

**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 Bill Higelmire, Peggy Holmes-Layman, Marian Wooten, and the Eastern Illinois University, Department of Recreation Administration, Advisory Council: Lefty Bryden, Larry Closson, Glenn Lyons, Ron Oestreich, Kristina Neven, Ken Baker, Jamie Gower, Dave Haring, Deborah Tiger, Mike Rylko, Mike Sterba, and Kelly LaMoore for their support. 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 does not guarantee an individual to pass the national certification exam.

Edited by,

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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, work loads, 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 academic-unit 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 and agency-site and academic-unit 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-unit 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 *objective enhancements* for evaluated elements that score below a perceived level (8). 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

Academic 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 be employed for 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 Academic 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 internship students will provide appropriate forms for the evaluation.
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: *managing, programming and operations, 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.

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

1. **Budget & Finance:**
2. **Staff Development & Supervision:**
3. **Policy Formulation & Interpretation:**
4. **Public Relations, Customer Service, & Marketing:**
5. **Evaluation Research:**
6. **Resource Planning, Development, & Management:**
7. **Maintenance Management:**
8. **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.

Academic-Unit Responsibilities

- Professional liability insurance is provided for the Students by the Academic-Unit. Coverage provides \$1,000,000 coverage per occurrence.
- The Academic-Unit will designate an Academic Coordinator.

The responsibilities of the Academic 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 majority of 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 said 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 Academic 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.
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 mail 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.
1. Complete the Internship Registration form.
 2. Develop resume and letter of application (representing a writing sample). Meet with the Academic 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 Academic 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 Academic 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. Enroll in appropriate course (*REC 4275*) at the Academic-Unit and pay the proper fees.
16. Complete Internship Checklist(s) (please see p.16).
17. Maintain professional attitude and appearance during the internship or related meetings (discussed with Academic Supervisor and Agency-Site Supervisor).
18. 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.
19. Forward Weekly Reports, every week (please see p. 34).
20. 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 order to enroll for internship.
- ___ Obtained and thoroughly reviewed Internship Manual.
- ___ Attended meeting and / or met with Academic 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 Academic 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 Academic 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):

• Employee Handbook	• Dress Code Requirements	• Lodging
• Literature Review	• Remuneration Plan	• Arrival Procedures
• Medical Care Provisions	• Field Placement Job Description	• Parking Permits
• Community Information	• Maps and Floor Plans	• Others

- ___ Enrolled for 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.
- ___ 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):

• ID Badge	• Keys	• Schedules (e.g., training, programming, meetings, etc.)
• Meal Tickets	• Time Sheets	• Floor Plans (indoor & outdoor areas)
• Facility Tour	• Staff Profiles	• Storage Areas, Supplies, Equipment Inventory
• Community Tour	• Locker	• Policy / Procedure Manual
• Activity Calendars	• Terminology	• Emergency Procedures
• Readings	• Others	
• Forms / Documentation (e.g., POs, requisitions, accident / incident, assessments, etc.)		
• 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" to Academic Supervisor.

___ 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" to Academic Supervisor.
- ___ Complete exit interview and submit to Academic-Unit.
- ___ Receive grade 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 Academic Coordinator identify as specifically as possible what you wish to achieve, obtain, or acquire during your internship experience. Submit your "Internship Goals" to the Academic 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. 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-Unit.

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 written 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 Academic Coordinator.
- Please complete and submit to the Academic 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:
- Completed required professional and cognate courses: **yes / no**
- Completed Prerequisite Course(s) (i.e., fieldwork, pre-internship, etc.) **yes / no**

Date _____ Agency-Site: _____
(fieldwork site)

Date of Registration:

Signature of Academic Coordinator:

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) 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 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 Academic Coordinator (6 - 8) weeks prior to anticipated internship 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 Student Intern in Recreation Administration”.

4. **Customer Service & Marketing** (examples include: network with related organizations, understand organization's vision and mission, exposure to promotional materials, implement public information services, respond to customer service issues, evaluate public relations efforts, prepare packets for special issues, understand agency's market, etc.)

5. **Assessment** (examples include: individual participant needs, program needs, resources, etc.)

6. **Program Planning** (examples include: develop program and participant goals/objectives, comply with ADA standards, program development including activities, logistics, & scheduling, etc.)

7. **Program Implementation** (examples include: provide direct leadership of leisure activities including teaching & using equipment, supervision, exposure to registrations/reservations, inclusion practices and related paperwork, etc.)

7. **Program Evaluation** (examples include: conduct program evaluations, participant evaluations, program reports, etc.)

8. **Planning & Management** (examples include: exposure or understanding of agency's strategic plan, understanding of partnerships, facility operations, etc.)

9. **Maintenance Management** (examples include: understanding of agency's maintenance standards and plan, exposure to energy efficient procedures and preventive maintenance, etc.)

10. **Facility Operations** (examples include: understand practices for opening/closing facilities, safety, security, & 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 _____

***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***

Agreement for Internship in Recreation Administration

- 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, and the Agency-Site Supervisor (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 ~~in~~ 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. Inform the student about necessary insurance coverage for their internship experience.
- i. Professional liability insurance is provided for the Students by the Academic-Unit. Coverage provides \$1,000,000 coverage per occurrence. 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: Dept. of Recreation Administration

Approved For: (Agency-Site)

Chair, Department of Recreation Administration Date

Agency-Site Supervisor Signature Date

Student Signature Date

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 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).

- ◆ 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. Acquire 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. Develop 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. Acquire 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. Develop 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. Acquire knowledge of strategic planning process including needs assessment.	3. Discuss infrastructure, site plans, assets, natural resources, partnerships, facility operations, and master planning process.	3. Develop a summary of the Agency-Site's progress toward completion of the agency's master plan.
Regulations	4. Acquire 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. Provide 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	<ol style="list-style-type: none"> Demonstrate knowledge of personnel policies and operations. 	<ol style="list-style-type: none"> Review the Agency-Site’s personnel policy manual. Discuss your review with your Agency-Site Supervisor and human resources staff. 	<ol style="list-style-type: none"> Identify various categories found in the policy manual. Indicate rationales & processes by which policies & procedures are established. Develop a checklist acknowledging policy/procedure coverage. Create (1) P&P for Agency-Site. Revise (1) current P&P for Agency-Site.
Staff Training	<ol style="list-style-type: none"> Acquire knowledge of staff development procedures (i.e., recognition, motivation, attention to grievances, etc.). 	<ol style="list-style-type: none"> Attend in at least one professional in-service or conference. Discuss current trends affecting the Agency-Site’s operation. 	<ol style="list-style-type: none"> Identify the current trends and issues affecting the Agency-Site’s services and indicate what changes have been implemented to address these. Write (1) pg. Summary for each session attended – include handouts if provided.
Risk Management	<ol style="list-style-type: none"> Demonstrate knowledge of Risk Management (e.g., infection control) policies and procedures. 	<ol style="list-style-type: none"> Review the Agency-Site’s policy/procedure (quality assurance) manuals &/or videos about proper Risk Management procedures. Attend training session(s). 	<ol style="list-style-type: none"> List or Table 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	<ol style="list-style-type: none"> Acquire the knowledge of maintenance operations. 	<ol style="list-style-type: none"> Supervise maintenance operations (e.g., areas, facilities, equipment, landscapes, repairs/replacement, etc.). Monitor work of contractors or consultants. 	<ol style="list-style-type: none"> Develop maintenance standards and plans (e.g., areas, facilities, equipment, landscapes, etc.). Prepare a list of currently used energy efficient procedures
Physical Resource Management	<ol style="list-style-type: none"> Demonstrate practices related to facility operations. 	<ol style="list-style-type: none"> Supervise facility operations including opening/closing procedures, safety and security procedures, retail sales, and rentals. 	<ol style="list-style-type: none"> Supervise a facility or specific area and prepare a summary of the experience. Shadow a facility supervisor and prepare a summary of the experience. Develop 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	<p>1. Demonstrate an ability to select appropriate assessment devices for individuals served at Agency-Site.</p>	<p>1. Review rational for assessment(s) selection (i.e., purpose, validity, reliability, practicality, availability) with Agency-Site Supervisor.</p>	<p>1a. Submit a summary reflecting currently used assessment(s) attributes (i.e., purpose, validity, reliability, practicality, availability, etc.).</p> <p>1b. Identify (2) assessments that could be used @ Agency-Site; provide rationale, emphasizing multi-procedures (i.e., behavioral observation, interview, skill test, etc.).</p> <p>1c. Submit a summary of how an assessment (i.e., community survey) is / was conducted @ Agency-Site.</p>
Leadership	<p>2. Demonstrate the ability to use various leadership supervision techniques.</p>	<p>2. Conduct individual/group activity sessions independently and as a co-facilitator (videotaping sessions are recommended).</p>	<p>2. Discuss the various leadership techniques, equipment, supplies, services, facilities, etc. you used. Include a review of inclusion procedures, forms used, reports generated, registration/reservation procedures, etc.</p>
Program Planning	<p>3. Demonstrate the ability to schedule activities/ assignments and prepare program area/equipment for participation.</p>	<p>3. Assess the Agency-Site's activities related to activity planning, emphasizing program development, content, and format.</p>	<p>3. Develop 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.</p>
Promotion	<p>4. Demonstrate the ability to promote leisure services to the public.</p>	<p>4 Prepare for 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.</p>	<p>4. Discuss the methods used by the Agency-Site to promote programs and services. Include 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.</p>

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. Provide 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. 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. Provide 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. 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. Order (mock/actual) supplies / equipment for a program in which you are involved.	5. Describe 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	<p>1. Demonstrate an ability to evaluate and revise program offerings.</p>	<p>1a. Prepare an evaluation for at least two activities during your leadership experience. 2b. Review current program evaluation instrument(s) used by Agency-Site.</p>	<p>1. Select an activity / program for which you have had responsibility and evaluate participant and programming outcomes (e.g., satisfaction survey, public relations survey, etc.). Based upon your findings make recommendations for improvement.</p>
Management	<p>2. Demonstrate an ability to evaluate studies concerning management problems/issues.</p>	<p>2. Review recent studies (trend analysis, statistical analysis, case studies, incident reports) of vandalism, crime, hazardous materials, accidents, health, and safety topics.</p>	<p>2. Discuss solutions used to deal with the findings concerning management problems/issues. Evaluate the “success” of the solution employed. Develop a performance improvement program for identified problem areas from reports.</p>
Personal Review	<p>3. Demonstrate an ability to evaluate personal performance.</p>	<p>3. Review personal performance with Agency-Site Internship Supervisor. Complete final evaluation of Internship.</p>	<p>3. Develop 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.</p>
Admin. / Documents	<p>4. Acquire knowledge of common administrative responsibilities</p>	<p>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.</p>	<p>4a. Provide 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. Provide written summary of staff supervision policies including development of staff work schedules.</p>
Marketing	<p>5. Acquire the knowledge of the marketing process associated with leisure-based services.</p>	<p>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.</p>	<p>5. Conduct marketing analysis; develop and implement marketing plan; evaluate marketing effectiveness.</p>

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
<p>Agency/Site Presentation</p>	<p>1. Demonstrate experiences related to the Agency-Site’s programs, facilities, and services.</p>	<p>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.</p>	<p>1. Utilizing one, or a combination of PowerPoint, video, or digital pictures, develop a presentation summarizing the internship experiences including content related to the internship experience (i.e., see Bi-weekly 1-5), Agency-Site’s programs, facilities, special events, and participants served.</p>

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 Evaluation - Midterm

- Please have the Agency-Site Supervisor complete this evaluation midway through the internship. Submit this evaluation to the Academic Supervisor once completed.
- This evaluation assesses qualities commonly desired by management-based practitioners. Certification based knowledge and skill areas are reflected though not emphasized.

Performance Evaluation Form: Internship in Recreation Administration

Midterm

<ul style="list-style-type: none"> • Please evaluate the following performance indicators: (NA= not applicable; 1 = never / poor and 10 = always / excellent) 	
A. Enthusiasm for Experience	NA - 1 2 3 4 5 6 7 8 9 10
B. Asks Appropriate Questions	NA - 1 2 3 4 5 6 7 8 9 10
C. Ability to Listen	NA - 1 2 3 4 5 6 7 8 9 10
D. Ability to Accept Criticism	NA - 1 2 3 4 5 6 7 8 9 10
E. Desires to Seek Knowledge	NA - 1 2 3 4 5 6 7 8 9 10
F. Punctuality & Attendance	NA - 1 2 3 4 5 6 7 8 9 10
G. Initiative	NA - 1 2 3 4 5 6 7 8 9 10
H. Safety Awareness	NA - 1 2 3 4 5 6 7 8 9 10
I. Performance of Duties	NA - 1 2 3 4 5 6 7 8 9 10
J. Expresses Self Accurately, Concisely, and Clearly	NA - 1 2 3 4 5 6 7 8 9 10
K. Utilizes Supportive Personnel	NA - 1 2 3 4 5 6 7 8 9 10
L. Interpersonal Relationships w/ Individuals Served	NA - 1 2 3 4 5 6 7 8 9 10
M. Capable of Motivating Others	NA - 1 2 3 4 5 6 7 8 9 10
N. Accepts Assignments Willingly	NA - 1 2 3 4 5 6 7 8 9 10
O. Displays Mature Judgment	NA - 1 2 3 4 5 6 7 8 9 10
P. Appropriately Uses Professional Terms	NA - 1 2 3 4 5 6 7 8 9 10
Q. Confronts Problems Positively and Constructively	NA - 1 2 3 4 5 6 7 8 9 10
R. Displays a Sense of Humor at Appropriate Times	NA - 1 2 3 4 5 6 7 8 9 10
S. Interprets Assessment Appropriately	NA - 1 2 3 4 5 6 7 8 9 10
T. Goal / Objective Writing	NA - 1 2 3 4 5 6 7 8 9 10
U. Appropriate Program Design	NA - 1 2 3 4 5 6 7 8 9 10
V. Ability to Modify (programs, equipment, etc.)	NA - 1 2 3 4 5 6 7 8 9 10
W. Follows Agency-Site Policy/Procedures	NA - 1 2 3 4 5 6 7 8 9 10
X. Leadership Effectiveness	NA - 1 2 3 4 5 6 7 8 9 10
Y. Respects Rights of Individuals Served	NA - 1 2 3 4 5 6 7 8 9 10
Z. Practices Infection Control / Body Fluid Precaution	NA - 1 2 3 4 5 6 7 8 9 10

- *Please complete the **objective enhancements** and feel free to supplement the above performance indicators on the space provided on the back of this evaluation!*

SIGNED: _____ AGENCY-SITE SUPERVISOR	DATE: _____
SIGNED: _____ STUDENT INTERN	DATE: _____

**** Please help the student intern understand how they may be able to improve their performance by completing the following **objective enhancements**. The following **objective enhancements** are recommended for any *performance indicator(s)* that scores below an **(8)** on the facing page of this evaluation.

1. Given that _____ scored a _____ for element _____ of the midterm evaluation, he/she will increase their score by:

2. Given that _____ scored a _____ for element _____ of the midterm evaluation, he/she will increase their score by:

3. Given that _____ scored a _____ for element _____ of the midterm evaluation, he/she will increase their score by:

4. Given that _____ scored a _____ for element _____ of the midterm evaluation, he/she will increase their score by:

5. Given that _____ scored a _____ for element _____ of the midterm evaluation, he/she will increase their score by:

6. Given that _____ scored a _____ for element _____ of the midterm evaluation, he/she will increase their score by:

7. Given that _____ scored a _____ for element _____ of the midterm evaluation, he/she will increase their score by:

Student Performance Evaluation - Final

- Please have the Agency-Site Supervisor complete this evaluation at the end of the internship. Submit this evaluation to the Academic Supervisor once completed.
- This evaluation assesses qualities commonly desired by management-based practitioners. Certification based knowledge and skill areas are reflected though not emphasized.

Performance Evaluation Form: Internship in Recreation Administration

Final

<ul style="list-style-type: none"> Please evaluate the following performance indicators: (NA= not applicable; 1 = never / poor and 10 = always / excellent) 	
A. Enthusiasm for Experience	NA - 1 2 3 4 5 6 7 8 9 10
B. Asks Appropriate Questions	NA - 1 2 3 4 5 6 7 8 9 10
C. Ability to Listen	NA - 1 2 3 4 5 6 7 8 9 10
D. Ability to Accept Criticism	NA - 1 2 3 4 5 6 7 8 9 10
E. Desires to Seek Knowledge	NA - 1 2 3 4 5 6 7 8 9 10
F. Punctuality & Attendance	NA - 1 2 3 4 5 6 7 8 9 10
G. Initiative	NA - 1 2 3 4 5 6 7 8 9 10
H. Safety Awareness	NA - 1 2 3 4 5 6 7 8 9 10
I. Performance of Duties	NA - 1 2 3 4 5 6 7 8 9 10
J. Expresses Self Accurately, Concisely, and Clearly	NA - 1 2 3 4 5 6 7 8 9 10
K. Utilizes Supportive Personnel	NA - 1 2 3 4 5 6 7 8 9 10
L. Interpersonal Relationships w/ Individuals Served	NA - 1 2 3 4 5 6 7 8 9 10
M. Capable of Motivating Others	NA - 1 2 3 4 5 6 7 8 9 10
N. Accepts Assignments Willingly	NA - 1 2 3 4 5 6 7 8 9 10
O. Displays Mature Judgment	NA - 1 2 3 4 5 6 7 8 9 10
P. Appropriately Uses Professional Terms	NA - 1 2 3 4 5 6 7 8 9 10
Q. Confronts Problems Positively and Constructively	NA - 1 2 3 4 5 6 7 8 9 10
R. Displays a Sense of Humor at Appropriate Times	NA - 1 2 3 4 5 6 7 8 9 10
S. Interprets Assessment Appropriately	NA - 1 2 3 4 5 6 7 8 9 10
T. Goal / Objective Writing	NA - 1 2 3 4 5 6 7 8 9 10
U. Appropriate Program Design	NA - 1 2 3 4 5 6 7 8 9 10
V. Ability to Modify (programs, equipment, etc.)	NA - 1 2 3 4 5 6 7 8 9 10
W. Follows Agency-Site Policy/Procedures	NA - 1 2 3 4 5 6 7 8 9 10
X. Leadership Effectiveness	NA - 1 2 3 4 5 6 7 8 9 10
Y. Respects Rights of Individuals Served	NA - 1 2 3 4 5 6 7 8 9 10
Z. Practices Infection Control / Body Fluid Precaution	NA - 1 2 3 4 5 6 7 8 9 10

- Please feel free to supplement the above performance indicators on the space provided below and on the back of this evaluation!*

SIGNED: _____	DATE: _____
AGENCY-SITE SUPERVISOR	
SIGNED: _____	DATE: _____
STUDENT INTERN	

Final Narrative Performance Evaluation of Student Intern

*****Please have this form sent directly to the Academic Supervisor
If you have any questions, please call: _____***

1. What additional training would have helped this 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 evaluation with the student intern? Yes / No
If yes, date: _____
6. Please feel free to provide any additional comments concerning the student intern.

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

Please circle one.

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

Signature of Agency-Site Supervisor: _____

Date: _____

Student Midterm Evaluation of Internship

- Please complete this evaluation and discuss with Agency-Site Supervisor midway through the internship. Send it to the Academic Supervisor soon thereafter.

STUDENT MIDTERM EVALUATION OF INTERNSHIP

DATE: _____ STUDENT: _____

AGENCY-SITE: _____

To be completed by the student and sent to the Academic Supervisor immediately upon completion of the sixth week 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.

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

Student Intern: _____	Date: _____
Agency-Site Supervisor: _____	Date: _____
Academic Supervisor: _____	Date: _____

Student Final Evaluation of the Internship

- Please complete this evaluation and discuss with Agency-Site Supervisor toward the end of the internship. Send it to the Academic Supervisor soon thereafter.

STUDENT FINAL EVALUATION OF INTERNSHIP

DATE: _____ STUDENT: _____

AGENCY-SITE: _____

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.

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 internship experience.

Student Intern: _____	Date: _____
Agency-Site Supervisor: _____	Date: _____
Academic Supervisor: _____	Date: _____

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: January 2008

Name:

Address:

Phone:

E-mail:

1.

2.

3.

4.

5.

THANK YOU VERY MUCH!

Please Return to:

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600 Lincoln Avenue
Charleston, Illinois 61920-3099
Work: (217) 581-6597
Fax: (217) 581-7804

