

# **Recreation Administration Fieldwork Manual**

Eastern Illinois University  
Department of Recreation Administration  
600 Lincoln Avenue  
Charleston, Illinois 61920-3099  
Work: (217) 581-6597  
Fax: (217) 581-7804

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# **SECTION ONE: FIELDWORK**

## **ORIENTATION**

**Introduction Outline  
of Fieldwork Basic  
Guidelines Fieldwork  
Objectives**

# INTRODUCTION

An important emphasis of the curriculum at Eastern involves opportunities to obtain practical experiences in the many facets of the recreation profession. In all of the classes, an attempt is made to provide opportunities for the student to apply classroom theories to the actual situation.

There are three classes specifically designed to provide the students with on-the-job experiences: Internship (REC 4275); Fieldwork in Recreation I (REC 3550); and Fieldwork in Recreation II (REC 3551).

The Internship (REC 4275) provides the final step from classroom to the professional field. It is intended to provide administrative and supervisory experiences for the recreation major.

The Fieldwork experiences (REC 3550 and 3551) are intended to initiate the inexperienced student into the field. Emphasis is upon the leadership role and a minimum of administrative duties. The student is able to enter the field gradually.

The university has adopted the policy that students involved in full-time Fieldwork programs may not be employed by an outside agency. Any deviation from the policy must be approved in writing by the recreation agency furnishing practical experience.

## Outline of Fieldwork

The basic purpose of the fieldwork experience is to provide an opportunity to introduce the student to the field of recreation and to expose the student to the programs and activities, which are administered by the agency. The fieldwork work experience is a lead up to the internship program.

## Basic Guidelines

All students enrolled in Fieldwork in Recreation Administration (REC 3550 / 3551) will be assisted with a Fieldwork experience structured around basic guidelines and specific assignments. Although the Fieldwork Coordinator may modify specific assignments, the following guidelines may be altered only with Recreation Administration Department approval.

It is recommended that the student receive as wide a variety of experiences as possible. It is suggested that both the student and agency expect the student to work hours in addition to the regular work schedule. It is recommended that the student be reimbursed for this time whenever possible.

### **REC 3551**

1. Minimum of 8-week duration and a minimum of 30 hours per week. A longer period is recommended.
2. Each Fieldwork will be initiated at the beginning of (1) of the (3) academic semesters. Duration (beginning and ending dates) of the Fieldwork will be established by the Site Supervisor, the Student, and the Fieldwork Coordinator prior to the beginning of the experience.
3. Reimbursement is permitted. The rate of pay must be determined through mutual agreement between the student and employment agency. The university requests to remain apart from this process.
4. Supervision and assistance must be provided for the student by an experienced professional staff member with a degree in parks and recreation or a degree closely related to the agency's operation.
5. Agency supervisors are reminded that this is primarily an educational experience and that the students are relatively inexperienced when assigning duties and responsibilities.
6. Evaluation of the student will be made at midterm and at the conclusion of the fieldwork experience by the agency supervisor. Appropriate forms will be provided for the evaluation.

7. A faculty member from the university will visit the agency at least one time during the term (unless distance prevents). It is recommended that student, agency and school converse by phone whenever necessary.
8. The student will file weekly reports on the fieldwork experiences describing the week's activities as briefly but thoroughly as possible. A copy of the reports should be filed with the agency supervisor.
9. The basic duties and responsibilities of the fieldwork experience should parallel those of a recreation leader or supervisor. The following kinds of duties illustrate the minimum expectations for the fieldwork: playground leader; camp counselor; craft, sports, or swimming instructor; Day Camp leader or director; Recreation Center director, Senior Citizen Center leader; scheduling of facilities and activities; maintenance operations which are varied in nature. Such activities as life guarding, officiating games, mowing grass, picking up trash, open play activities (babysitting), front desk registration activities are not acceptable unless they are included as an integral part of a variety of activities.
10. The Fieldwork Coordinator will facilitate communication between the Fieldwork agency, the Student and the University through:
  - Telephone Contacts
  - Assignments (weekly "Fieldwork summary Report")
  - Required supervisory meetings (at least one (1) scheduled meeting per week between Agency Site Supervisor and Student)
  - Site visitation by the Fieldwork Coordinator to Students' at fieldwork organizations within the State of Illinois. Those
11. Both the Student and Agency Site Supervisor are urged to contact the university immediately should problems, questions or dissatisfactions arise during the Fieldwork experience.

### **REC 3550**

1. A minimum of 15 hours per week for a period of 15 weeks. A greater number of hours is recommended.
2. Students will be required to attend one class each week for 15 weeks.
3. Reimbursement is permitted but is not recommended.
4. REC 3550 is not offered during the summer term.
5. Requirements are the same as those stated for REC 3551.

## **Basic Guidelines in Selection of an Agency**

1. The fieldwork is to be completed at a recognized public, private, or non-profit agency. Such agencies might include public parks and recreation departments, hospitals, resorts, industrial plants, Girl Scouts, Boy Scouts, YM-YWCA camps, private clubs, SRA'S or similar agencies.
2. The recreation agency must be located within or close to the borders of the State of Illinois unless extenuating circumstances dictate a more distant assignment. The faculty of the Department of Recreation Administration must approve exceptions.
3. A student may not receive academic credit for Internship (REC 4275) at an agency which was the principle assignment for Fieldwork (REC 3550 or 3551), or where extensive work was completed for Independent Study (REC 4741). This policy may be appealed to the faculty of the Department of Recreation Administration.
4. The recreation agency must:
  - a. Employ a professional in the field of recreation, education, or a specialized area of related professional work.
  - b. Have a recognized status in the field of recreation.
  - c. Have adequate areas, facilities, and equipment to operate a quality recreation program.

5. The fieldwork student must:
  - a. Write a letter of application to the agency.
  - b. Within three weeks follow-up with a telephone call to verify the status of the application.
  - c. Arrange a personal interview as soon as possible to discuss qualifications and to evaluate the agency as a potential employer.
  - d. Inform the recreation department of progress as indicated on the registration forms provided. When hired for the fieldwork, the student must inform the Recreation Administration Department of the agency's address and the name of the Agency Site Supervisor.
  - e. Return a signed contract to the Recreation Administration office.
  - f. Must take steps to learn as much as possible about the agency, personnel, and the community.
  - g. Correspond with the Academic Supervisor during the fieldwork experience.



# **Objectives of the Recreation Administration Fieldwork**

The objectives of the Recreation Administration fieldwork are 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.

The Recreation Administration fieldwork should provide exposure in the following areas:

1. **Budget & Finance.** Opportunities to observe and become involved in the business affairs of the agency. Such experiences include: recognizing budgets, fees & charges, external funding sources, and purchase requisitions/orders, identifying how budgets and capital improvement programs are managed, and describing cash handling practices.
2. **Staffing.** Opportunities to work with and/or observe the recreation agency's human resource management practices. Such experiences include: identifying job descriptions, performance appraisals, and supervision policies, describing personnel issues, recognizing work schedules, employee grievance processes, orientations, and training programs, and working with seasonal, part-time, and volunteer staff.
3. **Policy Formulation, Interpretation & Planning.** Opportunities to observe and become involved in the policy development and/or interpretation and planning processes of the agency. Such experiences include: recognizing agency policies operations manual and strategic plan, describing agency's policy decision making process, listing advocacy activities, explaining partnerships, facility policies, and operations.
4. **Customer Service & Marketing.** Exposure to the promotion and publicity of utilizing recreation /agency/department. Such experiences include: describing networking activities with related organizations, recognizing agency's vision and mission and markets, listing promotional materials, public information services, and packets for special issues, identifying public relations efforts, and discussing customer service.
5. **Programming and Leadership.** Opportunities to work with and/or observe the recreation agency's programming functions. Such experiences include: identifying individual/group/program needs, resources, program and participant goals and objectives and ADA compliance, recognizing program development including activities, logistics, & scheduling, discussing direct leadership of recreation activities including teaching,

equipment use, and supervision, explaining program registration, facility reservations, inclusion practices and related paperwork, discussing program and participant evaluations, and recognizing program/agency reports.

6. Facility Operations & Maintenance. Opportunities to participate in and observe the various aspects of park and facility management, maintenance, landscaping, and equipment up-keep. Such experiences include: Identifying opening/closing procedures for facilities, describing safety and security procedures, recognizing facility management procedures, maintenance standards and plan, energy efficient procedures, and preventive maintenance.

It is recognized that a student may have difficulty in participating in all of these experiences. However, the student should be encouraged to participate in all areas of operation.

**SECTION TWO:**  
**FIELDWORK PROCESS**

**Responsibilities Fieldwork**  
**Experience Checklists**  
**Description of Specific Tasks**

# **RESPONSIBILITIES**

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

## **Eastern Illinois University Responsibilities**

The Department of Recreation Administration will designate a Fieldwork Coordinator who is responsible for the Fieldwork Program.

The responsibilities of the Fieldwork Coordinator are:

1. Meet with the student prior to the fieldwork experience to explain departmental and university procedures.
2. Represent the University in all official arrangements with the organization and serve as liaison with the organization.
3. Counsel and aid the Student in selecting an organization for assignment.
4. Confer with the Fieldwork organization in regard to potential Fieldwork Students and provide pertinent Fieldwork information.
5. Finalize all arrangements for each Student's program.
6. Provide a certificate of liability coverage from Eastern Illinois University for the Fieldwork student when requested by the Fieldwork Site.

The responsibilities of the Academic Supervisor are:

1. Advise the Student Fieldwork Student throughout the Fieldwork.
2. Visit and/or telephone the Student and Agency Site Supervisor relative to the progress of the Student's experience.
3. Evaluate the Student's experience in conjunction with the Agency Site Supervisor.
4. Submit final grade to the University Academic Office. Final grades will be based on:
  - a. Agency Site Supervisor's evaluation
  - b. Completion of Weekly Summary Reports, and Fieldwork Documentation Manual.
  - c. Any observations made by the Academic Supervisor.
  - d. Quality of required written material.

## **Agency Site Relationships and Responsibilities**

### **A. To the Academic-Unit**

1. The organization should possess a strong desire to undertake the Fieldwork 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 Fieldwork Coordinator.
3. Interview and select Fieldwork Student's in conjunction with the Fieldwork Coordinator.
4. The organization 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 organization's and University's policies.
5. Finalize and complete the Fieldwork Agreement or affiliation agreement for each Student and return it to the Fieldwork Coordinator.
6. Provide professional experiences for the Fieldwork Student consistent with the Agency Site's expectations.
7. Complete and electronically submit or mail all forms, including midterm and final evaluations of the Student to the Academic Supervisor.

## **B. To the Fieldwork Student**

1. Provide a qualified staff person to serve as Agency Site Supervisor for each Fieldwork Student.
2. Train the incoming Fieldwork Student relative to organizational policies, administration, programs and the scope of the Fieldwork including assignments, responsibilities, and schedules.
3. Conduct and supervise the experiential learning program for the duration of the Fieldwork experience documented in the Fieldwork Agreement or affiliation agreement.
4. Provide the Fieldwork Student with the opportunity to experience different responsibilities in order to acquire and practice skills pertinent to the provision of leisure services.
5. Counsel, answer questions, and discuss methods and operations with the Fieldwork Student at least once per week.
6. Assist the Fieldwork Student in selecting, planning, and gaining exposure to the objectives of the Fieldwork experience.
7. Provide opportunities for the Fieldwork Student to attend staff, policy board, and/or community meetings or workshops.
8. Advise the Academic Supervisor immediately (collect phone call) of any unresolved difficulties.
9. Complete the "Fieldwork Student Evaluation" form at midterm and at end of program and submit electronically or mail to the Academic Supervisor. Discuss evaluations with the Fieldwork Student.

## **Student Intern Responsibilities**

A student planning to take Recreation Administration 3550 or 3551 – Fieldwork must have sophomore standing and at least nine (9) hours of professional recreation classes or permission of the Chair of Recreation Administration.

The student engaged in the Fieldwork experience assumes certain responsibilities.

1. Complete the Fieldwork Registration form.
2. Check agency list, additional agency placements, and other student comments on fieldwork agencies. This information is on file in the Recreation Administration office.

3. Develop resume and letter of application. Meet with the Fieldwork Coordinator and discuss limitations and strengths of application and resume.
4. Contact agencies. Write to at least three agencies. Be sure to include resume.
5. If student does not hear from the agency within three weeks contact the agency again and try to arrange an interview.
6. When going for the interview, take personal data sheets, prepare possible questions, and be knowledgeable about the agency and the community.
7. After interviews, inform Fieldwork Coordinator of possible fieldwork placement and if placement has been confirmed, file Agency/ Student/University Agreement.
8. Enroll in appropriate course at the university and pay the proper fees.
9. Complete Fieldwork Checklist.
10. 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.
10. Maintain professional attitude and appearance.
11. Follow the policies and duties outlined by the agency, meeting all scheduled commitments and arrangements made in connection with training assignments.
12. Forward weekly reports, every week.
13. Forward Fieldwork Documentation Manual (1) week prior to completion of the Fieldwork experience.

# FIELDWORK CHECKLISTS

## Pre-Fieldwork

- A student planning to take Recreation Administration 3550-3551-Field work must have at least second semester sophomore standing and at least nine (9) hours of professional recreation classes.
- Attended meeting and/or met with faculty advisor prior to Fieldwork.
- Thoroughly review Fieldwork Manual.
- Complete Fieldwork Registration Form.
- Prepare resume and cover letter.
- Identify possible Fieldwork organization.
- Initial contact with potential Fieldwork organizations.
- Review potential Fieldwork organization information.
- Interview with Fieldwork organizations.
- Have Agency complete *Agency-site application for Fieldwork Student in Recreation Administration*
- Discuss Fieldwork organization selection with Fieldwork Coordinator and/or advisor.
- Select Fieldwork organization.
- Confirm Fieldwork experience with Fieldwork organization.
- Contact potential Fieldwork organizations not selected and inform them of your decision.
- Initiate "Fieldwork Agreement" or affiliation agreement.
- Agreement approved and signed by Department Chair and returned to Fieldwork organization.
- Enroll for REC 3550 or 3551
- I understand that I assume the responsibility for my own health care. In the event that a I become ill or suffer injury in the course of activities.
- I understand that I must be enrolled in school during the semester or term in which "employed" in order to receive credit for the experience.
- I understand that I may not accept employment outside the Fieldwork agency unless approved by the Fieldwork agency in writing.



# Fieldwork Experience

- \_\_\_ Establish supervisory meeting schedule for the entire Fieldwork experience.
- \_\_\_ Review the contents of "Fieldwork Experience" with Agency Site Supervisor.
- \_\_\_ Review the contents of the "Student Evaluation - Midterm" the "Student Evaluation - Final", and "Student Evaluation of Fieldwork - Final", with Agency Site Supervisor.
- \_\_\_ Carry out assigned duties.
- \_\_\_ Send "Weekly Summary Reports" to Academic Supervisor.
- \_\_\_ Identify areas to be documented and discuss the project with the Fieldwork Coordinator.
- \_\_\_ Agency Site Supervisor completes "Midterm Evaluation".
- \_\_\_ Discuss "Midterm evaluation" of Fieldwork Experience Midterm" with Agency Site Supervisor.
- \_\_\_ "Midterm Evaluation" discussion with Academic Supervisor, Site Supervisor, and Fieldwork Student.
- \_\_\_ Student completes "Student Evaluation of the Fieldwork Experience - Final".
- \_\_\_ Discuss "Student Evaluation - Final" and "Student Evaluation of Fieldwork Experience - Final" with Agency Site Supervisor.
- \_\_\_ Finalize "Fieldwork Documentation Manual" and submit to Academic Supervisor one week prior to completion of Fieldwork experience.
- \_\_\_ Receive grade for Fieldwork in Recreation Administration, REC 3550 or 3551.

# **DESCRIPTIONS OF SPECIFIC TASKS**

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

## **Fieldwork Goals**

Establish in detail what you desire to obtain from your fieldwork experience. After reflecting on your academic preparation and consultation with your Academic Advisor or the Fieldwork Coordinator identify as specifically as possible what you wish to achieve, attain, or acquire during your fieldwork experience. Submit your "Fieldwork goals" to the Fieldwork Coordinator prior to contacting potential fieldwork organizations. You can expect to share these goals with potential Site Supervisors during the interview process.

## **University/Agency/Student Agreement for Fieldwork Assignment**

After you have selected a fieldwork organization, finalize the relationship with the fieldwork organization with the "University/Agency/Student Agreement". Complete the form in pen and submit it to the Fieldwork Coordinator for processing.

## **Weekly Internship Schedule**

In conjunction with your Agency Site Supervisor develop a general description of each week of your fieldwork experience. Elements, which might be included in this schedule, include but are not limited to: your personal fieldwork goals, fieldwork organization activities and responsibilities, and university requirements.

## **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 to each category (your hours should total to be at least 15 hours). Directly after completing this summary mail it to: Department of Recreation Administration, Room 1110 McAfee, Eastern Illinois University, Charleston, IL 61920. Provide a copy of the report to the Agency Site Supervisor.

## **Student Evaluation - Midterm/Final**

The Student Evaluation - Midterm/Final are to be reviewed with the Agency Site Supervisor during the first week of the fieldwork. The Agency Site Supervisor may prefer to use another formal written evaluation approach and this is acceptable to the Recreation Administration Department. Results of these evaluations are to be forwarded to the Academic Supervisor in a timely fashion. The Academic Supervisor will contact the Fieldwork Student and Agency Site Supervisor to discuss these evaluations.

## **Student Evaluation of Fieldwork Experience Final**

The Fieldwork Student is expected to provide formal feedback to the Agency Site Supervisor and the Academic Supervisor at the Final Evaluation period. If the Fieldwork Student prefers to use another method of formal written feedback this is acceptable to the Recreation Administration Department. This written evaluation is to be discussed with the Site Supervisor and Academic Supervisor.

## **Fieldwork Documentation Manual**

Each student is expected to develop a manual, which addresses the objectives of the fieldwork experience. The manual should be a growth experience for the Fieldwork Student and a summary of the student's exposure to the agencies operations. The manual will be presented to the Academic Supervisor one (1) week prior to completion of the Fieldwork experience.

## **SECTION THREE:**

### **FIELDWORK FORMS**

#### **Agency Site application for Fieldwork Student in Recreation Administration University/Agency/Student Agreement**

**Students are responsible for completing the forms in this section. The Department Fieldwork Registration form remains with the Fieldwork Coordinator. Completion of the University/Agency/ Student Agreement will require information from the Agency Site Supervisor. It should be noted that the Department and the College of Education and Professional Studies does not view this agreement as a contract. If the Fieldwork Organization requires a contract, the initiation of such a document should occur as soon as possible.**

## Agency Site application for Fieldwork Student in Recreation Administration

- A student must obtain approval from the Agency-Site where they wish to do their field work.
- In order to do a field work 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 Fieldwork Student in Recreation Administration” to each.
- Agency-Sites will receive an “Agency-Site Application for Fieldwork Student 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 Fieldwork Student in Recreation Administration” (please see p. 22) *does not 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 Fieldwork Student in Recreation Administration” (please see p. 22) *exists* for desired Agency-Site, the Agency-Site must re-submit an application for each student desiring to do an field work 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 Academic Coordinator (6 - 8) weeks prior to anticipated field work commencement.
- The Academic 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 Fieldwork Student in Recreation Administration”.



4. **Customer Service & Marketing** (examples include: describing networking activities with related organizations, recognizing agency's vision and mission and markets, listing promotional materials, public information services, and packets for special issues, identifying public relations efforts, discussing customer service, etc.)
  
5. **Assessment** (examples include: identifying individual/group/program needs, resources, etc.)
  
6. **Program Planning** (examples include: identifying program and participant goals and objectives and ADA compliance, recognizing program development including activities, logistics, & scheduling, etc.)
  
7. **Program Implementation** (examples include: discussing direct leadership of recreation activities including teaching, equipment use, and supervision, explaining program registration, facility reservations, inclusion practices and related paperwork, etc.)
  
8. **Program Evaluation** (examples include: discussing program and participant evaluations, recognizing program/agency reports, etc.)
  
9. **Planning & Management** (examples include: recognizing agency's strategic plan, explaining partnerships, facility policies, and operations, etc.)

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

11. **Facility Operations** (examples include: identifying opening/closing procedures for facilities, describing safety and security procedures, recognizing facility management procedures, etc.)

\*\*Additionally, please submit the following to the Academic-Unit Fieldwork Coordinator prior to final approval of the Agency-Site being accepted as a Fieldwork Agency-Site:

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

***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***



# UNIVERSITY/AGENCY/STUDENT AGREEMENT FOR FIELDWORK ASSIGNMENT

- It should be noted that the Academic Coordinator 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 Academic Coordinator, the Academic-Unit Department Chair, Dean, VP for Academic Affairs, VP for Business Affairs and the Agency-Site Supervisor (4) weeks prior to anticipated Fieldwork commencement. Legal Councils for both the Academic-Unit and the Agency-Site are typically involved therefore allot needed time.

## AGREEMENT FOR FIELDWORK IN RECREATION ADMINISTRATION

This agreement is made and entered by and between The Board of Trustees of Eastern Illinois University 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 Agreement:

Student \_\_\_\_\_ agrees to complete a fieldwork experience for a minimum of {(8) consecutive 30 hour weeks - REC 3551 or (15) consecutive 15 hour weeks - REC 3550} at the above mentioned Agency-Site. The fieldwork 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 fieldwork experience.
- b. Provide Agency-Site and student intern an accessible Academic Supervisor for questions and concerns that might arise during the fieldwork (e.g., project selection, etc.).
- c. Assign students that have completed the required recreation administration and general recreation coursework prior to engaging in the fieldwork.
- d. Notify each student that he or she must conform to the standards and practices established by the Academic-Unit while training at the Fieldwork Agency-Site.
- e. Prepare student for a fieldwork 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 will be provided upon request.
- i. Notify the Agency-Site Supervisor of the assigned Academic Supervisor.
- j. Provide the student with a copy of the Recreation Administration Fieldwork Manual.

### 3. Obligations and Responsibilities of Student:

- a. Complete necessary exam (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 fieldwork experience.
- c. Complete all Academic-Unit assignments on designated dates.
- d. Complete evaluation forms and submit to Academic Supervisor on designated dates.

### 4. Obligations and Responsibilities of Agency-Site:

- a. The Agency-Site shall cause a Certificate of Insurance to be issued to the academic unit evidencing the Agency-Site’s insurance coverage.
- 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 Academic Supervisor of Academic-Unit, in accordance with the Academic-Unit’s Recreation Administration Fieldwork Manual.
- d. Responsible for Agency-Site client care.
- e. Provide each student with a copy of the administrative policies, standards, regulations and practice of the Fieldwork 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 Fieldwork and who shall hold the title of Fieldwork Supervisor. Notice of any proposed change of the Fieldwork 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 of advanced levels of performance.
- i. Permit, on reasonable request, the inspection of clinical and related facilities by Academic-Unit and agencies charged with responsibility for accreditation of Eastern Illinois University.

5. General Conditions:

- a. Upon written notice to the Academic-Unit, 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.
- 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 the fieldwork experience, 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 attorney's fees incurred in defending any claim, demand or cause of action) arising out of or resulting from the acts of omissions of Agency-Site, its agents or employees in the performance of their obligations hereunder. These obligations shall survive termination of the 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 by providing reasonable written notice.

Approved By:

Approved For: (Agency Site)

\_\_\_\_\_  
Chair, Department of Recreation Administration

Date: \_\_\_\_\_

\_\_\_\_\_  
Agency-Site Supervisor Signature

Date: \_\_\_\_\_

\_\_\_\_\_  
Dean, College of education and Professional Studies

Date: \_\_\_\_\_

\_\_\_\_\_  
Student Signature

Date: \_\_\_\_\_

\_\_\_\_\_  
Vice President for Academic Affairs

Date: \_\_\_\_\_

\_\_\_\_\_  
Vice President for Business Affairs

Date: \_\_\_\_\_

Student Contact Information (During the Fieldwork)

Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Email: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

## **SECTION FOUR:**

# **WEEKLY SUMMARY REPORT**

- **Weekly Summary Report Forms (Sample)**
- The student is expected to provide a summary of experiences to the Academic Supervisor each week. The student may choose to photocopy, complete, and 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. Categorize the hours that you worked based upon tasks, projects or job functions.

## **SECTION FIVE:**

# **FIELDWORK DOCUMENTATION MANUAL**

The Fieldwork Student is responsible for accomplishing the objectives represented in the Manual. The Agency Site Supervisor is expected to provide opportunities for the student to gather information needed to satisfy the requirements of the Manual. If there are questions regarding contents of the Manual please contact the Fieldwork Coordinator.

# Fieldwork Project Manual Requirements

The student is to develop a fieldwork project manual dealing with the five areas of organization covered in the objectives of the fieldwork experience; administration, program planning and leadership, public relations, business management, building and maintenance operations.

The manual is to be organized in a three ring binder with tab separation between sections. The following sections should be included;

1. Table of contents
2. Budget & Finance
3. Staffing
4. Policy Formulation, Interpretation, & Planning
5. Customer Service & Marketing
6. Programming & Leadership
7. Facility Operations & Maintenance
8. Appendix's

Each section of the fieldwork project manual (sections 2-7) is to have a summary of the tasks performed and material collected during their fieldwork experience as they relate to the particular section. As an example the following is a possible summary of the “Staffing”, section:

## **Staffing: Section Summary**

The following section contains an overview of my experiences within the area of staffing during my fieldwork with Dyersville Parks & Recreation Department. My time at the Dyersville Parks & Recreation Department enabled me to gain insight into several of the agency’s human resource management functions, including: job design, exit interviews and retention, recruitment strategies, selection procedures, training methods, compensation, performance evaluations, and collective bargaining practices. I was also able to witness, first-hand, how a job description was developed for a newly created position within the agency (Recreation & Fitness Supervisor). In addition, several personnel-related documents and resources from Dyersville were also collected and have been included in this section.

Section summaries should be typed, double spaced with one inch margins all the way around. Each section should be clearly labeled with tabs including appendix. The fieldwork project manual will be evaluated on both content and composition. The fieldwork project manual should be an individual effort by each student.



# Fieldwork Project Manual Topic Areas

Topic area's which the student could be exposed to in completion of the fieldwork project manual.

## I. Budget & Finance

- copy of budget
- check requests on PO's
- budget preparation/types and procedures (forms)
- budget preparation time schedule
- purchasing
- bids., purchase orders, bid acceptance
- surplus property
- broken/damages property
- property/equipment inventories (control)
- contracting-office equipment
- evaluation of profit/loss and break-even point of their program(s)

## II. Staffing

- job analysis
- job description
- position requests/procedures
- recruitment
- selection/procedures
- orientation
- training
- evaluations
  - employee (part-time)
  - program
  - student's mid-term and final
- equipment facility
- check-outs and rentals
- policies and forms
- registration information and copy of brochure(s)
- manual(s)
- board meeting packet

## III. Policy Formulation, Interpretation, & Planning

- agency policies
- operations manual
- overview of agency decision making process
- advocacy activities
- comprehensive plan
- strategic plan
- partnerships

#### IV. Customer Service & Marketing

- agency vision, mission, and goals
- examples of press releases
- message request form for sign
- promotional goodies
- newspaper ads
- flyers
- advertisements
- customer service training(s) and manuals
- cable TV promotions-channel
- brochures
- presentations to community groups/org.
- public relations responsibilities (who)

#### V. Programming & Leadership

- assessment practices
- program goals and objectives
- program scheduling software
- program facility/site reservations
- program organization/development
- completed evaluation(s) of programs
- program promotion (calendars, brochures, etc.)
- program area's
- new program development
- program types (cultural, sports)
- population served (demographics)
- program needs determination (i.e., community surveys every 4 years)
- program planning sheet form
- program plan-copy of activity proposal by student (outline)
- report on activity leadership experience

#### VI. Facility Operations & Maintenance

- maintenance standards and/or plan
- energy efficient procedures
- opening/closing checklists
- safety and security procedures
- facility management software
- report on maintenance experiences
- maintenance schedules, daily, periodic seasonal
- repair forms, procedure
- repair/maintenance priorities
- equipment upkeep - daily – periodic
- preventative maintenance

## **Section Six: Evaluation Forms**

- **Student Performance Evaluation - Midterm**
- **Student Performance Evaluation - Final**
- **Final Narrative Evaluation of Student**
- **Student Midterm Evaluation of Fieldwork**
- **Student Final Evaluation of Fieldwork**

- Student 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 Evaluation - Midterm**

- Please have the Agency-Site Supervisor complete the online evaluation midway through the Fieldwork 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://eu.qualtrics.com/SE/?SID=SV\\_51HWoaRFb7nENfv](http://eu.qualtrics.com/SE/?SID=SV_51HWoaRFb7nENfv)  
**If a hard copy is required, contact your Academic Supervisor.**

**Department of Recreation Administration**  
**Fieldwork: Midterm Student Performance Appraisal**

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

Name of Fieldwork Student (Completed Appraisals marked with an asterisk)

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

**Fieldwork Content Domain**

Budget & Finance (recognize budgets, fees & charges, external funding sources, and purchase requisitions/orders, identify how budgets and capital improvement programs are managed, describe 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 (identify job descriptions, performance appraisals, and supervision policies, describe personnel issues, recognize 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 (recognize agency policies and operations manual, describe agency's policy decision making process, list 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 (describe networking activities with related organizations, recognize agency's vision and mission and markets, list promotional materials, public information services, and packets for special issues, identify 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 (identify 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 (identify program and participant goals and objectives and ADA compliance, recognize 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 (discuss direct leadership of recreation activities including teaching, equipment use, and supervision, explain 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 (discuss program and participant evaluations, recognize 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 (recognize agency's strategic plan, explain 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 (recognize 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 (identify opening/closing procedures for facilities, describe safety and security procedures, recognize 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://ciu.co1.qualtrics.com/SE/?SID=SV\\_51HWoaRFb7nENfy](http://ciu.co1.qualtrics.com/SE/?SID=SV_51HWoaRFb7nENfy)  
**If a hard copy is required, contact your Academic Supervisor.**

### Performance Improvement Plan

Instructions: Please help the fieldwork 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 fieldwork 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



Behavior 3

Behavior



Criteria (measures of improvement)



Timeframe

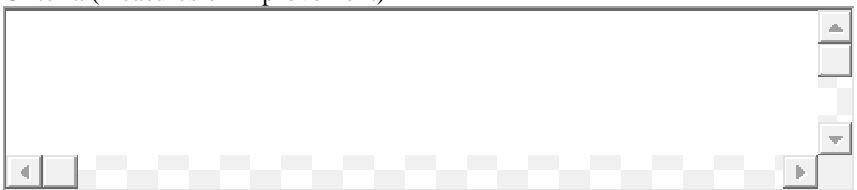


Behavior 4

Behavior



Criteria (measures of improvement)



Timeframe

An empty rectangular chart area with a light gray background and a dark gray border. The bottom edge features a horizontal axis with a series of small gray squares. On the left side, there are two small square buttons with left-pointing arrows. On the right side, there are two small square buttons with right-pointing arrows. On the far right, there is a vertical stack of four small square buttons: the top one has an upward-pointing arrow, the second is empty, the third has a downward-pointing arrow, and the bottom one is empty.

Behavior 5  
Behavior

An empty rectangular chart area with a light gray background and a dark gray border. The bottom edge features a horizontal axis with a series of small gray squares. On the left side, there are two small square buttons with left-pointing arrows. On the right side, there are two small square buttons with right-pointing arrows. On the far right, there is a vertical stack of four small square buttons: the top one has an upward-pointing arrow, the second is empty, the third has a downward-pointing arrow, and the bottom one is empty.

Criteria (measures of improvement)

An empty rectangular chart area with a light gray background and a dark gray border. The bottom edge features a horizontal axis with a series of small gray squares. On the left side, there are two small square buttons with left-pointing arrows. On the right side, there are two small square buttons with right-pointing arrows. On the far right, there is a vertical stack of four small square buttons: the top one has an upward-pointing arrow, the second is empty, the third has a downward-pointing arrow, and the bottom one is empty.

Timeframe

An empty rectangular chart area with a light gray background and a dark gray border. The bottom edge features a horizontal axis with a series of small gray squares. On the left side, there are two small square buttons with left-pointing arrows. On the right side, there are two small square buttons with right-pointing arrows. On the far right, there is a vertical stack of four small square buttons: the top one has an upward-pointing arrow, the second is empty, the third has a downward-pointing arrow, and the bottom one is empty.

Behavior 6  
Behavior

An empty rectangular chart area with a light gray background and a dark gray border. The bottom edge features a horizontal axis with a series of small gray squares. On the left side, there are two small square buttons with left-pointing arrows. On the right side, there are two small square buttons with right-pointing arrows. On the far right, there is a vertical stack of four small square buttons: the top one has an upward-pointing arrow, the second is empty, the third has a downward-pointing arrow, and the bottom one is empty.

Criteria (measures of improvement)

An empty rectangular chart area with a light gray background and a dark gray border. The bottom edge features a horizontal axis with a series of small gray squares. On the left side, there are two small square buttons with left-pointing arrows. On the right side, there are two small square buttons with right-pointing arrows. On the far right, there is a vertical stack of four small square buttons: the top one has an upward-pointing arrow, the second is empty, the third has a downward-pointing arrow, and the bottom one is empty.

Timeframe

An empty rectangular chart area with a light gray background and a dark gray border. The bottom edge features a horizontal axis with a series of small gray squares. On the left side, there are two small square buttons with left-pointing arrows. On the right side, there are two small square buttons with right-pointing arrows. On the far right, there is a vertical stack of four small square buttons: the top one has an upward-pointing arrow, the second is empty, the third has a downward-pointing arrow, and the bottom one is empty.

Behavior 7  
Behavior

An empty rectangular chart area with a light gray background and a dark gray border. The bottom edge features a horizontal axis with a series of small gray squares. On the left side, there are two small square buttons with left-pointing arrows. On the right side, there are two small square buttons with right-pointing arrows. On the far right, there is a vertical stack of four small square buttons: the top one has an upward-pointing arrow, the second is empty, the third has a downward-pointing arrow, and the bottom one is empty.

Criteria (measures of improvement)

An empty rectangular chart area with a light gray background and a dark gray border. The bottom edge features a horizontal axis with a series of small gray squares. On the left side, there are two small square buttons with left-pointing arrows. On the right side, there are two small square buttons with right-pointing arrows. On the far right, there is a vertical stack of four small square buttons: the top one has an upward-pointing arrow, the second is empty, the third has a downward-pointing arrow, and the bottom one is empty.

Timeframe

An empty rectangular chart area with a light gray background and a dark gray border. The bottom edge features a horizontal axis with a series of small gray squares. On the left side, there are two small square buttons with left-pointing arrows. On the right side, there are two small square buttons with right-pointing arrows. On the far right, there is a vertical stack of four small square buttons: the top one has an upward-pointing arrow, the second is empty, the third has a downward-pointing arrow, and the bottom one is empty.

Behavior 8  
Behavior

An empty rectangular chart area with a light gray background and a dark gray border. The bottom edge features a horizontal axis with a series of small gray squares. On the left side, there are two small square buttons with left-pointing arrows. On the right side, there are two small square buttons with right-pointing arrows. On the far right, there is a vertical stack of four small square buttons: the top one has an upward-pointing arrow, the second is empty, the third has a downward-pointing arrow, and the bottom one is empty.

Criteria (measures of improvement)

An empty rectangular chart area with a light gray background and a dark gray border. The bottom edge features a horizontal axis with a series of small gray squares. On the left side, there are two small square buttons with left-pointing arrows. On the right side, there are two small square buttons with right-pointing arrows. On the far right, there is a vertical stack of four small square buttons: the top one has an upward-pointing arrow, the second is empty, the third has a downward-pointing arrow, and the bottom one is empty.

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 Evaluation - Final**

- Please have the Agency-Site Supervisor complete the online evaluation at the conclusion of the Fieldwork 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.col.qualtrics.com/SE/?SID=SV\\_abEJ6aNRglKICpf](http://ciu.col.qualtrics.com/SE/?SID=SV_abEJ6aNRglKICpf)  
**If a hard copy is required, contact your Academic Supervisor.**

**Department of Recreation Administration**  
**Fieldwork: Final Student Performance Appraisal**

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

Name of Fieldwork Student (Completed Appraisals marked with an asterisk)

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 Does Not Meet Standards	2 Meets Minimum Standards	3 Meets Standards	4 Exceeds Position Standards	5 Outstanding	0 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 Does Not Meet Standards	2 Meets Minimum Standards	3 Meets Standards	4 Exceeds Position Standards	5 Outstanding	0 Not Applicable
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Interpersonal Relationships w/Individuals Served (uses tact, respect, courtesy, and safety awareness when interacting with participants, customers, clients, etc.)

1 Does Not Meet Standards	2 Meets Minimum Standards	3 Meets Standards	4 Exceeds Position Standards	5 Outstanding	0 Not Applicable
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Interpersonal Relationships w/Staff (uses tact, respect, courtesy, and safety awareness when interacting with staff, etc.)

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

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

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

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

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

Policy Formulation & Interpretation (recognize agency policies and operations manual, describe agency's policy decision making process, list advocacy activities, etc.)

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

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

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

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

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

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

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

Program Implementation (discuss direct leadership of recreation activities including teaching, equipment use, and supervision, explain 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 (discuss program and participant evaluations, recognize 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 (recognize agency's strategic plan, explain 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 (recognize 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 (identify opening/closing procedures for facilities, describe safety and security procedures, recognize 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://ciu.co1.qualtrics.com/SE/?SID=SV\\_abEJ6aNRglKICpf](http://ciu.co1.qualtrics.com/SE/?SID=SV_abEJ6aNRglKICpf)  
**If a hard copy is required, contact your Academic Supervisor.**

**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 Fieldwork Student. This form does not need to be shared with the Fieldwork 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 fieldwork student in the Agency-Site assignment?
  
2. From your observations of the fieldwork student, what do you consider his/her strongest attributes?
  
3. From your observations of the fieldwork student, what do you consider his/her weakest attributes?
  
4. Is this fieldwork student 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 fieldwork student?  

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 Fieldwork

- Please complete this online narrative appraisal and discuss with Agency-Site Supervisor midway through the fieldwork. 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\\_4MYyjUVBhwcm84J](http://eiu.co1.qualtrics.com/SE/?SID=SV_4MYyjUVBhwcm84J)
  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](mailto:whighelmire@eiu.edu) or by phone at (217) 581-6344.

Please use online version at:

[http://ein.co1.qualtrics.com/SE/?SID=SV\\_4MYYjUVBhwcm84J](http://ein.co1.qualtrics.com/SE/?SID=SV_4MYYjUVBhwcm84J)

If a hard copy is required, contact your Academic Supervisor.

**Department of Recreation Administration**  
**Fieldwork: Midterm Student Narrative Evaluation of Fieldwork 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 fieldwork 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 fieldwork experience more meaningful.

Name of Fieldwork Student (Completed Appraisals marked with an asterisk)

|

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 "Career Goals/Aspirations".
6. Is this experience what you expected? Explain.
7. Is the Agency-Site supervision you are getting adequate? Explain.
8. How can the fieldwork 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 Fieldwork

- Please complete this online evaluation and discuss with Agency-Site Supervisor toward the end of the fieldwork. 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\\_0fyRVLLNyOOQydD](http://eiu.co1.qualtrics.com/SE/?SID=SV_0fyRVLLNyOOQydD)
  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](mailto:whighelmire@eiu.edu) or by phone at (217) 581-6344.

**Please use online version at:**  
[http://eiu.co1.qualtrics.com/SE/?SID=SV\\_0fvRVLLNvOOQvdD](http://eiu.co1.qualtrics.com/SE/?SID=SV_0fvRVLLNvOOQvdD)  
**If a hard copy is required, contact your Academic Supervisor.**

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

Instructions: Instructions: This assessment is to be completed by the student and sent to the Academic Supervisor immediately upon completion of the fieldwork 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 fieldwork experience more meaningful.

Name of Fieldwork Student (Completed Appraisals marked with an asterisk)

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 responsibility?

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 fieldwork 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: \_\_\_\_\_

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- 2.
- 3.
- 4.

THANK YOU VERY MUCH!

**Please Return to:**

Eastern Illinois University  
Department of Recreation Administration  
600 Lincoln Avenue  
Charleston, Illinois 61920-3099  
Work: (217) 581-6597  
Fax: (217) 581-7804