so that knowledge can be obtained during the 12-week duration. Embellishing previously developed assignments from courses completed at the academic-unit, creating a portfolio, are encouraged. If needed, students should be prepared to work additional hours per week over and above their regular workweek so that they may earn potential pay, contribute to the Agency-Site's success, and learn the entire operation of the Agency-Site.

11. The Academic Supervisor will facilitate communication between the Agency-Site, the Student Intern, and the Academic-Unit through:

- Internet or Telephone Contacts (It is recommended that student, Agency-Site and Academic-Unit converse whenever necessary)
- Assignments ("Weekly Summary Reports"; p. 34)
- Required supervisory meetings (at least one (1) scheduled meeting per week between Agency-Site Supervisor and Student Intern)
- Site visitation by the Academic Supervisor to Student Interns at Agency-Sites will occur most of the time. Travel distance and budget constraints may preclude Agency-Site visitation. If visitation is unobtainable, telephone contact(s) will be obtained.

12. Both Student Intern and Agency-Site Supervisor are urged to contact the Academic-Unit immediately should problems, questions or dissatisfactions arise during the intern experience.

Basic Guidelines in Selection of an Agency-Site

1. A student may not receive academic credit for Internship at an Agency-Site, which was the principle assignment for a prerequisite course(s) (i.e., Fieldwork), or where extensive work was completed for Independent Study. This policy may be appealed to the Academic-Unit's

Chairperson.

2. The Agency-Site must:
 - a. Be based on the domains, sub-areas, and tasks associated with NCB's job content analysis.
 - b. Have adequate areas, facilities, and equipment to operate a quality recreation administration program.
 - c. Have an organized internship program including such areas as: a designated Agency-Site Supervisor, an organized outline of duties and assignments for the student.

Internship Mission

The purpose of the internship is to provide opportunities for the student to put into practice and to observe work experiences, thereby, evaluating those concepts, theories, and techniques which were learned in classroom situations and to gain practical experiences before accepting professional employment.

φ The internship should provide exposure to the following sub-areas.

1. Budget & Finance:
2. Staff Development & Supervision:
3. Policy Formulation & Interpretation:
4. Customer Service, & Marketing:
5. Assessment:
6. Program Planning:
7. Program Implementation:
8. Program Evaluation:
9. Planning and Management:
10. Maintenance Management:
11. Facility Operations:

Section Two: Internship Process

- Responsibilities
- Dealing with Problems Associated with the Internship
- Internship Experience Checklists
 - Pre-Internship Process
 - Internship Process
- Description of Specific Tasks

Responsibilities

The Internship is an educational process, which occurs in an off-campus setting and requires continued interaction between the student, the Agency-Site, and the Academic-Unit. The Internship is an activity in which the student accepts a large share of the responsibility for learning. The Agency-Site involves the student as a functional member of its Agency-Site system and works with the student and the Academic-Unit to provide a worthwhile professional learning experience. Likewise, the Academic-Unit is responsible for coordinating the Internship as an integral part of the student's total program of professional preparation.

Eastern Illinois University Responsibilities

The Department of Recreation Administration will designate an Internship Coordinator.

The responsibilities of the Internship Coordinator are:

1. Prepare students for an internship interview/acceptance with an Agency-Site (e.g., cover letter, resume, agreements, etc.).
 2. If requested, confer with the Agency-Site in regard to potential Student Interns and provide pertinent Internship information to the Agency-Site.
 3. Counsel and aid the Student in selecting an Agency-Site for assignment.
 4. Assist in assigning students that have completed the required recreation administration coursework - prior to engaging in the internship.
 5. Notify each student that he or she must conform to the standards and practices established by the Academic-Unit while training in the Internship Agency-Site.
- The Academic-Unit will designate an Academic Supervisor.

The responsibilities of the Academic Supervisor are:

1. Represent the Academic-Unit in all official arrangements with the organization and serve as liaison with the Agency-Site.
2. Advise the Student Intern throughout the internship.
3. Visit and/or contact (e.g., Internet, phone, etc.) the Student Intern and Agency-Site Supervisor relative to the progress of the Student's intern experience.
4. Process the Student's Intern experience by assessing midterm and final evaluation forms (please see pg. 44-55) with the Agency-Site Supervisor.

5. Evaluate the Student Intern's completion of assigned responsibilities.
6. Submit final grade to the Records Office. Final grades (e.g., Credit / No Credit) will be based on:
 - a. Agency-Site Supervisor's evaluation
 - b. Completion and Quality of Internship Goals, Weekly Summary Reports, and Bi-Weekly Assignments.
 - c. Any observations made by the Academic Supervisor.

Agency-Site Relationships and Responsibilities

A. To the Academic-Unit

1. The Agency-Site should possess a strong desire to undertake the Internship program with the objective in mind of improving the leisure services profession through quality training of future professionals.
2. Provide a qualified staff professional to serve as liaison with the Academic Supervisor.
3. Complete an “Agency-Site Application – Agreement for Student Intern in Recreation Administration” and submit to the Academic Coordinator (please see p.27).
4. If needed, collaborate with Internship Coordinator in selecting appropriate Student Intern for Agency-Site.
5. The Agency-Site may agree to provide the Student with such financial arrangements as a stipend, regular salary, tuition, housing, per diem, and/or travel consistent with the Agency-Site’s and Academic-Unit’s policies.
6. Finalize and complete the “Agreement for Internship in Recreation Administration” for each Student Intern and return it to the Academic Coordinator (please see p. 31).
7. Educate the Student Intern to policies & procedures that apply to the Agency-Site, including though not limited to: remuneration, attending academic courses during placement, employment during placement, absence & sick leave, smoking, dress code / uniforms, use of vehicles, certification expectations, confidentiality, professional ethics, meal breaks, accident / incident reports, staff training & development, name tags / ID’s, off-grounds activities, facilities usage, isolation areas, infection control, equipment use & storage, safety precautions, customer & staff relationships, etc..
8. Provide professional experiences for the Student Intern consistent with Academic-Unit's expectations (please see Internship Mission, pg. 9 & Internship Bi-Weekly Assignments, pg. 36-43).
9. Complete and return all forms, including midterm and final evaluations of the Student Intern to the Academic Supervisor.

B. To the Student Intern

1. Discuss what is expected of the Student Intern early (prior to start or during the first week preferably) into the internship and prior to any unique experience (i.e., assignments, responsibilities, schedules, etc.).
2. All Students shall assume the responsibility for his or her own health care. In the event that a Student becomes ill or suffers injury in the course of their activities, Agency-Site agrees to provide the necessary emergency medical care, but Agency-Site does not assume any financial liability for such care. Students interested in securing health insurance care from EIU must contact Student Health Care at 581-5290.
3. Conduct and supervise the experiential program for the duration of the Internship experience as documented in the “Agreement for Internship in Recreation Administration” (please see p. 31).
4. Provide the Student Intern with the opportunity to experience different responsibilities in order to acquire and practice skills pertinent to the provision of Recreation Administration.
5. Counsel, answer questions, and discuss methods and operations with the Student Intern at least once per week.
6. Assist the Student Intern in selecting, planning, and conducting Bi-Weekly Assignments (as identified in the Academic-Unit’s Internship Manual).
7. Provide opportunities for the Student Intern to attend staff, community meetings, and / or workshops.
8. Advise the Academic Supervisor immediately of any unresolved difficulties.
9. Complete the "Student Intern Performance Evaluation" (please see p. 44-50) forms at midterm and at end of program; discuss evaluation(s) with Student Intern and submit evaluations to the Academic Supervisor. Discuss evaluations with the Student Intern.
10. Provide the ultimate responsibility for Agency-Site client care.

Student Intern Responsibilities

- A student planning to take Internship must have at least a (2.00) GPA in both the major and overall.
1. Complete the Internship Registration form.
 2. Develop resume and letter of application (representing a writing sample). Meet with the Internship Coordinator and discuss limitations and strengths of application resume.
 3. Check Agency-Site list, additional agency placements, and other student comments on internship agencies. This information is on file in the Academic-Unit.
 4. Contact Agency-Site(s). Be sure to include a letter of application, a resume and an “Agency-Site Application

for Student Intern in Recreation Administration” (please see p. 27) to desired Agency-Site(s).

5. Confirm with Internship Coordinator that an “Agency-Site Application for Student Intern in Recreation Administration” has been completed and approved for desired Agency-Site.
6. If student does not hear from the Agency-Site within three weeks contact the Agency-Site and try to arrange an interview.
7. When going for the interview, take personal data sheets, prepare possible questions, be aware of the Agency-Site goals for internship, and be knowledgeable about the community resources.
8. After interviews, inform Internship Coordinator of possible internship placement.
9. Complete an “Agreement for Internship in Recreation Administration” (please see p. 31).
10. If placement has been confirmed, file “Agreement for Internship in Recreation Administration”.
11. Obtain a copy of the Agency-Site Internship Supervisor’s certification (if applicable).
12. Complete necessary exams (i.e., physical, etc.) required by the Agency-Site, as well as pertaining costs associated.
13. Secure housing arrangements. Inquire with the Agency-Site about assistance.
14. Complete the Outside Employment / Education Verification Form prior to starting the internship (please see page 25). Signatures from the Student Intern, the Academic-Unit Chair, and the Agency-Site Supervisor are required. Please complete and submit to the Academic Coordinator 2 – 4 weeks prior to anticipated internship commencement.
15. Complete Internship Checklist(s) (please see p.16).
16. Maintain professional attitude and appearance during the internship or related meetings (discussed with Academic Supervisor and Agency-Site Supervisor).
17. Follow the policies and duties outlined by the Agency-Site and Academic-Unit, meeting all schedule commitments and arrangements made in connection with training assignments.
18. Forward Weekly Reports, every week (please see p. 34).
19. Forward Bi-Weekly Assignments, every two weeks (please see p. 36-43).

Dealing with Problems Associated with the Internship

Any problem(s) (i.e., poor attendance, failure to follow through with responsibilities, complaining, poor judgment, inappropriate behavior, etc.) with the Student-Intern should be discussed with the Agency-Site Supervisor as soon as possible. A recommended approach to addressing the problem(s) is the development of a specific plan of action that may include:

- Identify problem area(s)
- Discuss concerns with Student-Intern
- Develop a contingency contract that addresses behavioral outcomes – to be signed by the student

In addition to dealing with the problem(s), the Academic-Unit recommends the Agency-Site to complete the following:

- Document specific concerns, behaviors, events, etc.
- Deliver written feedback to the Student-Intern
- Provide on-going consultation with the Student-Intern, reviewing feedback and progress
- Maintain continuous communication with the Academic-Unit

If warranted, termination of the Internship may result and disciplinary procedures consistent with the University's Student Code of Conduct will be enforced.

Internship Checklists

Pre-Internship

- Obtained and thoroughly reviewed certification agent's Standards Manual.
- Fulfilled certification agent's academic coursework requirements.
- It is understood that one must minimally have a (2.00) GPA in the major and overall in order to enroll for internship.
- Obtained and thoroughly reviewed Internship Manual.
- Attended meeting and / or met with Internship Coordinator prior to internship.
- Completed Pre-Internship class.
- Completed "Academic-Unit Internship Registration Form" (p.23).
- Prepared resume and cover letter.
- Submitted "Internship Goals" (pg. 23) to Internship Coordinator.
- Identified possible Agency-Sites.
- Submitted an "Agency-Site Application for Student Intern in Recreation Administration" (p.27) to desired Agency-Site(s).
- Confirmed with Academic Supervisor that an "Agency-Site Application for Student Intern in Recreation Administration" had been completed and approved for desired Agency-Site(s).
- Established initial contact with potential Agency-Site Internship(s).
- Reviewed potential Agency-Site information.
- Interviewed with Agency-Site(s).
- Discussed Agency-Site selection with Internship Coordinator.
- Selected Agency-Site.
- Confirmed Internship experience with Agency-Site.
- Completed Outside Employment / Education Verification Form.
- Completed "Agreement for Internship in Recreation Administration" (pg. 31).
- Confirmed that an "Internship Manual" has been made available to the Agency-Site Supervisor.

- _ Contacted potential Agency-Sites not selected and informed them of your decision.
- ___ Completed Internship Agency-Site Pre-Internship requirements (if applicable; i.e., health screening, immunizations, certifications, license, special skills, liability insurance, etc.).
- _ Obtained pre-arrival information from Agency-Site (if necessary):

<input type="checkbox"/> Employee Handbook	<input type="checkbox"/> Dress Code Requirements	<input type="checkbox"/> Lodging
<input type="checkbox"/> Literature Review	<input type="checkbox"/> Remuneration Plan	<input type="checkbox"/> Arrival Procedures
<input type="checkbox"/> Medical Care Provisions	<input type="checkbox"/> Field Placement Job Description	<input type="checkbox"/> Parking Permits
<input type="checkbox"/> Community Information	<input type="checkbox"/> Maps and Floor Plans	<input type="checkbox"/> Others

- _ Verify Enrollment in REC 4275- Internship. In order to receive credit for the experience, one must be enrolled with the Academic-Unit during the semester or term one is completing their internship. The Academic-Unit Chair will enroll the student after verifying that all prerequisites are met. (all courses are completed, major and overall GPA met and appropriate forms are completed.
- _ It is understood that one may not accept employment outside the Agency-Site unless approved by the Academic-Unit and the Agency-Site --- in writing.

Internship Experience

– Establish supervisory meeting schedule for the entire Internship experience

– Obtain Arrival and Orientation information (if applicable):

<input type="checkbox"/> ID Badge	<input type="checkbox"/> Keys	<input type="checkbox"/> Schedules (e.g., training, programming, meetings, etc.)
<input type="checkbox"/> Meal Tickets	<input type="checkbox"/> Time Sheets	<input type="checkbox"/> Floor Plans (indoor & outdoor areas)
<input type="checkbox"/> Facility Tour	<input type="checkbox"/> Staff Profiles	<input type="checkbox"/> Storage Areas, Supplies, Equipment Inventory
<input type="checkbox"/> Community Tour	<input type="checkbox"/> Locker	<input type="checkbox"/> Policy / Procedure Manual
<input type="checkbox"/> Activity Calendars	<input type="checkbox"/> Terminology	<input type="checkbox"/> Emergency Procedures
<input type="checkbox"/> Readings	<input type="checkbox"/> Others	
<input type="checkbox"/> Forms / Documentation (e.g., POs, requisitions, accident / incident, assessments, etc.)		
<input type="checkbox"/> Resource Orientation (i.e., work area, phone service, directories, libraries, files, etc.)		

– Review the contents of " Bi-Weekly" and associated assignments with Agency-Site Supervisor.

– Review the contents of the "Student Intern Performance Evaluation - Midterm" the "Student Intern Performance Evaluation - Final", "Student Intern Evaluation of Internship - Midterm" and "Student Intern Evaluation of Internship – Final", with Agency-Site Supervisor.

– If applicable, complete Internship Agency-Site requirements (i.e., liability insurance, CPR certification, AED certification, immunizations, etc.).

– Carry out assigned duties.

– Send "Weekly Summary Reports" to Academic Supervisor.

– Send "Bi-Weekly Assignments" to Academic Supervisor.

– Agency-Site Supervisor completes "Student Intern Performance Evaluation - Midterm".

– Student Intern completes "Student Intern Evaluation of the Internship Experience Midterm".

– Discuss "Student Intern Performance Evaluation - Midterm" and "Student Intern Evaluation of Internship Experience Midterm" with Agency-Site Supervisor.

– Confirm that the Agency-Site has submitted the "Student Intern Performance Evaluation - Midterm" and "Student Intern Evaluation of Internship Experience - Midterm".

– Student Intern completes "Student Intern Evaluation of the Internship Experience - Final".

– Agency-Site Supervisor completes "Student Intern Performance Evaluation - Final"

– Discuss "Student Intern Performance Evaluation - Final" and "Student Intern Evaluation of Internship Experience – Final" with Agency-Site Supervisor.

Submit "Student Intern Performance Evaluation- Final" and "Student Intern Evaluation of Internship Experience- Final".

Complete exit interview and submit to Academic-Unit.

Receive credit for Internship.

Descriptions of Specific Tasks

The Student Intern is expected to carry out the tasks described here prior to beginning and during the internship experience.

Internship Goals

Establish in detail what you desire to obtain from your internship experience. After reflecting on your academic preparation and consultation with your Academic Advisor or the Internship Coordinator identify as specifically as possible what you wish to achieve, obtain, or acquire during your internship experience. Submit your "Internship Goals" to the Internship Coordinator prior to contacting potential Agency-Sites (please see p.23). You can expect to share these goals with potential Agency-Site Supervisors during the interview process.

Agreement for Internship in Recreation Administration

After you have selected an Agency-Site, finalize the relationship with the Agency-Site with the "Agreement for Internship in Recreation Administration."

Agency-Site Application for Student Intern in Recreation Administration

In order to do an internship at a pre-approved Agency-Site, each student must selectively choose an Agency-Site(s) they wish to work for and submit an "Agency-Site Application for Student Intern in Recreation Administration" to each.

Outside Employment / Education Verification Form

The Outside Employment / Education Verification Form must be completed prior to starting the internship (see page 26). Signatures from the Student Intern, the Academic-Unit Chair, and the Agency-Site Supervisor are required.

Weekly Internship Schedule

In conjunction with your Agency-Site Supervisor, develop a general description for each week of your internship experience. Elements which might be included in this schedule include but are not limited to: your personal internship goals, Agency-Site activities and responsibilities, proposed deadlines, etc.

Weekly Summary Report

Summarize your activities at the end of each week (typically Friday). Include a summary of your tasks during the week and identify the approximate number of hours committed at the Agency-Site (your hours should total 40 hours). Directly after completing this summary send it to Academic-Supervisor.

Provide a copy of the report to the Agency-Site Supervisor.

Internship Experience Bi-Weekly Assignments

The basic structure of the internship is outlined in the "Internship Bi-weekly Assignments"(please see p. 32). The assignments have expected outcomes presented in the "Learning Objective" column. The "Suggested Learning Activities" column includes descriptions of how each learning objective might be accomplished. The last column "Assignments" describes the written project, which will document the accomplishment of each learning experience.

Student Intern Performance Evaluation - Midterm/Final

The Student Intern Evaluations - Midterm/Final are to be reviewed by the Student Intern and the Agency-Site Supervisor during the first week of the internship. The Agency-Site Supervisor may supplement the Academic-Unit's evaluations with additional evaluation(s). Results of these evaluations are to be forwarded to the Academic Supervisor in a timely fashion. The Academic Supervisor will contact the Student Intern and Agency-Site Supervisors to discuss these evaluations if warranted.

Student Intern Evaluation of Internship Experience Midterm/Final

The Student Intern is expected to provide formal feedback to the Agency-Site Supervisor and the Academic Supervisor at Midterm and Final evaluation periods. If the Student Intern prefers to use another method of formal written feedback this is acceptable to the Academic-Unit. These evaluations are to be discussed with the Agency-Site Supervisor.

Section Three: Internship Forms

- Academic-Unit Internship Registration
 - Outside Employment / Education Verification Form
 - Agency-Site Application for Student Intern in Recreation Administration
 - Agreement for Internship in Recreation Administration
-
- Student Interns are responsible for having the following forms in this section completed and submitted to the Academic Supervisor for processing.
 - An internship will not occur unless all forms are completed and approved.

Academic-Unit Internship Registration

The Academic-Unit Internship Registration form remains with the Internship Coordinator.

Please complete and submit to the Internship Coordinator (1 - minimally) semester prior to anticipated internship commencement. Please note and allot appropriate time for your advisor's required information on the registration.

ACADEMIC-UNIT INTERNSHIP REGISTRATION

Student Contact Information (During the Internship)

If any information below changes during the Internship, it will be the Student-Intern's responsibility to contact the Academic-Unit and provide any corrections.

Name:

Phone Number(s) (24-hour access):

Address (residing when an Intern):

Email:

Cumulative GPA:

Accumulated Credit Hours:

Semester planning to take Internship:

Outside Employment / Education Verification Form

- The Outside Employment / Education Verification Form must be completed prior to starting the internship. Signatures from the Student Intern, the Academic-Unit Chair, and the Agency-Site Supervisor are required.

- Please complete and submit to the Academic Coordinator 2 – 4 weeks prior to anticipated internship commencement.

- If conditions change from what is originally approved, it is the STUDENT INTERN'S responsibility to amend the form and resubmit it to the Academic-Unit Chair and the Agency-Site Supervisor for their approval.

OUTSIDE EMPLOYMENT / EDUCATION VERIFICATION FORM IN RECREATION ADMINISTRATION

Name :

Phone Number(s) (24-hour access):

Address (residing when an Intern):

Email:

Please initial and date the appropriate response(s) below:

1. _____ I am not employed at an outside job or enrolled in additional coursework during my Internship.

*If you initial and date this response, skip the remaining questions and proceed to the signatures at the bottom of the form.

2. _____ I will be employed at an outside job during my Internship.

2A. _____ Estimated number of hours per week you (the Student Intern) plan to spend working with the outside employer during the Internship.

3. _____ I will be enrolled in additional coursework during my Internship.

3A. _____ Estimated number of hours per week you (the Student Intern) plan to spend working on additional coursework during the Internship.

4. _____ Estimated number of minutes you will travel each day while completing your Internship. Please include all travel time from residence, employment, school, etc..

Chair, Department of Recreation Administration Date

Agency-Site Supervisor Signature Date

Student Signature Date

Please return completed form to:
Department of Recreation Administration
Eastern Illinois University
600 Lincoln Avenue
Charleston, IL 61920
Phone: (217) 581-3018; Fax: (217) 581-7804

Agency-Site Application for Student Intern in Recreation Administration

- A student must obtain approval from the Agency-Site where they wish to do their internship.
- In order to do an internship at a pre-approved Agency-Site, each student must selectively choose an Agency-Site(s) they wish to work for and submit an “Agency-Site Application for Student Intern in Recreation Administration” to each.
- Agency-Sites will receive an “Agency-Site Application for Student Intern in Recreation Administration” from each student applying to their Agency-Site though the Agency-Site may not be required to complete the entire application for each student. Agency-Sites will have three application options (original application, continued practice application and change of practice application) to respond with - as discussed below.
- If an “Agency-Site Application for Student Intern in Recreation Administration” (please see p. 25) doesnot exist for desired Agency-Site, the Agency-Site must submit an application, providing information for all domains / questions listed on the application.
- If an “Agency-Site Application for Student Intern in Recreation Administration” (please see p. 25) exists for desired Agency-Site, the Agency-Site must re-submit an application for each student desiring to do an internship though following the (2) options listed below.
 - The Agency-Site may:
 - (1) check “continued practice” on top of the application, recognizing that the original application information is current and therefore no additional information is required from the Agency-Site or
 - (2) check “change of practice” on top of the application, recognizing that the original application is no longer valid thus correcting inaccurate domain(s) exhibited on the original application and resubmitting to the Academic-Unit.
- The rationales for having Agency-Sites submit applications for each student are that standards of practice, staff leadership, Agency-Site goals, etc. fluctuate frequently and such a practice ensures that a student obtains the most appropriate training possible.
- This form should be presented and approved by the Internship Coordinator (6 - 8) weeks prior to anticipated internship commencement.
- The Internship Coordinator will convey if an Agency-Site is appropriate for given student.
- It is highly recommended that the student intern photocopy this page (p. 24) and send it to each Agency-Site they submit an “Agency-Site Application for Student Intern in Recreation Administration”.

**AGENCY-SITE APPLICATION FOR STUDENT INTERN IN
RECREATION ADMINISTRATION**

**Please use online version available at: http://www.eiu.edu/recadmin/agency-site_studentapp.php
Please contact (217) 581-3018 with any questions.**

For Agency-Site Supervisor - please, check one of the following:

- Original:** No other application exists at Academic-Unit
- Continued Practice:** An application exists at Academic-Unit and no changes in practice exist from original
- Change In Practice:** An application exists at Academic-Unit though changes in practice exist for the domain(s) identified below - please, make correction(s) to change(s) only and resubmit to Academic-Unit

Agency-Site _____

Address _____

City _____ State _____ Zip Code _____

Agency-Site Supervisor _____

CPRP or Other Certification Number _____

Expiration Date: _____

Number of full-time certified personnel (i.e., CPRP) at Agency-Site: _____

Phone _____ Fax _____ Email: _____

*The above named Agency-Site agrees to accept students for internships from Academic-Unit. The Agency-Site recognizes that the Academic-Unit's goal is to assign students according to their interests and abilities; therefore this is only an application. If such a *relationship* is perceived, the Academic-Unit will be in contact soon thereafter.

- Please indicate in the spaces provided how the student will be exposed to the following 11 content areas while attending your Agency-Site (*please attach additional information, if space provided is not sufficient*).
- 1. **Budget & Finance** (examples include: analyzing budgets, fees & charges, external funding sources, and purchase requisitions/orders, examining how budgets and capital improvement programs are managed, completing cash handling practices, etc.)

5. **Assessment** (examples include: analyzing individual/group/program needs, resources, etc.)

6. **Program Planning** (examples include: constructing program and participant goals and objectives, practicing ADA compliance, examining program development including activities, logistics, & scheduling, etc.)

7. **Program Implementation** (examples include: employing direct leadership of recreation activities including teaching, equipment use, and supervision, analyzing program registration, facility reservations, inclusion practices and related paperwork, etc.)

8. **Program Evaluation** (examples include: completing program and participant evaluations, constructing program/agency reports, etc.)

9. **Planning & Management** (examples include: interpreting agency's strategic plan, examining partnerships, facility policies, and operations, etc.)

10. **Maintenance Management** (examples include: examining agency's maintenance standards and plan, energy efficient procedures, preventive maintenance, etc.)

11. **Facility Operations** (examples include: inspecting opening/closing procedures for facilities, employing safety and security procedures, analyzing facility management procedures, etc.)

**Additionally, please submit the following to the Academic-Unit Internship Coordinator prior to final approval of the Agency-Site being accepted as an internship Agency-Site:

- Remuneration offered by the Agency-Site (if any; i.e., salary, housing, etc.).
- Resume(s) of Agency-Site Internship Supervisor(s)

Eastern Illinois University Department of Recreation Administration appreciates your cooperation and support. Again, our goal is to assign students according to their interests and abilities. If such a *relationship* is perceived, we will be contacting you very soon with additional information. If you have any questions, please do not hesitate to call (217) 581-3018. Please submit this application to Eastern Illinois University, Department of Recreation Administration.

Date Submitted _____	Approved: yes / no
Signature of Academic Coordinator _____ Date _____	

Direct any questions to:
Department of Recreation Administration
Eastern Illinois University
600 Lincoln Avenue
Charleston, IL 61920
Phone: (217) 581-3018
Fax: (217) 581-7804

Agreement for Internship in Recreation Administration

- It should be noted that the Chair, Department of Recreation Administration, requires an agreement between the Academic- Unit, the Student Intern, and the Agency-Site. There only needs to be (1) approved agreement between the Agency-Site and the Academic-Unit; therefore, the following agreement may or may not be used. An Agency-Site's agreement is acceptable – as long as the Academic-Unit's legal council approves.

- The chosen agreement (enclosed on the following pages or Agency-Site's) should be presented and approved by the Chair, Department of Recreation Administration, Dean, College of Education and Professional Studies, Vice President for Academic Affairs, Vice President for Business Affairs, the Agency- Site Supervisor, and the Student Intern (4) weeks prior to anticipated internship commencement. Legal Councils for both the Academic-Unit and the Agency-Site are typically involved therefore allot needed time.

AGREEMENT FOR INTERNSHIP IN RECREATION ADMINISTRATION

This agreement is made and entered by and between The Board of Trustees of Eastern Illinois University, Department of Recreation Administration and _____ ("Agency-Site") on _____ (date). It is agreed that Eastern Illinois University recreation administration students ("Students") from the Department of Recreation Administration ("Academic-Unit") be provided the opportunity to receive an internship in recreation administration under the supervisor of a recreation administration professional (appropriate certification such as CPRP preferred).

1. Term of Agreement:

Student _____ agrees to complete an internship experience for a minimum of (12) consecutive 40 hour weeks at the above mentioned Agency-Site. The internship will commence on _____ and conclude _____.

2. Obligations and Responsibilities of Academic-Unit:

- a. Provide faculty or staff members to coordinate responsibility for instruction and supervision of the student's internship experience.
- b. Provide Agency-Site and student intern an accessible faculty member for questions and concerns that might arise during the internship (e.g., project selection, etc.).
- c. Assign students that have completed the majority of required recreation administration and general recreation coursework prior to engaging in the internship.
- d. Notify each student that he or she must conform to the standards and practices established by the Academic-Unit while training at the Internship Agency-Site.
- e. Prepare students for an internship interview/acceptance with an Agency-Site (e.g., cover letter, resume, agreements, etc.).
- f. Observe, supervise (indirectly), and counsel students, and confer with the Agency-Site Supervisor if any concerns arise during the internship.
- g. Arrange on-site and / or telephone conference with Agency-Site Supervisor and student.
- h. University will provide professional liability insurance. Coverage provides \$1,000,000 coverage per occurrence and 3,000,000 in the aggregate. Written evidence of such coverage is recommended prior to Student beginning their internship (i.e., proof of certificate of insurance).

3. Obligations and Responsibilities of Student:

- a. Complete necessary exams (i.e., physical, etc.) required by the Agency-Site, including payment of associated costs.
- b. Adhere to all policies, regulations and assignments outlined by the Academic-Unit and the Agency-Site providing the internship experience.
- c. Complete all Academic-Unit assignments on designated dates.
- d. Complete evaluation forms and submit to Academic Supervisor on designated dates.
- e. If the Agency-Site requires additional insurance beyond provisions by the Agency-Site or Academic-Unit, it is the responsibility of the Student to obtain required coverage.

4. Obligations and Responsibilities of Agency-Site:

- a. The Agency-Site shall cause a Certificate of Insurance to be issued showing the following required coverage in no less than the minimum coverage limits listed below. The insurance companies providing coverage must have a current A.M. Best rating of B++; VII or better and be duly authorized by the Department of Insurance of the State to do business in the State. The Agency-Site must agree to maintain such insurance for the duration of the agreement or the term for which services will be rendered,
 - A. Worker's Compensation (including Occupational Disease) – Statutory Limits (State)
Employer's Liability (Part B) - \$500,000 per occurrence
 - B. Commercial General Liability (including Products & Completed Operations)
Combined Single Limit - \$1,000,000 per occurrence OR Bodily Injury - \$1,000,000 per occurrence and Physical Damage - \$1,000,000 per occurrence* If any Student Intern will be driving any Agency-Site vehicle, evidence of the following coverage must also be provided:
 - C. Commercial Automobile Liability
Combined Single Limit - \$1,000,000 per occurrence OR Bodily Injury - \$1,000,000 per occurrence and Physical Damage - \$1,000,000 per occurrence
- b. Provide, if it wishes, the affiliating Student with remuneration (e.g., salary, housing, etc.).
- c. Share in the responsibility in the education, evaluation, guidance and supervision of Students in the program through the assistance of its employees and the faculty of Academic-Unit, in accordance with the Academic-Unit's Internship Manual for Recreation Administration.
- d. Provide the ultimate responsibility for Agency-Site client care.

- e. Notify each student that he or she is responsible for following the administrative policies, standards, regulations and practice of the Internship Agency-Site, including reporting to it on time, and providing the necessary and appropriate dress required during the regularly scheduled operating hours.
- f. Provide a supervised program of applied experience.
- g. Designate and submit in writing to the Academic-Unit, for its approval, the name and professional and academic credentials of a person to be responsible for the internship and who shall hold the title of internship supervisor. Notice of any proposed change of the internship supervisor shall be given in writing to the Academic-Unit.
- h. Improve the overall educational program of the Academic-Unit by providing opportunities for learning experiences that will progress the Student to advanced levels of performance.
- i. Agency-Site will permit, on reasonable request, the inspection of clinical and related facilities by Academic-Unit administrators and agencies charged with responsibility for accreditation of Eastern Illinois University.

5. General Conditions:

- a. Regulations determined by Agency-Site shall be applicable to Students while they participate in the internship. Upon written notice to the appropriate Academic-Unit administrator, Agency-Site may request Academic-Unit to withdraw from the Agency-Site any Student whose appearance, conduct, or work with Agency-Site clients or personnel is not in accordance with Agency-Site policies or other acceptable standards of performance and such request shall be granted by Academic-Unit. Final action of Student withdrawal from Academic-Unit program is the responsibility of the Academic-Unit.
- b. Academic-Unit at any time may withdraw a student whose progress, work, or conduct does not meet Academic-Unit standards.
- c. During all stages of the implementation and operation of said internship, including the selection of qualified applicants, the assignment of projects, the allocation of available housing and any disciplinary action required, there shall be no discrimination on the basis of race, color, religion, creed, gender, national origin, disability, marital status, status as a disabled veteran, or veteran of the Vietnam era.
- d. Neither party shall use the other's name in a way which is reasonably likely to suggest that the two parties are related, without first obtaining the written consent of the other party.
- e. This agreement shall be governed under the laws of the State of Illinois.
- f. Agency-Site shall indemnify and hold harmless Academic-Unit, its agents and employees from and against any and all claims, demands or causes of action for injury or death to persons or damage to property (including all costs and reasonable attorneys fees incurred in defending any claim, demand or cause of action) arising out of or resulting from the acts or omissions of Agency-Site, its agents or employees in the performance of their obligations hereunder. These obligations shall survive termination of this agreement.
- g. This agreement constitutes the entire agreement between the parties and supersedes all other agreements, whether oral or written, with respect to the subject matter hereof. This agreement may not be altered, amended, or modified except in writing signed by both parties.
- h. Either party may terminate this agreement upon ____ days' written notice except that if Eastern Illinois University terminates this Agreement based on lack of funding, the ____ days' notice shall not apply.

Approved By:

Approved For: (Agency-Site)

Chair, Department of Recreation Administration

Agency-Site Supervisor Signature

Date: _____

Date: _____

Dean, College of Education and Professional Studies

Student Signature

Date: _____

Date: _____

Vice President for Academic Affairs

Date: _____

Vice President for Business Affairs

Date: _____

Student Contact Information (During the Internship)

Name: _____ Phone: _____

Address: _____

City: _____ State: _____ Zip: _____

Email: _____ Cell Phone: _____

Section Four: Weekly Summary Report Forms



Weekly Summary Report Forms (Sample)

- The student intern is expected to provide a summary of experiences to the Academic Supervisor each week. The student may choose to photocopy, complete, and mail or e-mail the following form weekly or draft a letter weekly that includes information to suffice questions asked on the form provided and mail it to the Academic Supervisor. The Agency-Site Supervisor is also to review a copy of this (Sample) report.

Weekly Summary Report

NAME _____ Date _____ Discussion of week number _____

1. Describe briefly but completely the programs / activities / responsibilities to which you were assigned during the past week. Include any extra assignments such as staff meetings, committee meetings, other work assignments, etc.

2. Describe your reactions /observations to the experiences you encountered. What did you learn from them? Do not criticize or evaluate the experiences, just your reactions to them.

3. Re-assess internship goals and list any new and/or revised goals below

4. Categorize the hours that you worked based upon tasks, projects or job functions.

Section Five

Bi-Weekly Assignments

- The Student Intern is responsible for accomplishing the assignments presented in each report. The Agency-Site Supervisor is expected to provide opportunities for the student to gather information needed to satisfy the requirements of each report. If there are questions regarding contents of the Bi-Weekly Assignments, please contact the Academic Supervisor.
- Academic Supervisor(s) may prefer “hard copies” to electronic attachments or they may require both (hard copies and electronic attachment). Clarify mode of delivery with Academic Supervisor prior to delivery.

Internship Bi-Weekly Assignments

- The Internship Bi-Weekly Assignments provide an outline of the basic content of the Internship experience, which the Academic-Unit expects each Intern to complete. The Bi-weekly assignments are based on numerous sources (i.e., job analysis studies, advisory council, delegates at conferences); therefore, completing the assignments are intended to foster future, competent Recreation – based Administrators. The Bi-Weekly Assignments are composed of four (4) components:
 1. Each assignment is prefaced by Knowledge and Skill Area Topic(s).
 2. Each assignment has associated outcomes listed in the "Learning Objective" column.
 3. The "Suggested Learning Activities" column provides examples of how each objective might be accomplished.
 4. The last column "Assignments" describes the written product, which will document the accomplishment of the learning objective. Because of the variety of Internship Agency-Sites, modification(s) of these activities is (are) expected. Such modification(s) should be completed after consideration of the relationship of each objective to the student intern's work activities.
- Each Student Intern's experience is unique, therefore, the "Learning Objectives" and associated "Assignments" may need to be modified. Such modifications are to be made with approval of the Agency-Site Supervisor and Academic Supervisor.

**** Please note that the following assignments may have “biweekly-due-dates” earlier / later than when the “assignment topic” is discussed / learned at the Agency-Site (e.g., assessment information). It is the Academic-Unit’s intention to provide the student enough time to complete the assignment(s) as opposed to identifying when topics should be discussed / learned; therefore, it is the student’s responsibility to know what is expected of them throughout the internship and not just what is expected of them for the ensuing bi-weekly assignments (i.e. be familiar with ALL bi-weekly assignments prior to starting the internship).

- φ Exposure to all of the Knowledge and Skill Area Topics should occur once the internship and the academic lessons are collaboratively completed. Embellishing previously developed assignments from courses completed at the academic-unit, creating a Portfolio, are encouraged.

Bi-Weekly One: Organizational Orientation

Goal: Demonstrate knowledge of the structure and function of the Internship Agency-Site

Topic	LEARNING OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	ASSIGNMENTS
Leisure Resources	1. Apply knowledge of leisure-based resources in given region.	1. Identify current leisure-related opportunities for given region. Network with recreation departments, tourism office, telephone directory, outreach programs, hospitals, schools, etc. for information.	1. Prepare a leisure resources guide for given region. Include information such as: type of program offered, contact person, phone, address, dates of operation, areas, facilities, supplies, unique features, etc..
Administration	2. Apply knowledge of the administrative structure, organization and interrelationships of the disciplines and/or service divisions of the Agency-Site and external constituents.	2. Discuss with Agency-Site Supervisor the structure and organization of the internship Agency-Site. Secure information on organization services/disciplines and the function of each. Observe each service / discipline offered. Attend board, council, or administrative unit meeting(s).	2. Prepare an Agency-Site organizational chart. Include mission/vision, responsibilities of the various units of the Agency-Site, basic goals of each unit, services provided by each unit, and interrelationships of the units.
Organizational Planning	3. Interpret strategic planning process including needs assessment.	3. Discuss infrastructure, site plans, assets, natural resources, partnerships, facility operations, and master planning process.	3. Prepare a summary of the Agency-Site's progress toward completion of the agency's master plan.
Regulations	4. Demonstrate a knowledge of mandates and regulations that govern the Agency-Site (e.g., ADA, OSHA, hazardous material, MSDS, etc.).	4. Discuss with Agency-Site Supervisor and legal counsel standards and regulations pertinent to Agency-Site.	4. Prepare a compliance / non-compliance table of regulations (e.g., ADA, OSHA, MSDS, etc.) associated with the Agency-Site.

These assignments are meant to guide the supervisor and student discussions of these topical areas. Although it is expected that the student will be exposed to each of the areas, it is understood that the student may not complete each assignment listed in the table. The topical areas have been selected to match the content from the Certified Park and Recreation Professional (CPRP) examination and the internship's learning outcomes.

Bi-Weekly Two: Policies / Procedures and Professional Practice

Goal: Demonstrate knowledge of personnel and professional policy practices of the Agency-Site

Topic	LEARNING OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	ASSIGNMENTS
Personnel Policies	1. Demonstrate knowledge of personnel policies and operations.	1. Review the Agency-Site’s personnel policy manual. Discuss your review with your Agency-Site Supervisor and human resources staff.	1. Prepare a checklist acknowledging policy/procedure coverage. Create (1) P&P for Agency-Site. In addition, revise (1) current P&P for Agency-Site. Identify various categories found in the policy manual. Indicate rationales & processes by which policies & procedures are established.
Staff Training	2. Demonstrate knowledge of staff development procedures (i.e., recognition, motivation, attention to grievances, etc.).	2. Discuss current trends affecting the Agency-Site’s operation by attending at least on professional in-service or conference event.	2. Prepare (1) pg. summary for each session attended – include handouts if provided. Identify the current trends and issues affecting the Agency-Site’s services and indicate what changes have been implemented to address these.
Risk Management	3. Recognize Risk Management (e.g., infection control) policies and procedures.	3. Review the Agency-Site’s policy/procedure (quality assurance) manuals &/or videos about proper Risk Management procedures. Attend training session(s).	3. Report Risk Management policy and procedures pertinent to recreation administration settings & programs. Identify how Agency-Site monitors P&P control. Develop a “quiz-game” for department’s staff to play.
Maintenance	4. Demonstrate the knowledge of maintenance operations.	4. Identify maintenance operations (e.g., areas, facilities, equipment, landscapes, repairs/replacement, etc.). Review work of contractors or consultants.	4a. Prepare maintenance standards and plans (e.g., areas, facilities, equipment, landscapes, etc.). 4b. Prepare a list of currently used energy efficient procedures
Physical Resource Management	5. Examine practices related to facility operations.	5. Employ facility operations including opening/closing procedures, safety and security procedures, retail sales, and rentals.	5a. Appraise a facility or specific area and prepare a summary of the experience. 5b. Appraise and shadow a facility supervisor and prepare a summary of the experience. 6b. Write an opening/closing procedures (i.e., punchlist/checklist) for facility.

These assignments are meant to guide the supervisor and student discussions of these topical areas. Although it is expected that the student will be exposed to each of the areas, it is understood that the student may not complete each assignment listed in the table. The topical areas have been selected to match the content from the Certified Park and Recreation Professional (CPRP) examination and the internship’s learning outcomes.

Bi-Weekly Three: Programming

Goal: Display the ability to plan, organize and implement programs in Recreation Administration

Topic	LEARNING OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	ASSIGNMENTS
Assessment Selection	1. Demonstrate an ability to select appropriate assessment devices for individuals served at Agency-Site.	1. Review rationale for assessment(s) selection (i.e., purpose, validity, reliability, practicality, availability) with Agency-Site Supervisor.	1a. Prepare a summary reflecting currently used assessment(s) attributes (i.e., purpose, validity, reliability, practicality, availability, etc.). 1b. Review (2) assessments that could be used @ Agency-Site; provide rationale, emphasizing multi-procedures (i.e., behavioral observation, interview, skill test, etc.). 1c. Prepare a summary of how an assessment (i.e., community survey) is / was conducted @ Agency-Site.
Leadership	2. Demonstrate the ability to use various leadership supervision techniques.	2. Review individual/group activity sessions independently and as a co-facilitator (videotaping sessions are recommended).	2. Interpret the various leadership techniques, equipment, supplies, services, facilities, etc. you used. Write a review of inclusion procedures, forms used, reports generated, registration/reservation procedures, etc.
Program Planning	3. Demonstrate the ability to schedule activities/ assignments and prepare program area/equipment for participation.	3. Review the Agency-Site's activities related to activity planning, emphasizing program development, content, and format.	3. Prepare and submit an activity form/plan and include the following: goals, objectives, activity description, participant descriptions, activities schedule, site requirements (accessibility), staff required & responsibilities, precautions associated, supplies/equipment used, potential adaptations, variations, & evaluation plan. Assist in planning / conducting / supervising (1) special event or program.
Promotion	4. Demonstrate the ability to promote leisure services to the public.	4. Review the publication informational material for at least one program. Secure samples that have previously been used by the Agency- Site (fliers, brochures, calendars, & press releases.	4. Interpret the methods used by the Agency-Site to promote programs and services. Write a summary that includes examples of promotional materials that have been used in the past by the Agency-Site. Include one (flier, brochure, calendar, & press release) that was distributed by you to a community/organization/event that you attended.

These assignments are meant to guide the supervisor and student discussions of these topical areas. Although it is expected that the student will be exposed to each of the areas, it is understood that the student may not complete each assignment listed in the table. The topical areas have been selected to match the content from the Certified Park and Recreation Professional (CPRP) examination and the internship's learning outcomes.

Bi-Weekly Four: Resource Management

Goal: Demonstrate knowledge of the Agency-Site’s resource management capabilities

Topic	LEARNING OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	ASSIGNMENTS
Policies	1. Demonstrate knowledge of the policies for the Agency-Site’s handling of funds.	1. Discuss with Agency-Site Supervisor the following: receipts and vouchers, bids, approval of expenditures, petty cash funds, capital improvements, and establishment of fees and charges.	1. Prepare a written summary of the organization’s policies for the handling of funds. Including but not limited to: receipts and vouchers, bids, petty cash funds, approval of expenditures and fees and charges. Documents should be attached in an appendix.
Budget	2. Demonstrate knowledge of budget policies and procedures.	2. Review a budget (mock/real) for a program in which you are involved. Discuss the budget to your Agency-Site Supervisor, providing justifications for expenditures, revenues, and financial forecasts.	2. Prepare and present a budget and a narrative description to the Agency-Site Supervisor.
Reimbursement / Funding	3. Demonstrate the knowledge of how recreation administration is reimbursed.	3. Discuss with the Agency-Site Supervisor and financial administration department within the Agency-Site as to how recreation administration is reimbursed or funded.	3. Write a written summary as to how the Agency-Site is reimbursed or funded. Include photo copied support obtained from Agency-Site protocols, regulating agency manual, etc..
Resources	4. Demonstrate ability of how to obtain external resources (grants, exactions, sponsorships, TIFs, etc.).	4. Discuss previous accomplishments by Agency-Site and why they were successful with grants, bonds, sponsorships, etc..	4. Identify and provide a photocopy of an accepted grant & write amendments appropriate for grant reapplication.
Requisitions	5. Demonstrate the ability of how to order/requisition supplies, equipment &/or facilities for the recreation administration department.	5. Select (mock/actual) supplies / equipment for a program in which you are involved.	5. Write a summary of the process (i.e., purchase order) used to obtain equipment, supplies, &/or facilities for the Agency-Site’s programs. Samples (forms) should be attached in appendix. Complete an equipment / supply inventory checklist.

These assignments are meant to guide the supervisor and student discussions of these topical areas. Although it is expected that the student will be exposed to each of the areas, it is understood that the student may not complete each assignment listed in the table. The topical areas have been selected to match the content from the Certified Park and Recreation Professional (CPRP) examination and the internship’s learning outcomes.

Bi-Weekly Five: Evaluation Process

Goal: Demonstrate the ability to effectively evaluate personal and Agency-Site outcomes

Topic	LEARNING OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	ASSIGNMENTS
Evaluation	1. Demonstrate an ability to evaluate and revise program offerings.	1a. Review an evaluation for at least two activities during your leadership experience. 2b. Review current program evaluation instrument(s) used by Agency-Site.	1. Employ an evaluation procedure (i.e., participant and/or programming outcomes) for an activity / program for which you have had responsibility (e.g., satisfaction survey, public relations survey, etc.). Write a list of recommendations for improvement based upon your findings.
Management	2. Demonstrate an ability to evaluate studies concerning management problems/issues.	2. Review recent studies (trend analysis, statistical analysis, case studies, incident reports) of vandalism, crime, hazardous materials, accidents, health, and safety topics.	2. Interpret solutions used to deal with the findings concerning management problems/issues. Discuss the “success” of the solution employed. Write a performance improvement program for identified problem areas from reports.
Personal Review	3. Demonstrate an ability to evaluate personal performance.	3. Review personal performance with Agency-Site Internship Supervisor. Complete final evaluation of Internship.	3. Prepare a strengths / weaknesses list based on findings obtained from the Agency-Site Supervisor and self-evaluations. Determine what, if anything, could be done differently to reduce weaknesses. Provide overview of personal growth from experiences.
Admin. / Documents	4. Demonstrate knowledge of common administrative responsibilities	4. Review the Agency-Site’s materials related to common administrative responsibilities including written records and reports, staff meetings, disciplinary procedures, volunteerism, staff responsibilities of position and evaluation procedures of staff and service population.	4a. Prepare a written summary of the Agency-Site’s common administrative responsibilities (i.e., volunteerism, internships, job descriptions, recruitment practices, dismissal procedures, hiring, contracts, orientation, customer service issues, etc.). 4b. Prepare a written summary of staff supervision policies including development of staff work schedules.
Marketing	5. Illustrate the knowledge of the marketing process associated with leisure-based services.	5. Discuss with Agency-Site Supervisor how the Agency-Site markets their services to the public. Discuss all that is involved with in the marketing process.	5. Employ marketing analysis; prepare and implement marketing plan; interpret marketing effectiveness.

These assignments are meant to guide the supervisor and student discussions of these topical areas. Although it is expected that the student will be exposed to each of the areas, it is understood that the student may not complete each assignment listed in the table. The topical areas have been selected to match the content from the Certified Park and Recreation Professional (CPRP) examination and the internship’s learning outcomes.

Bi-Weekly Six: Capstone Experience

Goal: Demonstrate knowledge and professional experiences related to the Agency-Site’s programs, facilities, and services

Topic	LEARNING OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	ASSIGNMENTS
Agency/Site Presentation	1. Demonstrate experiences related to the Agency-Site’s programs, facilities, and services.	1. Discuss with Agency-Site Supervisor, the student’s experiences, including programming, facilities, special events, and participants served. Discuss confidentiality issues related to image production.	1. Prepare a presentation summarizing the internship experiences, including the content related to the internship experience (i.e., see Bi- weekly 1-5), Agency-Site’s programs, facilities, special events, and participants served. The presentation should utilize one, or a combination of PowerPoint, video, or digital pictures.

These assignments are meant to guide the supervisor and student discussions of these topical areas. Although it is expected that the student will be exposed to each of the areas, it is understood that the student may not complete each assignment listed in the table. The topical areas have been selected to match the content from the Certified Park and Recreation Professional (CPRP) examination and the internship’s learning outcomes.

Section Six: Evaluation Forms

- Student Intern Performance Evaluation - Midterm
- Student Intern Performance Evaluation - Final
- Final Narrative Evaluation of Student Internship
- Student Midterm Evaluation of Internship
- Student Final Evaluation of Internship

- Student Intern Evaluation(s) Midterm & Final forms are provided in the following section. The feedback obtained should be instrumental toward sound professional development.
- It is acceptable for the Agency-Site Supervisor to supplement the following evaluation forms.

Student Performance Appraisal-Midterm

- Please have the Agency-Site Supervisor complete the online evaluation midway through the Internship experience. A link to the online Performance Appraisal instrument will be emailed to the Agency-Site Supervisor. A copy of the appraisal instrument and its content are provided on the following pages.
- This appraisal assesses qualities commonly desired by management-based practitioners. Certification based knowledge and skill areas are reflected though not emphasized.

Please use online version at
http://eiu.co1.qualtrics.com/SE/?SID=SV_bdByDs3laV24Y5f
If a hard copy is required, contact (217) 581-3018.

Department of Recreation Administration
Internship: Midterm Student Performance Appraisal

Instructions: Please evaluate your Internship Student based on the response scale described below. For each task statement listed below indicate how you evaluate your Internship Student.

Name of Internship Student:

Supervisor Name:

Professional Practices & Etiquette Domain

Knowledge of Position (demonstrates understanding of the agency, its operations, organizational structure, and the role and expectations of position within the agency, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Oral Communication (employs effective communication with staff and constituencies, demonstrates ability to listen, asks appropriate questions, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Written Communication (demonstrates sound writing ability for profession, develops reports, papers, and projects, uses appropriate language and writing style, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Punctuality & Attendance (arrives to work in a timely manner, provides adequate notice for absence/tardiness, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Attitude (practices demeanor that is appropriate for position, demonstrates enthusiasm for experience, accepts criticism, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Judgment (employs sound reasoning and forethought when making decisions, interprets assessments appropriately, uses resources when needed, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Initiative (demonstrates a desire to seek knowledge, displays a motivation to engage in projects/activities above and beyond the scope of the internship position requirements, seeks out projects/experiences without being prompted by supervisor, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Performance of Duties (demonstrates organization, employs work ethic that is consistent with profession, practices thoroughness with projects/assignments, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Interpersonal Relationships w/Individuals Served (uses tact, respect, courtesy, and safety awareness when interacting with participants, customers, clients, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Interpersonal Relationships w/Staff (uses tact, respect, courtesy, and safety awareness when interacting with staff, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Internship Content Domain

Budget & Finance (analyze budgets, fees & charges, external funding sources, and purchase requisitions/orders, examine how budgets and capital improvement programs are managed, complete cash handling practices, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Staff Development & Supervision (examine job descriptions, performance appraisals, and supervision policies, interpret personnel issues, appraise work schedules, employee grievance processes, orientations, and training programs, work with seasonal, part-time, and volunteer staff, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Policy Formulation & Interpretation (inspect agency policies and operations manual, appraise agency's policy decision making process, analyze advocacy activities, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Customer Service & Marketing (complete networking activities with related organizations, examine agency's vision and mission and markets, construct promotional materials, public information services, and packets for special issues, analyze public relations efforts, discuss customer service, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Assessment (analyze individual/group/program needs, resources, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Program Planning (construct program and participant goals and objectives and ADA compliance, examine program development including activities, logistics, & scheduling, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Program Implementation (employ direct leadership of recreation activities including teaching, equipment use, and supervision, analyze program registration, facility reservations, inclusion practices and related paperwork, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Program Evaluation (complete program and participant evaluations, construct program/agency reports, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Planning & Management (interpret agency's strategic plan, examine partnerships, facility policies, and operations, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Maintenance Management (examine agency's maintenance standards and plan, energy efficient procedures, preventive maintenance, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Facility Operations (inspect opening/closing procedures for facilities, employ safety and security procedures, analyze facility management procedures, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Please use online version at
http://ein.co1.qualtrics.com/SE/?SID=SV_bdByDs3laY24Y5f
If a hard copy is required, contact (217) 581-3018.

Performance Improvement Plan

Instructions: Please help the internship student understand how they may be able to improve their performance by selecting three (3) to eight (8) specific behaviors to concentrate on during the next appraisal period. These behaviors should be agreed upon by the internship student and supervisor. Establish criteria that will demonstrate improvement on each behavior and a reasonable timeframe for the criteria to be achieved.

Behavior 1

Behavior

Criteria (measures of improvement)

Timeframe

Behavior 2

Behavior

Criteria (measures of improvement)

Timeframe

An empty rectangular box with a thin black border. On the right side, there are three vertically stacked buttons: a small square with an upward-pointing triangle, a small square with a downward-pointing triangle, and a larger square with a downward-pointing triangle. On the bottom side, there are four buttons: a small square with a left-pointing triangle, a small square with a right-pointing triangle, and two larger squares with left and right-pointing triangles respectively.

Behavior 3
Behavior

An empty rectangular box with a thin black border. On the right side, there are three vertically stacked buttons: a small square with an upward-pointing triangle, a small square with a downward-pointing triangle, and a larger square with a downward-pointing triangle. On the bottom side, there are four buttons: a small square with a left-pointing triangle, a small square with a right-pointing triangle, and two larger squares with left and right-pointing triangles respectively.

Criteria (measures of improvement)

An empty rectangular box with a thin black border. On the right side, there are three vertically stacked buttons: a small square with an upward-pointing triangle, a small square with a downward-pointing triangle, and a larger square with a downward-pointing triangle. On the bottom side, there are four buttons: a small square with a left-pointing triangle, a small square with a right-pointing triangle, and two larger squares with left and right-pointing triangles respectively.

Timeframe

An empty rectangular box with a thin black border. On the right side, there are three vertically stacked buttons: a small square with an upward-pointing triangle, a small square with a downward-pointing triangle, and a larger square with a downward-pointing triangle. On the bottom side, there are four buttons: a small square with a left-pointing triangle, a small square with a right-pointing triangle, and two larger squares with left and right-pointing triangles respectively.

Behavior 4
Behavior

An empty rectangular box with a thin black border. On the right side, there are three vertically stacked buttons: a small square with an upward-pointing triangle, a small square with a downward-pointing triangle, and a larger square with a downward-pointing triangle. On the bottom side, there are four buttons: a small square with a left-pointing triangle, a small square with a right-pointing triangle, and two larger squares with left and right-pointing triangles respectively.

Criteria (measures of improvement)

An empty rectangular box with a thin black border. On the right side, there are three vertically stacked buttons: a small square with an upward-pointing triangle, a small square with a downward-pointing triangle, and a larger square with a downward-pointing triangle. On the bottom side, there are four buttons: a small square with a left-pointing triangle, a small square with a right-pointing triangle, and two larger squares with left and right-pointing triangles respectively.

Timeframe

An empty rectangular box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a small downward-pointing triangle. On the bottom side, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

Behavior 5

Behavior

An empty rectangular box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a small downward-pointing triangle. On the bottom side, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

Criteria (measures of improvement)

An empty rectangular box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a small downward-pointing triangle. On the bottom side, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

Timeframe

An empty rectangular box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a small downward-pointing triangle. On the bottom side, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

Behavior 6

Behavior

An empty rectangular box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a small downward-pointing triangle. On the bottom side, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

Criteria (measures of improvement)

An empty rectangular box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a small downward-pointing triangle. On the bottom side, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

Timeframe

An empty rectangular box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a small downward-pointing triangle. On the bottom side, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

Behavior 7

Behavior

An empty rectangular box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a small downward-pointing triangle. On the bottom side, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

Criteria (measures of improvement)

An empty rectangular box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a small downward-pointing triangle. On the bottom side, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

Timeframe

An empty rectangular box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a small downward-pointing triangle. On the bottom side, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

Behavior 8

Behavior

An empty rectangular box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a small downward-pointing triangle. On the bottom side, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

Criteria (measures of improvement)

An empty rectangular box with a thin black border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a small downward-pointing triangle. On the bottom side, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and another square.

Timeframe

To be completed by student

This evaluation has been discussed with me and I have received a copy (circle one).

Yes

No

Student Performance Appraisal-Final

- Please have the Agency-Site Supervisor complete the online evaluation at the conclusion of the Internship experience. A link to the online Performance Appraisal instrument will be emailed to the Agency-Site Supervisor. A copy of the appraisal instrument and its content are provided on the following pages.
- This evaluation assesses qualities commonly desired by management-based practitioners. Certification based knowledge and skill areas are reflected though not emphasized.

Please use online version at:
http://ciu.qualtrics.com/SE/?SID=SV_5ayCrFD37uQ0pVz
If a hard copy is required, contact (217) 581-3018.

Department of Recreation Administration
Internship: Final Student Performance Appraisal

Instructions: Please evaluate your Internship Student based on the response scale described below. For each task statement listed below indicate how you evaluate your Internship Student.

Name of Internship Student:

Supervisor Name:

Professional Practices & Etiquette Domain

Knowledge of Position (demonstrates understanding of the agency, its operations, organizational structure, and the role and expectations of position within the agency, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Oral Communication (employs effective communication with staff and constituencies, demonstrates ability to listen, asks appropriate questions, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Written Communication (demonstrates sound writing ability for profession, develops reports, papers, and projects, uses appropriate language and writing style, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Punctuality & Attendance (arrives to work in a timely manner, provides adequate notice for absence/tardiness, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Attitude (practices demeanor that is appropriate for position, demonstrates enthusiasm for experience, accepts criticism, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Judgment (employs sound reasoning and forethought when making decisions, interprets assessments appropriately, uses resources when needed, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Initiative (demonstrates a desire to seek knowledge, displays a motivation to engage in projects/activities above and beyond the scope of the internship position requirements, seeks out projects/experiences without being prompted by supervisor, etc.)

1	2	3	4	5	0
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Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable
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Performance of Duties (demonstrates organization, employs work ethic that is consistent with profession, practices thoroughness with projects/assignments, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Interpersonal Relationships w/Individuals Served (uses tact, respect, courtesy, and safety awareness when interacting with participants, customers, clients, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Interpersonal Relationships w/Staff (uses tact, respect, courtesy, and safety awareness when interacting with staff, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Internship Content Domain

Budget & Finance (analyze budgets, fees & charges, external funding sources, and purchase requisitions/orders, examine how budgets and capital improvement programs are managed, complete cash handling practices, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Staff Development & Supervision (examine job descriptions, performance appraisals, and supervision policies, interpret personnel issues, appraise work schedules, employee grievance processes, orientations, and training programs, work with seasonal, part-time, and volunteer staff, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Policy Formulation & Interpretation (inspect agency policies and operations manual, appraise agency's policy decision making process, analyze advocacy activities, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Customer Service & Marketing (complete networking activities with related organizations, examine agency's vision and mission and markets, construct promotional materials, public information services, and packets for special issues, analyze public relations efforts, discuss customer service, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Assessment (analyze individual/group/program needs, resources, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Program Planning (construct program and participant goals and objectives and ADA compliance, examine program development including activities, logistics, & scheduling, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Program Implementation (employ direct leadership of recreation activities including teaching, equipment use, and supervision, analyze program registration, facility reservations, inclusion practices and related paperwork, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Program Evaluation (complete program and participant evaluations, construct program/agency reports, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Planning & Management (interpret agency's strategic plan, examine partnerships, facility policies, and operations, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Maintenance Management (examine agency's maintenance standards and plan, energy efficient procedures, preventive maintenance, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Facility Operations (inspect opening/closing procedures for facilities, employ safety and security procedures, analyze facility management procedures, etc.)

1	2	3	4	5	0
Does Not Meet Standards	Meets Minimum Standards	Meets Standards	Exceeds Position Standards	Outstanding	Not Applicable

Final Narrative Performance Evaluation of Student (to be completed by the Site Supervisor)

Instructions: Please take a few moments to share your thoughts on the Internship Student. This form does not need to be shared with the Internship Student and can be sent directly to the Academic Supervisor. If you have any questions, please call (217) 581-3018.

1. What additional training would have helped this student intern in the Agency-Site assignment?

2. From your observations of the student intern, what do you consider his/her strongest attributes?

3. From your observations of the student intern, what do you consider his/her weakest attributes?

4. Is this student intern the type of person you would hire for a full-time position within your Agency-Site?

Yes / No

5. Have you discussed this narrative evaluation with the student intern?

Yes / No

6. Please feel free to provide any additional comments concerning the fieldwork student.

If you could assign the fieldwork student a grade for their performance what would it be?

Please circle one.

- A - Outstanding
- B - Good
- C - Average
- D - Poor
- F - Unsatisfactory

Supervisor Name:

Student Midterm Performance Appraisal of Internship

- Please complete this online narrative appraisal and discuss with Agency-Site Supervisor midway through the internship. Once you have submitted (online) the evaluation form, please check with your Academic Supervisor to confirm it has been received.
- Instructions for completing the online appraisal form:
 1. Visit the online instrument at :
http://eiu.co1.qualtrics.com/SE/?SID=SV_cHXiZL4QhYu1Hs9
 2. Complete the form by responding to all of the questions/items.
 3. Your academic supervisor will be automatically notified when you submit the Student Narrative. If you have any questions regarding the process, do not hesitate to contact me at whighelmire@eiu.edu or by phone at (217) 581-6344.

Please use online version at:
http://ciu.co1.qualtrics.com/SE/?SID=SV_cHXiZL4QhYu1Hs9.
If a hard copy is required, contact your Academic Supervisor.

Department of Recreation Administration
Internship: Midterm Student Narrative Evaluation of Internship Experiences
(to be completed by the student)

Instructions: This assessment is to be completed by the student and sent to the Academic Supervisor immediately upon completion of the midpoint of the internship experience. A copy should be made and discussed with the Agency-Site Supervisor prior to mailing. Candid discussions with the Agency-Site Supervisor on a continuing basis and of your reactions expressed on this form are intended to help make your internship experience more meaningful.

Name of Internship Student:

Agency-Site:

1. Was your orientation period adequate enough to allow you to perform comfortably and knowledgeably?
2. Did your on-the-job supervisor adequately acquaint you with the work / responsibilities required by the Agency-Site?
3. Were you introduced to all staff members?
4. Were relevant and needed materials provided during the orientation period?
5. Briefly summarize to date your experience in relationship to your "Internship Goals".
6. Is this experience what you expected? Explain.
7. Is the Agency-Site supervision you are getting adequate? Explain.
8. How can the internship experience be more meaningful?
9. What can you do to make the experience more meaningful?
10. What can the Agency-Site and/or Agency-Site Supervisor do to make it so?
11. What experience would you like to see given more emphasis during the remainder of your time with the Agency-Site?
12. Additional Comments?

Student Final Performance Appraisal of the Internship

- Please complete this online evaluation and discuss with Agency-Site Supervisor toward the end of the internship. Once you have submitted (online) the evaluation form, please check with your Academic Supervisor to confirm it has been received.

- Instructions for completing the online appraisal form:
 1. Visit the online instrument at :
http://eiu.co1.qualtrics.com/SE/?SID=SV_0wEx3I00o8GqwQJ
 2. Complete the form by responding to all of the questions/items.
 3. Your academic supervisor will be automatically notified when you submit the Student Narrative. If you have any questions regarding the process, do not hesitate to contact me at whighelmire@eiu.edu or by phone at (217) 581-6344.

Please use online version at:
http://ciu.co1.qualtrics.com/SE/?SID=SV_0wEx3I00o8GqwOJ
If a hard copy is required, contact your Academic Supervisor.

Department of Recreation Administration
Internship: Final Narrative Evaluation of Internship Experiences
(to be completed by the student)

Instructions: This assessment is to be completed by the student and sent to the Academic Supervisor immediately upon completion of the internship experience. A copy should be made and discussed with the agency supervisor prior to mailing. Candid discussions with the Agency-Site Supervisor on a continuing basis and of your reactions expressed on this form are intended to help make your internship experience more meaningful.

Name of Internship Student:

Agency-Site:

Supervision:

1. Has your Agency-Site Supervisor provided an adequate number of new work experiences, along with optimum instruction and supervision?
2. Has he/she been available to answer questions and to review your work?
3. Has he/she met with you and given you feedback on your performance?
4. Additional Comments?

Activities:

1. Were staff members helpful in providing you with a relevant experience?
2. Were you allowed to participate in many of the same activities as regular staff?
3. Were you allowed to attend staff meetings and to participate?
4. Were you given a proper amount of responsibilities?

5. Did the staff solicit your comments and/or suggestions?

6. Were skills developed that might be used in professional setting(s)?

7. Did you feel that you received a "valuable" experience?

8. Additional Comments?

Changes:

What changes would you recommend take place within the Agency-Site so that other students would have a better experience?

Strengths:

What were the outstanding attributes of the Agency-Site Supervisor and the staff, which made this a successful experience?

Additionally:

Feel free to comment on your Academic Coordinator & Supervisor or make other constructive suggestions that you feel might be helpful in better preparing students for the internship experience.

Recommendations

Your help is needed in maintaining the relevancy of this manual. We would appreciate your recommendations relative to any of the material contained in the manual. Please feel free to suggest any deletions, additions, modifications, etc.

Edition: June 2014

Name:

Address:

Phone: E-mail:

1.

2.

3.

4.

5.

THANK YOU VERY MUCH!

Please Return to: