Recreation, Park and Tourism Administration
Western Illinois University – Programs in Macomb, IL and Moline, IL
1 University Circle | Currens Hall 400 | Macomb, IL 61455
309/298-1967 | Fax: 309/298-2967 | rpta@wiu.edu | wiu.edu/rpta
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>The Internship Experience</td>
<td>1-2</td>
</tr>
<tr>
<td>Goals</td>
<td>2</td>
</tr>
<tr>
<td>Selection of the Agency</td>
<td>3</td>
</tr>
<tr>
<td>The Placement Process: An Overview</td>
<td>4</td>
</tr>
<tr>
<td>Guidelines</td>
<td>5</td>
</tr>
<tr>
<td>Student Responsibilities</td>
<td>6-7</td>
</tr>
<tr>
<td>Internship Coordinator Responsibilities</td>
<td>8</td>
</tr>
<tr>
<td>Faculty Responsibilities</td>
<td>9</td>
</tr>
<tr>
<td>Agency Supervisor Responsibilities</td>
<td>10</td>
</tr>
<tr>
<td>Evaluation &amp; Assessment</td>
<td>11</td>
</tr>
<tr>
<td>Student Checklist</td>
<td>13</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
<tr>
<td>Appendix A: Internship Interview</td>
<td>14</td>
</tr>
<tr>
<td>Appendix B: Internship Information Sheet</td>
<td>15</td>
</tr>
<tr>
<td>Appendix C: Student Midterm Evaluation Form</td>
<td>16-17</td>
</tr>
<tr>
<td>Appendix D: Evaluation Form (Midterm)</td>
<td>18</td>
</tr>
<tr>
<td>Appendix E: Evaluation Form (Final)</td>
<td>19</td>
</tr>
<tr>
<td>Appendix F: Agency Supervisor Profile Information</td>
<td>20</td>
</tr>
<tr>
<td>Appendix G: Clearance Form</td>
<td>21</td>
</tr>
<tr>
<td>Appendix H: Sample Syllabus</td>
<td>22-23</td>
</tr>
<tr>
<td>Appendix I: Agreement Form</td>
<td>24</td>
</tr>
<tr>
<td>Appendix J: Presentation Rubric</td>
<td>25</td>
</tr>
<tr>
<td>Appendix K: FLSA Fact Sheet</td>
<td>26-27</td>
</tr>
<tr>
<td>Appendix L: Job Task Samples</td>
<td>28-33</td>
</tr>
</tbody>
</table>

The Department of Recreation, Park & Tourism Administration, Western Illinois University, is accredited by the National Park and Recreation Association. This manual is consistent with NRPA field placement guidelines.

Rachel Smith, CTRS...........................................................................Undergraduate Internship Coordinator

Dean Zoerink, Ph.D...........................................................................Interim Department Chair
INTRODUCTION

The purpose of this manual is to inform students, faculty, agency supervisors and prospective agency supervisors about the undergraduate internship and its place in the Recreation, Park and Tourism Administration curriculum at Western Illinois University for both the Macomb and Quad Cities campuses. This manual is a guide for establishing and carrying out the internship experience and should not be construed as a rigid document, prohibiting creative adaptation. There are many superior learning opportunities available in a variety of agencies that cannot be anticipated or described in this type of manual. Responsibility for the success of the experience depends on the student seeking a supervising agency which will provide an informative, innovative, expansive and encompassing internship. This is appropriate, since the internship represents the emergence of professionals who must guide the course of their own careers.

THE INTERNSHIP EXPERIENCE

The internship program represents a full-time opportunity (minimum of 40 hours per week) for conscientious students to have the best twelve-week (at a minimum) experience of their academic careers. It is a culmination of course work, prior field experience, and personal aspirations into direct application under the supervision of outstanding practitioners.

During the course of the internship experience, students may find themselves in a variety of positions – from collecting trash with maintenance crews to accompanying the chief administrator to a staff or board meeting. It is the variety of exposure as well as the intensity of the experience that makes for a successful internship. It should allow students opportunities to assess their knowledge and skills in relation to immediate and long-range career objectives. This can only be accomplished by students challenging themselves to experience failure as well as success. It is therefore essential that careful planning by the student and agency supervisor be done to guarantee the best experience possible.

The student should start the internship experience at the same time the semester begins at the University. Students must meet both university and departmental guidelines in addition to academic requirements in order to be enrolled in this academic internship.
For a list of appropriate internship duties consult the NCTRC and/or CPRP Job Task Analysis. Contents of the internship should include experience in as many of the following as are available and appropriate. The following list is not comprehensive.

1. Administration of the agency - time with top administrators to learn about responsibilities, problems, and unique qualifications for these types of positions. Time should be spent in this office observing what is done on a day-to-day basis as it relates to staff, correspondence, board members and board meetings, meetings with a variety of persons and groups, budget, public relations and work with the media, long-range planning, fund raising, work with volunteers, staff training, staff hiring and dismissal, program and facility development and operation, professional organization relationships, property acquisition, implementation of standards and legal requirements, etc.

2. Time with others on administrative and supervisory staffs including: superintendents, directors, supervisors, field directors, center directors, facility managers, personnel directors, site managers, public relations directors, and business managers.

3. Involvement in program delivery as it relates to starting new programs, supervising existing programs, and serving on a face-to-face leadership level. This should be on a broad scale with as much depth as possible without detracting from involvement in the total operation of the agency.


5. Working with planners and resource managers and other special areas where students may express particular interest.

6. Management of food service and lodging facilities.

7. Attendance at meetings involving boards, staffs, and planning sessions with contractors, architects, and fund raising professions, special committees, and other professionals.

8. Visits to a variety of agencies during the last five weeks of the internship. This is to gain exposure to other programs, facilities, philosophies and administrative procedures and to become acquainted with professionals in the field.

**Goals**

University objectives regarding the internship program are:

1. To operationalize a set of goals prepared by the student with the assistance of his faculty advisor and the Internship Coordinator.

2. To provide the student with practical experience in the organization and administration of leisure service agencies and to increase knowledge and skill at the face-to-face, supervisory, and executive levels.

3. To broaden the student's concept of the leisure services field, provide experiences that will expand the student's understanding of human behavior, and to develop better human relations skills.

4. To initiate learning experiences capable of assisting both the student and supervisor to discover student
strengths and weaknesses as related to career expectations.

5. To provide University faculty with perspectives for evaluating student performance and preparatory curriculum.

6. To provide agencies with quality senior level students, involvement in preparing and mentoring future professionals and opportunities for two-way communication with University faculty.

7. Students completing an internship shall demonstrate the sustained ability to apply recreation theory, use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.

**Selection of the Agency**

Selection of the agency should reflect the combined efforts of the student along with the internship coordinator, and a varied host of additional resources. The agency may be contacted by the University coordinator before the student sends the resume and letter requesting an interview. Students are required to interview with three agencies of their own choosing in cooperation with the internship coordinator to help them decide on the most appropriate learning opportunity. A copy of the Internship Interview form, Appendix A, needs to be returned to the Internship Coordinator after each interview.

Successful internship experiences have been completed throughout the continental United States and beyond with private leisure, public recreation and park agencies at the national, state, and local levels. Students have also received meaningful experiences with agencies serving individuals with disabilities in community as well as institutional settings, various private nonprofit organizations, and commercial enterprises. The University maintains a complete listing of past placements with accompanying information. Maintenance of sound cooperative relations with these agencies along with cultivation of similar arrangements with new sources are of primary concern.

**Therapeutic Recreation major only**

Professional Level Certification Standard for Certified Therapeutic Recreation Specialist (C.T.R.S.)

Completion of a minimum 560 hour, 14 consecutive week field placement experience in a clinical, residential or community-based therapeutic recreation program under the supervision of an on-site field placement supervisor & faculty supervisor who are certified by NCTRC at the Therapeutic Recreation Specialist, Professional level. This is included in the 12-week 480 hour minimum experience required for completion of RPTA 499 professional internship credit.

**RPTA Majors with a Nonprofit Minor only**

Students wishing to complete an internship to fulfill the requirements of the nonprofit minor and RPTA major must secure placement at approved 501(c)(3) or 501(c)(4) agencies. Consultation with the Nonprofit Leadership Alliance Coordinator is required.
THE PLACEMENT PROCESS - AN OVERVIEW

A quality internship experience requires the combined efforts of several people, with communication being a key to success. Students are responsible for keeping other members of their teams informed (faculty advisor, internship coordinator, faculty supervisor). Students should consult their faculty advisors on a regular basis concerning career options relating to coursework emphasis, vocational and avocational aspirations, and general competencies. This ongoing interaction, supplemented by conversation with other "resource people" such as faculty, practitioners, and fellow students, should leave the students with a general knowledge of where the internship could take place and of what it should consist of to meet established goals and objectives.

Information files about agencies are available for student review.

It is also the student's responsibility to make initial contact with the internship coordinator concerning placement tasks. The coordinator, while serving as a general resource throughout the planning process, then assists the student in refining placement alternatives. The internship coordinator must approve the organization selection. Students must obtain a detailed description of the internship experience from the agency and submit it to the internship coordinator for approval (also see Student and Agency Supervisor Responsibilities). Initial contact with prospective agencies will be made by the internship coordinator only in those cases where it is inappropriate for students to initiate such action. The student will follow-up the initial selections with a letter of application and resume. Interviews with the agency are expected and must be documented with an interview form. (see appendix A).

Upon completion of an interview process resulting in agreement between the student and agency representatives, it is the student's responsibility to immediately notify the internship coordinator and the agency in writing (email will suffice). The agency will provide the student a position description, outlining specific duties and expectations. The agency will provide a supervisor’s resume or Appendix F. The Internship Information Sheet (Appendix B) should be filled out by the student and returned to the internship coordinator. An Internship Agreement will then be signed by the student, internship coordinator and department chair before being forwarded to the agency supervisor (or legal representative thereof) for signature and final confirmation. The student has access to his/her file.
GUIDELINES

Specific details about the experience follow. Some of the items will not be directly applicable to every agency or organization due to varying student interests and unique resources of the agency, therefore adjustments or variations are expected where appropriate.

1. The student will spend a minimum of twelve weeks at no less than 40 hours per week in professional field work and related studies for which twelve semester hours of credit in RPTA 499 will be received upon successful completion. The internship may be completed during any of the three academic terms.

2. The student may, but is not required to receive a stipend from the agency or organization. On a non-paid internship, reimbursement for the student's private vehicle use, meals or overnight lodging when functioning as an agency representative is recommended. Students are expected to follow the rules, regulations, and policies of the agency or organization whether or not they receive payment.

3. An Internship Manual will be available on the RPTA website. A print copy will be made available upon request. A statement will be available to delineate philosophy and objectives of the internship, progression and scope of the internship, and the forms, records, and reports to be submitted. This Manual serves these purposes.

4. The student is covered by University medical insurance during the internship. However, students involved in the internship prior to or following the actual dates of the semester for which they are enrolled are advised to consult the internship coordinator to determine insurance eligibility. When necessary, additional university medical insurance can be purchased at a nominal fee.

5. Students are covered by liability insurance by the University in an amount of $1,000,000 per incident.

6. The student must not maintain full or part-time employment during the course of the internship experience unless in a temporary, supplemental or replacement category within the agency. Enrollment in any course other than RPTA 499 at any school during the internship must have prior written approval from the following: Agency Supervisor, Department Chair and the Internship Coordinator.

7. A 2.0 grade point average is required cumulative, and in the RPTA major before beginning an internship. Failure to achieve this threshold will result in the postponement or termination of the internship. Students that exceed 300 miles from either the Macomb or Moline campuses must meet a 2.5 GPA threshold.

8. Completion of all core courses with a C or better in each class is required prior to RPTA 499.

9. The student, the agency and the University representatives agree to adhere to all applicable state and federal laws during the duration of the internship placement, inclusive of Department of Labor internship designations.

10. Students seeking certifications from NCTRC, Nonprofit Leadership Alliance or other outside entities may have additional guidelines.

11. Exceptions for Quad Cities students taking courses out of sequence may be allowed. Consult with the internship coordinator.
STUDENT RESPONSIBILITIES

PRE-INTERNSHIP - Students are required to:

1. Maintain a minimum grade point average of 2.0 in major and cumulative immediately prior to participation in the internship. Students that exceed 300 miles from either the Macomb or Moline campuses must meet a 2.5 GPA threshold.

2. Fulfill special requirements if required by department head and/or internship coordinator.

3. Attain "senior standing" (minimum of 90 credit hours).


5. Successfully complete all “core classes” with a “C” or better.

6. Successfully complete RPTA 398: Internship Seminar. This course is designed to prepare students as interns and professionals. Such topics as applications, resumes, interviewing, and professional organizations that will assist in choosing an internship are covered. Students also formulate and refine goals statements during this time.

7. Prior to the interview process, submit to the internship coordinator a sample resume and cover letter.

8. Meet with the internship coordinator to discuss possible contacts and to review your letter of application and resume. Student may meet with faculty as well.

9. Interview with at least 3 prospective agencies. If the agency is located more than 300 miles from the students main campus, a telephone interview may be utilized instead of the on-site interview. However, the on-site interview is preferred. Submit Internship Interview form (Appendix A) to agency to be completed and returned to the internship coordinator. Forms may be faxed, e-mailed or mailed to the internship coordinator.

   a. At least one interview form is required from chosen agency.

10. Acquire an Agency Supervisor Profile Information, Appendix F of the person who will be primarily supervising the student. A supervisor’s resume may be used in place of Appendix F.

11. Obtain a detailed outline of the proposed duties from the agency supervisor.

12. After the student is offered and accepted an internship, inform the internship coordinator and other agencies, thanking the agencies in writing for their time and interest.

13. Complete Internship Information Sheet (Appendix B).

14. Meet departmental deadlines for paperwork as follows: for Spring by November 1st, for Summer by April 1st and for Fall by August 1st.

15. Sign Internship Agreement Form (Internship Coordinator will provide once all paperwork is
completed). This must be signed prior to the start date of the internship. Failure to submit signed form will delay the start of the internship.

16. Become acquainted with agency staff, facilities, programs and procedures before the actual experience begins. This could include: a) visits by the student to the agency, b) conversations with staff at meetings, conferences or on campus, c) reading of manuals, annual reports, brochures, and other printed materials available, d) seeking out other students and alumni who have completed their internship with the agency.

17. Attend a mandatory internship orientation meeting during the semester prior to the internship. Fall semester internship students will attend the meeting during the previous spring. Meetings are scheduled at multiple times to allow optimal attendance. See internship coordinator for specific dates.

18. Schedule a meeting with the assigned faculty supervisor to become better acquainted and to discuss the nature of the experience, goals and behavior objectives, weekly report preferences, etc. Review specific syllabus from faculty (see sample Appendix H).

**DURING THE INTERNSHIP - Students are required to:**

1. Pursue the internship with enthusiasm and professionalism, along with being available at all times within reasonable notice for assignments related to the internship.

2. Submit written weekly reports to your faculty supervisor on time. Carefully read and include all components of each assignment. A copy of each report should be submitted to your agency supervisor so that they will know what information the University is receiving and also how students are reacting to the experience. (This is not a substitute for regularly scheduled weekly progress meetings, but it could stimulate additional discussion.) Reports are to be sent to your faculty supervisor as per your faculty member’s syllabus directions. A heavy emphasis in the reports is to be on student reactions to experiences, especially as they relate to identified goals. The following heading style is to be followed for each report.

<table>
<thead>
<tr>
<th>Name of Internship Organization:</th>
<th>Name: _______________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Internship Supervisor:</td>
<td>Date: _______________</td>
</tr>
<tr>
<td>Return Address:</td>
<td>Week: _______ of _______</td>
</tr>
<tr>
<td></td>
<td>___________________________</td>
</tr>
<tr>
<td></td>
<td>___________________________</td>
</tr>
<tr>
<td></td>
<td>___________________________</td>
</tr>
</tbody>
</table>

Individual circumstances of alternative formats should be discussed with internship coordinator and faculty advisor prior to the start of the internship. The above heading is to be provided and questions repeated as they appear on the forms. It is recommended that students create a template in a Word document to use for these reports.
REPORTS ARE TO BE SUBMITTED ON A WEEKLY BASIS. FINAL INTERNSHIP GRADES, AWARDED BY THE FACULTY SUPERVISOR, WILL BE BASED ON ASSIGNMENTS SUBMITTED (AND POSTMARKED) NO LATER THAN TWO WEEKS AFTER THE END OF THE INTERNSHIP (AS SPECIFIED ON THE AGREEMENT).

3. Attend and present at an internship presentation meeting to be held approximately midterm if internship site is located within three hundred miles of Macomb campus. If the internship location is beyond 300 miles of Macomb, an alternative conference will convene. Agency supervisors are encouraged to accompany their students.

Faculty supervisors, other departmental faculty, alumni, practitioners and on-campus students may be in attendance at this meeting. Students have an opportunity to talk about their agency and related experiences through a presentation, typically video or powerpoint. Many good discussions result from questions asked by other students, agency supervisors, faculty supervisors and others. Another important value of this meeting is to get feedback from students and agency supervisors concerning the existing curriculum. Many suggestions made at these meetings have resulted in new course offerings and changes in current curriculum. Students are encouraged to bring agency brochures and other related information to be shared and filed for future reference. The presentations serve as an assessment of the department curriculum and student internship.

4. The Student Midterm Evaluation of Internship (Appendix C) is to be completed and sent to faculty supervisors immediately after completion of the sixth week of the field experience. Before sending, students are expected to review it with their agency supervisors and have them sign it.

5. Internship project. Identify and complete one project specific to your speciality area. Projects are to be approved by faculty supervisor and site supervisor prior to implementation.

6. Coordinate site supervisor evaluation forms returned to your faculty supervisor promptly.

INTERNSHIP COORDINATOR RESPONSIBILITIES

PRE-INTERNSHIP - In addition to instructing RPTA 398: Internship Seminar, the Internship Coordinator will:

1. Counsel with prospective internship students regarding placement interests and opportunities.

2. Maintain a file on each applicant for the internship experience, to include a current resume, interview sheets, potential site information, supervisor’s resume and Appendix F, and other relevant documents.

3. See that the Agreement Form is signed by appropriate parties upon acceptance of the student by the agency.

4. Chair an orientation meeting for students planning to complete the internship experience during the following term. Students planning to complete the internship during the fall semester are required to attend this meeting during the preceding spring semester.

5. Assign faculty supervisors to prospective interns in conjunction with the department chairperson.

6. Maintain and make available current information regarding possible internships.
7. Maintain current contacts with professional agencies while cultivating new agency-university relationships.

8. All internships must be approved by the Internship Coordinator. The coordinator is responsible for interpretation, enforcement and appeals of departmental internship policies set forth by the faculty.

**DURING THE INTERNSHIP - The Internship Coordinator will:**

1. Organize the internship presentation on campus for current interns and supervisors.

2. Solicit curriculum evaluations from all students as part of the department assessment program.

3. Maintain relevant resources to be used for counseling and placement purposes, and documents to the student's permanent file.

4. Assist faculty & students on issues regarding communication, dismissal from internship and the like.

   *Duties pertain while on contract as internship coordinator.

**FACULTY SUPERVISOR RESPONSIBILITIES**

**PRE-INTERNSHIP - The Faculty Supervisor will:**

1. Become acquainted with the agency and review student's file including resume, goals and relevant paperwork for the successful completion of the internship. It is the student's responsibility to make an appointment to discuss the agency and provide pertinent information.

2. Provide the student with specific recommendations within the framework of the internship guidelines, e.g. items to stress in reports and suggestions regarding anticipated schedule of involvements and guidance on acceptable special projects.

3. Provide the student with an expectation of how to submit weekly reports via a syllabus.

**DURING THE INTERNSHIP - The Faculty Supervisor will:**

1. Maintain a copy of the student’s weekly report. Respond to original student's weekly report in a timely manner and return feedback to student.

2. By approximately midterm arrange for a visit with the student and agency supervisor. This visit should occur sometime between the student's fifth and ninth weeks. Visitation is usually limited to telephone conversation when students are located more than 300 miles from Western Illinois University, Macomb.

3. Tasks that may occur during the visit to the agency:
   a. Spend time with the student and the supervisor together and separately in order to be certain that proper communication is taking place.
   b. Discuss the student's schedule to date and plans for the remaining time.
   c. Discuss the reports with the student and the supervisor. Also discuss midterm and final
evaluations.

d. Discuss future employment/education with the student.

e. Build rapport for Western Illinois University with the agency.

f. Consult with agency personnel on topics of personal expertise.

g. Visit facilities, meet staff members, observe programs, etc.

h. Spend an adequate amount of time to do all that is needed.

4. Attend the midterm campus meeting of returning interns and their agency supervisors, when practical.

5. Return student file and submit final grade recommendations to the internship coordinator by the end of the last day of semester classes or as soon as possible after internship ends. Agency supervisor's recommendations are considered very strongly. Quality and responsiveness of reports, along with meeting other responsibilities will also be considered. Final internship grades, awarded by the faculty supervisor, will be based on assignments submitted (and postmarked) no later than two weeks after the end of the internship (as specified on the agreement). Grade recommendations should be attached to the eleven weekly reports and final summary, then submitted to the internship coordinator. If grades of "incomplete" are submitted, faculty supervisors are expected to hold reports until all requirements are met and changes of grades can be made.

AGENCY SUPERVISOR RESPONSIBILITIES

PRE-INTERNSHIP - The Agency Supervisor will:

1. Review internship information provided by the university to determine nature of individual and agency commitment.

2. Conduct a formal interview with the student prior to placement. Complete an interview form and submit to WIU.

3. Provide Internship Coordinator with a description of duties and responsibilities that the agency will assign to the student.

4. Provide Internship Coordinator with the current profile (Appendix F) or resume for the person who will be primarily supervising the intern.

5. Sign and return Internship Agreement Form, retaining one copy.

6. Provide the student with current information regarding the agency (organizational structure, program brochures, etc.).

DURING THE INTERNSHIP - The Agency Supervisor will:

1. Work with WIU faculty to fulfill the university’s educational function.

2. In conjunction with the student, develop goals and objectives, create a basic schedule of involvements for a minimum of twelve weeks, and identify a special project for student.

3. Meet weekly with the student to assess progress and define upcoming responsibilities and expectancies.

4. Inform the student of personnel policies and procedures.

5. Profile, in a specific manner, the clientele and service environment (social, economic, political, and
religious). Provide budget and other pertinent information for student academic reports.

6. Assist student in identifying and completing a specialty project.

7. Complete, review with student and submit midterm and final evaluation forms to faculty (Appendices D and E). (Can fax to 309/298-2967 or e-mail)

8. Mentor student in professionalism

9. Assist student in networking.

10. Support the student in attending internship presentation.

11. Meet with faculty face to face or via telephone.

12. Ask questions, discuss concerns in a timely manner.

13. Submit letter of recommendation for student's file along with final evaluation.

EVALUATION PROCESS
Completion of internship. The student will complete the internship in its entirety as per the agreement form. Dismissal from the internship agency will result in failure of the internship. (Students who feel they are dismissed without just cause may appeal to the internship coordinator, faculty supervisor and/or the chair).

Supervisor evaluation. The student's progress should be continually monitored by the agency supervisor, with regularly scheduled opportunities for discussion. The formal Evaluation Forms (Appendices D and E) will be completed by the agency supervisor and returned to the faculty supervisor at midterm, following week 6, and upon completion of the experience. The Evaluation Form should be reviewed with the student before it is sent to the faculty supervisor. Evaluations by agency supervisors are considered strongly in final grading of the student internship. Final supervisor evaluations should be received by the internship coordinator no later than 2 weeks from the completion of internship. Realizing the diversity of placement opportunities, Evaluation Forms represent a general approach to student assessment. Feel free to add additional documentation to explain the evaluation.

Student evaluation. Students complete the Student Midterm Evaluation of Internship Form (Appendix C) at the end of six weeks. After sharing it with their agency supervisor and having the supervisor sign it, it is forwarded to their faculty supervisor.

Weekly reports. The student will be given faculty feedback on weekly written reports. Weekly reports constitute the bulk of the grading opportunities for the internship experience. These reports are the manner in which students demonstrate learning to be assessed by faculty supervisors. Failure to complete reports in a timely manner may result in failing the internship. Please see your faculty member’s syllabus for specific writing guidelines. Both content and presentation will be graded.

Internship project. Student will be graded on one completed project specific to specialty area. Projects are to be approved by faculty supervisor and site supervisor prior to implementation. Approved artifacts may include, but are not limited to, program plans, power points, videos, oral or written presentation of projects.

Internship presentation. Attend and present at an internship presentation meeting to be held approximately midterm if internship site is located within three hundred miles of Macomb campus. If the internship location is beyond 300 miles of Macomb, an alternative conference will convene. Independent evaluators will score the presentation based on content and delivery. These scores will be forwarded to the faculty supervisor and student...
via the internship coordinator.

Faculty will assign all grades based on demonstrated competencies as an entry level professional. Grade reductions up to and including failure of internship will occur for any of the following: late submission of reports, failure to submit reports, inadequate reports, failure to coordinate a visit of a faculty supervisor, failure to submit midterm student evaluations, failure to coordinate agency supervisor evaluations, failure to complete a student project, failure to complete an internship presentation, failure to complete a final summary report.
STUDENT CHECKLIST

The following items must be accomplished before beginning the internship:

_____ Submit resume and cover letter to the Internship Coordinator

_____ Complete a minimum of 3 interviews with selected agencies. Have completed Internship Interview forms, Appendix A returned to the department. At least one of which must be the agency you will intern with. Inform ALL selected agencies of final decision and send thank you/rejection letters.

_____ Submit list of duties to the Internship Coordinator

_____ Submit Agency Supervisor’s resume or Appendix F to the Internship Coordinator.

_____ Inform Internship Coordinator of agency selected and fill out the Internship Information Sheet, Appendix B.

_____ Attend mandatory pre-internship meeting.

_____ Sign Internship Agreement Form (provided by RPTA Department).

_____ Meet with assigned faculty supervisor
APPENDIX A  
INTERNSHIP INTERVIEW  
Department of Recreation, Park and Tourism Administration  
Western Illinois University

To be completed by student:

Student Name _______________________________________________________________

Address ____________________________________________________________________

___________________________________________________________________________

city state zip

Cell (______) ____________________________

-----------------------------------------------------------------------------------------------------------------------------

Students are required to interview with three (3) potential sites for internship placement. Final decision will be made in consultation with the Internship Coordinator of the department. Feedback is appreciated.

To be completed by interviewer and returned to:

Internship Coordinator OR you may fax it to: 309/298-2967
Recreation, Park and Tourism Administration OR e-mail to: rpta@wiu.edu
Western Illinois University
Currens Hall 400
Macomb, IL 61455

Agency/Org/Business __________________________________________________________

Address ____________________________________________________________________

___________________________________________________________________________

city state zip

Telephone (______) ____________________________

Interviewed by: __________________________ Interviewer’s Position ______________________

Please check one: _______ (on site) _______ (telephone) Date of Interview ______________________

Strengths:

Things to work on:

Based upon the interview we would _______ would not _______ offer an internship to the above student.  
This is not an official offer, but rather an evaluation of interview skills. If you choose to offer an internship, please contact the student directly.
This information is needed before an agreement can be initiated

PLEASE PRINT LEGIBLY

Name: __________________________________________________________

ID Number: ______________________________________________________

WIU email address: ______________________________________________

Personal email address: __________________________________________

Address during Internship: ________________________________________
(if you don’t know it, leave blank)

Home & or cell telephone number: _________________________________
(during internship)

Name of Internship Agency: ________________________________________

Agency address: __________________________________________________

Agency’s telephone number: ________________________________________

Agency’s email/home page: _________________________________________

Name of Agency Supervisor: ________________________________________

Title of Supervisor: ______________________________________________

Dates of Internship Agreement: _________________________________

beginning date          ending date          # of weeks

RPTA OFFICE USE ONLY

Date agreement form is sent to agency: _____________________________ Date returned: ___________________________

RPTA Faculty Advisor: ____________________________________________

Weekly reports: 1 ___/___ 2 ___/___ 3 ___/___ 4 ___/___ 5 ___/___ 6 ___/___

Content/Presentation 7 ___/___ 8 ___/___ 9 ___/___ 10 ___/___ 11 ___/___ 12 ___/___

13 ___/___ 14 ___/___ 15 ___/___

Midterm evaluations: Intern ______ Agency Supervisor ______ Presentation_______

Agency Supervisor’s Final Evaluation: _________ Special Project:____________

Recommended grades: _______ _______ _______ _______ _______ _______

Date grades recorded: ___________________________________________
To be completed by the student and sent to his university faculty supervisor immediately upon completion of the sixth week of the field experience. A copy should be made and discussed with the agency supervisor. Candid discussions with the agency supervisor on a continuing basis and of your reactions expressed on this form are helpful for you to make your experience more meaningful.

1. Briefly summarize to date your experience in relationship to your goals.

2. Is this experience what you expected? Explain.

3. Is this experience helping you to accomplish your expected goals?
4. a. Is the agency supervision you are getting adequate? Explain.

   b. Is the faculty supervision you are getting adequate? Explain.

5. How can the internship experience be more meaningful?

   a. What can you do to make it so?

   b. What can the agency 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?

Student Signature: ___________________________ Date: _____________

Agency Supervisor Signature: ___________________________ Date: _____________

Faculty Advisor Signature: ___________________________ Date: _____________
### I. PROFESSIONAL QUALITIES
- Establishes work goals and objectives
- Displays basic understanding and knowledge of leisure services
- Possesses the ability to think independently and appropriately
- Displays initiative and imagination
- Is able to apply knowledge in a practical way
- Has displayed growth in knowledge and basic understanding
- Strives for quality in own performance

### II. PROFESSIONAL PERFORMANCE AND LEADERSHIP
- Is successful in achieving goals and objectives
- Is able to organize people and resources
- Capable of motivating others
- Uses all available resources
- Is able to lead and direct
- Completes assignments on or before due date
- Is punctual for meetings, appointments and deadlines
- Has shown an increase in skills in all areas

### III. PROFESSIONAL PERSONALITY AND ATTITUDE
- Shows enthusiasm for work
- Exhibits pleasant and tasteful personal appearance
- Displays a sense of humor at appropriate times
- Displays mature judgement
- Accepts assignments willingly
- Actively seeks and is alert to potential learning situations
- Is willing to work to improve areas of weakness
- Projects a positive and supportive attitude toward other staff members

### IV. COMMUNICATION AND INTERPERSONAL SKILLS
- Is able to communicate ideas orally and in writing
- Strives for quality in oral and written expression
- Is courteous and tactful
- Accepts suggestions and criticism
- Displays concern for others
- Is consistent and fair in professional relationships
- Confronts problem areas in a positive, constructive manner
APPENDIX E
EVALUATION FORM: INTERNSHIP IN LEISURE SERVICES
Department of Recreation, Park and Tourism Administration
Western Illinois University

Final __________ (Date Completed)

Please supplement the following ratings with a statement covering any additional points. Make note of abilities or characteristics that will particularly qualify, or problems that will affect, the student for work in leisure services. A supplement on your agency letterhead is suggested.

Key: 0 = Not Applicable, 1 = Rarely, 2 = Usually, 3 = Frequently, 4 = Always

<table>
<thead>
<tr>
<th>I. PROFESSIONAL QUALITIES</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes work goals and objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays basic understanding and knowledge of leisure services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possesses the ability to think independently and appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays initiative and imagination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is able to apply knowledge in a practical way</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has displayed growth in knowledge and basic understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strives for quality in own performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. PROFESSIONAL PERFORMANCE AND LEADERSHIP</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is successful in achieving goals and objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is able to organize people and resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capable of motivating others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses all available resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is able to lead and direct</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes assignments on or before due date</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is punctual for meetings, appointments and deadlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has shown an increase in skills in all areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. PROFESSIONAL PERSONALITY AND ATTITUDE</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows enthusiasm for work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits pleasant and tasteful personal appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays a sense of humor at appropriate times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays mature judgement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts assignments willingly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively seeks and is alert to potential learning situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is willing to work to improve areas of weakness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects a positive and supportive attitude toward other staff members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. COMMUNICATION AND INTERPERSONAL SKILLS</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is able to communicate ideas orally and in writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strives for quality in oral and written expression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is courteous and tactful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts suggestions and criticism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays concern for others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is consistent and fair in professional relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confronts problem areas in a positive, constructive manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STUDENT NAME (Please print) ____________________________________________ AGENCY ________________________

STUDENT SIGNATURE ______________________________________________ DATE ________________________

AGENCY SUPERVISOR SIGNATURE ______________________________________ DATE ________________________

FACULTY SUPERVISOR ______________________________________________
APPENDIX F
AGENCY INTERNSHIP SUPERVISOR PROFILE
Department of Recreation, Park and Tourism Administration
Western Illinois University

Please complete or send a current resume.

Student’s name _____________________________

Agency Supervisor’s Name _____________________________

Agency Supervisor’s Position _____________________________

Agency Supervisor’s Telephone _____________________________

Agency Supervisor’s Email Address _____________________________

Internship Agency’s Name _____________________________

Years in this position _________________ Years at agency ___________

Past Work Experience (list past three jobs)

<table>
<thead>
<tr>
<th>Years</th>
<th>Agency Name</th>
<th>City, State</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degree received from _____________________________

Associate _______ Bachelor _______ Masters _______ Other _______

Professional Memberships/Affiliations ________________________________

_________________________________________________________________

_________________________________________________________________
NAME ______________________________

ID# __________________ Email __________________

SEMESTER & YEAR YOU PLAN TO INTERN:

SPRING SUMMER FALL YEAR ________

I understand that a 2.0 grade point average is required (2.5 out of state) OVERALL in RPTA and in the MINOR to be eligible for my internship and failure to achieve this may result in the postponement or termination of the internship.

_________________________________  ______________________
Student Signature          Date

You MUST meet the requirements listed below to be eligible for registration of your Professional Internship, RPTA 499.

COMPLETED BY RPTA DEPARTMENT

Completed Overall GPA
RPTA 199 __________

Major GPA Minor GPA
Resume C or better core classes _______

Agency Supervisor’s Profile Intern’s duties at selected agency

Interview sheet #1 __________________________________________

Interview Sheet #2 _________________________________________

Interview Sheet #3 _________________________________________

Information Sheet _________________________________________

Agreement Form __________________________________________

Permission for RPTA 499 by ________________________________

Registered for RPTA 499 on ___________________________ # of Weeks___________
APPENDIX H
RPTA INTERNSHIP SAMPLE SYLLABUS
Department of Recreation, Park and Tourism Administration
Western Illinois University

This is a generalized format. The individual faculty member will provide a customize document with preferred technology, due dates etc

Internship Guidelines

1) Email me as soon as you have web access at your internship location. I will send all email correspondence to your wiu.edu account. Check it regularly!

2) Follow the weekly report guidelines in the RPTA Internship Handbook.

3) Write reports in Word® and send via email as attachments with your name and the number of the report included in the name of the file.  EX. Smithweek#1.doc

4) Reports are to be written formally! This should be professional writing. Proofread everything. Remember that you are in a professional setting. There will be no tolerance for poor writing (e.g., grammatical errors, awkward sentences, poor construction, etc.) just as there would not be in the workplace. If need be, have someone else proofread for you. (This is always the best route.)

5) All reports are due Monday morning. They should be in my inbox no later than 9AM MONDAY for the week prior. If you need extra time due to unique circumstances (e.g., baseball folks may have a home stand all weekend, or you have a weekend special event) please email no later than FRIDAY at 4:30 to request an extension. In all other circumstances your report will be marked late. Allow ample time for your site supervisor to review prior to submission.

6) Brochures of the agency and programs can be sent snail mail or as email attachments/links.

7) Do not get behind in your reports!

8) I will read your report and reply with comments via email! Make sure you answer the assignment for the week. Content should also focus on dissemination of the following:
   a) How are you accomplishing your goals?
   b) How are you applying information learned in the classroom to the field? (Theory into practice)
   c) What are you learning? Not just what are you doing, but what does this mean?
   d) Reports should showcase your ability to demonstrate understanding and application of information.

9) Include personal comments, questions, and chat in the email not the attached report. If you are having even the SLIGHTEST problem with the workplace, your supervisor, your duties, etc., please let me know immediately. Do not wait until what was seemingly a small issue explodes into something that could ruin your internship. To that end, I AM HERE TO BE AN ADVOCATE FOR YOU. Feel free to check in with me and let me know what is going on from time to time, outside of the reports. I have given you my cell number just in case you need to contact me and can’t wait for email.

10) I will make individual arrangements for facility visits where appropriate. During the visit I will need to meet with you and you immediate supervisor. I will ask you to coordinate your supervisor having time to meet with me. Depending on the site, I often travel by train. I will need you to be flexible on meeting times and may need a ride from the train station. For those outside of the site visit radius, I will make a “phone call visit“ with you.

11) The POWERPOINT presentation describing your internship is due at the midterm meeting. You are required to attend and are graded upon your oral and written presentation. If your agency is over 300 miles from any of the meetings, you will be requested to do the presentation in an alternate format.

Summer 2012
a) In the presentation briefly overview the agency, facility and describe your responsibilities. Use pictures of the facility, programs and you performing your duties more than just words. Specific guidelines will be sent via email from the internship coordinator.

12) At midterm you are required to complete an evaluation form. This is available on the internship website and in the handbook.

13) Your on-site supervisor will do an evaluation at midterm and final. Please assist in reminding them to meet with you and discuss the evaluation. The form should be sent to me. Email or fax is fine. Please put your name on it.

14) An internship special project will be due before completion of your internship for me to review. Begin thinking about a possible project that you may initiate over the course of your internship at your site. Some possibilities that students have done include the development of assessment tools, an evaluation of a wildlife hunter/shooting program, the development of a park district advance season programming booklet for community members, preparing and introducing a new program, implementing a new treatment protocol etc. Be creative and discuss some possible ideas with your onsite supervisor as well as me. I will need to grade the written work of the semester project upon completion.

15) The final report is a 2 – 3 page summary of the entire internship experience. Don’t be late. I will not submit grades until all of your assignments and evaluations are complete.

16) Please represent yourself and WIU well.

17) Ask, ask, ask lots of questions. Get to know the agency and its workings. View this as your opportunity to learn everything you ever wanted to know in recreation.

* TR students it is your responsibility to check the NCTRC web site to see if their certification is current. Your supervisor must have been a CTRS for 1 year prior to comply with NCTRC guidelines.
* Nonprofit minors double dipping the internship, it is required that your internship be at a nonprofit agency to use this experience for both major and minor.
* If you are doing more than 12 weeks, continue your reports by discussing what is significant that week.
APPENDIX I

INTERNERSHIP AGREEMENT FORM
Department of Recreation, Park and Tourism Administration
Western Illinois University

The internship in leisure services is designed to provide an opportunity for practical application of classroom theory in professional fieldwork. The student should acquire experience in planning, leadership, supervision and program evaluation by working in an approved leisure services program. The student, the instructor and the organization involved in the field experience will share in the responsibilities of the experience.

1. The University will provide an internship manual online. A statement will be available to delineate philosophy and objectives of the internship, progression and scope of the internship, the policies and procedures and the forms records and reports to be submitted.

2. The supervising agency and the University will jointly agree upon placement of a student in the agency after consultation with the student and in consideration of the needs of the student in relation to what the agency can provide. The student will arrange for an interview, contingent upon distance, with the agency before a final decision is made. Upon selection of the agency for placement, a general plan for the student during the entire field experience will be developed.

3. The student will spend a minimum of 12 consecutive weeks at no less than 40 hours per week in professional field work and related studies for which 12 semester hours of credit will be received upon satisfactory completion. This should be a block of time during any semester, summer semester included. The student is expected to follow the rules, regulations and policies of the agency. Students will have the status of interns and are not to replace staff.

4. The supervising agency will assign a staff member qualified by professional registration, education or experience to supervise the field work and be given a time allotment for those responsibilities, outline what the agency can provide the student in field training and submit evaluation reports on the student’s work at midterm and at the end.

5. The student will participate in planning the field experience, submit weekly reports to the supervising agency and University supervisors, have periodic conferences with agency and University supervisors, participate in the final evaluation conference and complete all coursework applicable to internship. This includes a special project and presentation. All reports and evaluations are due no later than 2 weeks after the end of the internship. Failure to submit timely may impact graduation.

6. The University will provide information on the student’s background if requested and will visit the agency at least once during the term of the field training, contingent upon distance. The university does not complete background checks on students.

7. The student understands that a 2.0 grade point average is required overall, in RPTA and in the minor before beginning an internship (to complete an internship out of state a 2.5 GPA is required), and that failure to achieve this may result in the postponement or termination of the internship.

8. All parties agree to adhere to applicable local, state and federal laws during the duration of the agreement.

WESTERN ILLINOIS UNIVERSITY and __________________________________________ agree to provisions of the above statement for the following student: __________________________________________ whose internship will commence: _________________ and conclude: _________________

Signed: ________________________________________ Date: _________________
(Student)

Signed: ________________________________________ Date: _________________
(RPTA Internship Coordinator)

Signed: ________________________________________ Date: _________________
(RPTA Department Chair)

Signed: ________________________________________ Date: _________________
(Agency Representative)
# Primary Trait Analysis for Speaking Matrix for Assessment of Oral Presentations

<table>
<thead>
<tr>
<th>Organization</th>
<th>4 Highly Competent</th>
<th>3 Competent</th>
<th>2 Minimally Competent</th>
<th>1 Not Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrangement of ideas clearly related to topic; well organized with introduction, body, conclusion; good transitions; introduction includes attention-getter, statement of thesis, credibility information; conclusion includes summary and closure.</td>
<td>Conveyed a central idea or topic; most information presented in logical structure; adequate introduction, body, conclusion; adequate transitions.</td>
<td>Attempted to focus on an idea or topic; ideas were loosely connected to topic; structure unclear; introduction, body, conclusion detectable but not comprehensive; transitions unclear.</td>
<td>Had little or no focus on central idea or topic; no apparent logical structure; introduction, body, or conclusion absent; lacked transitions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th>4 Highly Competent</th>
<th>3 Competent</th>
<th>2 Minimally Competent</th>
<th>1 Not Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate standards of usage for situation and audience; consistently used varied sentence structure and word choice; evidence of precise and vivid language; unfamiliar terms defined.</td>
<td>Used some varied sentence structure and word choice; unfamiliar terms easily interpreted; adequate standards of usage employed.</td>
<td>Unfamiliar terms not easily interpreted; little varied sentence structure and word choice; minimal evidence of appropriate standards of usage.</td>
<td>Inadequate standards of usage; no varied sentence structure and word choice; unfamiliar terms not defined.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Material</th>
<th>4 Highly Competent</th>
<th>3 Competent</th>
<th>2 Minimally Competent</th>
<th>1 Not Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content highly specific, credible, relevant, sufficient, interesting; evidence supported topic; connection between support and main points is clear; content was appropriate to situation and audience; information source accurately cited.</td>
<td>Content adequately specific, credible, relevant, sufficient, interesting; lacked support for some points; partial audience adaptation of content; some information sources cited.</td>
<td>Content minimally specific, credible, relevant, sufficient, interesting; minimal support; few information sources cited; little audience adaptation of content.</td>
<td>Content not specific, credible, relevant, sufficient, interesting; ideas not supported; information sources not cited; lacks audience adaptation of content.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis</th>
<th>4 Highly Competent</th>
<th>3 Competent</th>
<th>2 Minimally Competent</th>
<th>1 Not Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation clearly adapted to the audience and situation; approach and structure highly consistent with overall purpose; strong evidence of critical thinking.</td>
<td>Some evidence of adaptation to the audience and situation; approach and structure consistent with overall purpose; some evidence of critical thinking.</td>
<td>Inconsistent adaptation to audience and situation; approach and structure inconsistent with overall purpose; inconsistent evidence of critical thinking.</td>
<td>Limited adaptation to audience and situation; approach and structure not appropriate for the overall purpose; lacks evidence of critical thinking.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nonverbal Delivery</th>
<th>4 Highly Competent</th>
<th>3 Competent</th>
<th>2 Minimally Competent</th>
<th>1 Not Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate use of eye contact, gestures, movement, facial expressions to supplement and/or enhance the presentation</td>
<td>Did not read from notes and/or audio visual materials; clearly engaged audience through consistent eye contact and gestures; responsive to audience reaction.</td>
<td>Referred occasionally to notes and/or audio visual materials; engaged audience through eye contact and gestures; aware of audience reaction.</td>
<td>Relied heavily on notes and/or audio visual materials; exhibited minimal awareness of audience; infrequent eye contact or gestures; some distracting mannerisms.</td>
<td>Read directly from notes and/or audio visual materials; exhibited little or no audience awareness, gestures, or eye contact; frequent, distracting mannerisms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbal Delivery</th>
<th>4 Highly Competent</th>
<th>3 Competent</th>
<th>2 Minimally Competent</th>
<th>1 Not Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate use of pitch, volume, rate, and emphasis; appropriate enthusiasm; free of fillers (ahs, ums, ers); highly effective articulation and pronunciation.</td>
<td>Voice varied in pitch, volume, rate, and emphasis; appropriate enthusiasm; free of fillers (ahs, ums, ers); highly effective articulation and pronunciation.</td>
<td>Some variation in pitch, volume, rate, and emphasis; some distracting fillers (ahs, ums, ers); effective articulation and pronunciation.</td>
<td>Limited variation in pitch, volume, rate, and emphasis; some distracting fillers (ahs, ums, ers); minimally effective articulation and pronunciation.</td>
<td>No variation in pitch, volume, rate, or emphasis; fillers (ahs, ums, ers) detract from the presentation; lack of clear articulation and pronunciation.</td>
</tr>
</tbody>
</table>

Accommodations will be made for persons with communication disabilities and/or differences.
Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to “for-profit” private sector employers.

Background

The Fair Labor Standards Act (FLSA) defines the term “employ” very broadly as including to “suffer or permit to work.” Covered and non-exempt individuals who are “suffered or permitted” to work must be compensated under the law for the services they perform for an employer. Internships in the “for-profit” private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the “for-profit” private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.*

The Test For Unpaid Interns

There are some circumstances under which individuals who participate in “for-profit” private sector internships or training programs may do so without compensation. The Supreme Court has held that the term "suffer or permit to work" cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;

2. The internship experience is for the benefit of the intern;

3. The intern does not displace regular employees, but works under close supervision of existing staff;

4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;

5. The intern is not necessarily entitled to a job at the conclusion of the internship; and

6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act’s minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA’s definition of “employ” is very broad. Some of the most commonly discussed factors for “for-profit” private sector internship programs are considered below.
Similar To An Education Environment And The Primary Beneficiary Of The Activity
In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer’s actual operations, the more likely the internship will be viewed as an extension of the individual’s educational experience (this often occurs where a college or university exercises oversight over the internship program and provides educational credit). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer’s operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA’s minimum wage and overtime requirements because the employer benefits from the interns’ work.

Displacement And Supervision Issues
If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer’s regular workforce, this would suggest an employment relationship, rather than training.

Job Entitlement
The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

Where to Obtain Additional Information
This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

For additional information, visit our Wage and Hour Division Website: http://www.wagehour.dol.gov and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210

* The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors.
### 7.01 Historical, philosophical and scientific foundations
Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in those industries; and c) the foundations of the profession in history, science, and philosophy.

#### TR Guidance:
**Historical, philosophical, theoretical, and scientific foundations of therapeutic recreation**
Students graduating from the program shall demonstrate entry-level knowledge of the nature and scope of the therapeutic recreation profession and its associated service delivery systems, and the foundations of the therapeutic recreation profession in history, theory, science, and philosophy.

<table>
<thead>
<tr>
<th>a) Scope of practice</th>
<th>7D.01</th>
<th>9D.04</th>
<th>9D.07</th>
<th>9D.08</th>
<th>9D.21</th>
<th>KA 20-24</th>
<th>KA 50</th>
<th>KA 64-65</th>
<th>KA 68</th>
<th>KA 70-71</th>
<th>7</th>
<th>7</th>
<th>7</th>
<th>1.1</th>
<th>Foundations of Professional Practice (pp. 31-32)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students graduating from the program shall demonstrate entry-level knowledge of the scope and practice of the therapeutic recreation. Fundamental elements include:</td>
<td>7D.02</td>
<td>9D.21</td>
<td>9D.22</td>
<td>JT 1-9</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>1.1</td>
<td>Foundations of Professional Practice (pp. 31-32)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism, including standards of practice, credentialing, and codes of ethics of therapeutic recreation service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role and function of therapeutic recreation professionals in health, human, recreation, education, and other relevant systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models of service delivery and best practices in the profession</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Professional techniques and processes</td>
<td>Students graduating from the program shall demonstrate entry-level knowledge of the techniques and processes of the therapeutic recreation profession in decision making. Fundamental elements include:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adherence to laws, regulations, standards of practice and codes of ethics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of best professional practices based on theoretical, philosophical, and scientific foundations of the field</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### c) Historical, philosophical, theoretical, and scientific foundations

Students graduating from the program shall demonstrate entry-level knowledge of the historical, philosophical, theoretical, and scientific foundations of the therapeutic recreation profession. Fundamental elements include:

- Theoretical foundations of play, recreation, and leisure behavior
- Theoretical and historical foundations of therapeutic recreation
- Theoretical foundations of therapeutic recreation service delivery (e.g., foundational models and theories)
- Theoretical and scientific foundations of the systems in which therapeutic recreation is delivered, including the impact of technology and globalization on those systems
- Human functioning, including anatomy and physiology, human growth and development across the lifespan, variations in development and resulting disability, psychology, including abnormal psychology, and theories of human behavior change
- Human services supportive areas (e.g., medical terminology, pharmacology, counseling approaches, therapeutic communication, community development, positive behavioral supports)

<table>
<thead>
<tr>
<th>Job Task</th>
<th>Knowledge Area(s)</th>
<th>Value</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7D.01</td>
<td>KA 1-15</td>
<td>7</td>
<td>--</td>
<td>--</td>
<td>1.1</td>
</tr>
<tr>
<td>7D.02</td>
<td>KA 62</td>
<td>1.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7D.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7D.04</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7D.05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9D.02</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9D.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Foundations of Professional Practice (pp. 31-32)*

- Functional Aspects of the Human Body (p. 46)
- Human Growth and Development (p. 47)
- Psychology, Cog/Ed Psych, Abnormal Psych (p. 48)
- Disabling Conditions (p. 51)
- Pharmacology (p. 52)
- Recreation and Leisure (p. 54)

*Under NCTRC, KA=Knowledge Areas, JT=Job Task*
### COAPT Standards of Excellence: Learning Outcomes for Therapeutic Recreation

**7.02 Design and execution of leisure services**

Students graduating from the program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

#### TR Guidance: Design and execution of the therapeutic recreation process

Students graduating from the program shall demonstrate the ability to assess, plan, implement, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.

<table>
<thead>
<tr>
<th>a) Assessment</th>
<th>9D.09</th>
<th>9D.10</th>
<th>9D.11</th>
<th>KA 25-41</th>
<th>1A</th>
<th>1</th>
<th>1</th>
<th>1.2</th>
<th>Individualized Patient/Client Assessment (pp. 33-34)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students graduating from the program shall demonstrate the ability to create/select, conduct, and evaluate individualized assessment for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy. Fundamental elements of assessment:</td>
<td>9D.10</td>
<td>9D.11</td>
<td>9D.15</td>
<td>9D.18</td>
<td>KA 42-43</td>
<td>KA 45-46</td>
<td>KA 49</td>
<td>KA 51-52</td>
<td>JT 16-21</td>
</tr>
<tr>
<td>Focus on leisure, physical, social, cognitive, psychological/emotional, and spiritual domains of human well-being</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encompass standardized assessments, observation, interview, and record review</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are team-based and inter/transdisciplinary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ascertain participants' abilities, strengths, goals, and aspirations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b) Planning</th>
<th>9D.09</th>
<th>9D.10</th>
<th>9D.11</th>
<th>KA 25-41</th>
<th>1A</th>
<th>1</th>
<th>1</th>
<th>1.2</th>
<th>Individualized Patient/Client Assessment (pp. 33-34)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students graduating from the program shall demonstrate the ability to conduct individualized planning of therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy. Fundamental elements of individualized planning:</td>
<td>9D.10</td>
<td>9D.11</td>
<td>9D.15</td>
<td>9D.18</td>
<td>KA 42-43</td>
<td>KA 45-46</td>
<td>KA 49</td>
<td>KA 51-52</td>
<td>JT 16-21</td>
</tr>
<tr>
<td>Utilize assessment results to generate person-centered contextualized plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use appropriate and correctly formatted goals and objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use culturally relevant evidence-based interventions, strategies, facilitation techniques, modalities, activities, and adaptations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are team-based and involve the family/community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are contextualized to the service delivery system (e.g., health care, human services, recreation, education)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Under NCTRC, KA=Knowledge Areas, JT=Job Task*
### c) Implementation and facilitation

Students graduating from the program shall demonstrate the ability to implement and facilitate therapeutic recreation interventions and services for diverse clientele, settings, cultures, and contexts. Fundamental elements of implementation and facilitation include:

- Individual and group leadership skills
- Helping relationship skills
- A variety of common therapeutic recreation interventions, facilitation techniques, activities, and modalities
- Activity/task analysis, adaptation, and assistive technologies
- Team and family participation
- Advocacy
- Contextualization to the service delivery system (e.g., health care, human services, recreation, education)

<table>
<thead>
<tr>
<th>7D.06</th>
<th>KA 18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>9D.03</td>
<td>KA 44</td>
</tr>
<tr>
<td>9D.05</td>
<td>KA 47-48</td>
</tr>
<tr>
<td>9D.06</td>
<td>KA 66</td>
</tr>
<tr>
<td>9D.10</td>
<td>JT 22-27</td>
</tr>
<tr>
<td>9D.11</td>
<td>JT 36-39</td>
</tr>
</tbody>
</table>

### d) Documentation

Students graduating from the program shall demonstrate the ability to document therapeutic recreation services according to regulatory, professional, and system requirements. Fundamental elements of documentation include:

- Assessment results
- Individualized plans
- Progress notes
- Discharge/transition summaries
- Compliance with agency, accreditation, and professional standards for documentation

<table>
<thead>
<tr>
<th>9D.18</th>
<th>KA 41</th>
</tr>
</thead>
<tbody>
<tr>
<td>9D.20</td>
<td>KA 53-54</td>
</tr>
<tr>
<td></td>
<td>JT33-35</td>
</tr>
</tbody>
</table>

### e) Evaluation

Students graduating from the program shall demonstrate the ability to evaluate therapeutic recreation services at the participant and program level and to use evaluation data to improve the quality of services. Fundamental elements include:

- Use of appropriate research and evaluation designs and methods to conduct formative and summative evaluation to document outcomes from services
- Use of evaluation results to improve services or programs and show accountability
- Quality assurance/quality improvement contextualized to the service delivery system

<table>
<thead>
<tr>
<th>9D.19</th>
<th>KA 55-56</th>
</tr>
</thead>
<tbody>
<tr>
<td>9D.20</td>
<td>JT 28-32</td>
</tr>
</tbody>
</table>

---

*Under NCTRC, KA=Knowledge Areas, JT=Job Task*
7.03 Management, marketing, and finance of leisure services
Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions.

**TR Guidance:**
Management, marketing, and finance of therapeutic recreation services
Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration of therapeutic recreation services.

| Students graduating from the program shall be able to demonstrate entry-level knowledge about facts, concepts, principles, and procedures of management/administration in therapeutic recreation. Fundamental elements include: |
|---|---|---|---|---|---|---|---|
| • Regulatory and legal compliance contextualized to the service delivery system (e.g., health care, human services, recreation, education) |
| • Operations and maintenance |
| • Finance and budgeting, reimbursement |
| • Marketing and advocacy |
| • Strategic and other agency/program level planning |
| • Risk and safety management |
| • Quality management |
| • Human resource development and management |
| • Professional development |
| • Evidence-based practices |
| • Research and technological impacts |
### 7.04 Internship

Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.

**TR Guidance:**

**Internship**

Students graduating from the program shall demonstrate the sustained ability to apply the therapeutic recreation process, use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.

<table>
<thead>
<tr>
<th>Students graduating from the program shall demonstrate a readiness for the internship semester as determined by meeting criteria set by the program (e.g., fieldwork hours prior to the internship semester, competency testing, GPA requirements in core coursework, basic certifications in first aid/CPR, other dispositions or candidacy benchmarks set by the program).</th>
<th>--</th>
<th>--</th>
<th>--</th>
<th>--</th>
<th>--</th>
<th>1.9</th>
<th>First Aid and Safety (p. 50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students graduating from the program shall demonstrate, through a comprehensive and culminating internship, the ability to apply the therapeutic recreation process, use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation. The internship must meet current professional standards for credentialing with the state, national/international credentialing bodies.</td>
<td>(In the core standards)</td>
<td>A minimum 560-hour, fourteen (14) consecutive week field placement experience in therapeutic recreation services that uses the therapeutic recreation process as defined by the current NCTRC Job Analysis.</td>
<td>---</td>
<td>----</td>
<td>----</td>
<td>1.9</td>
<td>Not addressed</td>
</tr>
</tbody>
</table>
Electronic submissions should be labeled
week#.lastname.firstname.semester.year

Student Name:

Name of Internship Organization:

Name of Internship Supervisor:

Faculty Supervisor’s Ratings of Report

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>// Excellent</td>
<td>// Excellent</td>
</tr>
<tr>
<td>// Good</td>
<td>// Good</td>
</tr>
<tr>
<td>// Acceptable</td>
<td>// Acceptable</td>
</tr>
<tr>
<td>// Unacceptable (Redo)</td>
<td>// Unacceptable (Redo)</td>
</tr>
</tbody>
</table>

1. Activity log. Give a brief description of activities completed this week.
   Example: Monday-staff meeting, facility tour. Tuesday-Program research
   Wednesday-Program planning, meeting with maintenance and so on.

2. Weekly Essay: Write a professional report of at least 500 words on what you
   found particularly significant in this week’s experience. All reports should be
   typed and single-spaced with one-inch margins. A heavy emphasis in the reports
   is to be on student reactions to experiences, especially as they relate to identified
   goals. The student should reflect, analyze and apply. This may include actual
   events, previous coursework or work experience that proved helpful and/or goals
   and objectives you have realized.

   Discuss your initial impression of the internship site (staff and physical
   plant). What are you doing to become acclimated to the
   organization/position?

3. Attach your list of goals and the learning objectives for the internship. You
   should have between 7-10 goals. Goals should reflect cognitive, psychomotor and
   affective areas. Ensure objectives have clearly defined audience, behavior,
   condition and degree. Objectives should be specific, measurable, attainable,
   relevant and timely (SMART). These goals may change due to additional insights,
   opportunities or unforeseen circumstances. The supervisor indicates that he/she
   has reviewed and approves.
Electronic submissions should be labeled
week#.lastname.firstname.semester.year

Student Name:

Faculty Supervisor’s Ratings of Report

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>// Excellent</td>
<td>// Excellent</td>
</tr>
<tr>
<td>// Good</td>
<td>// Good</td>
</tr>
<tr>
<td>// Acceptable</td>
<td>// Acceptable</td>
</tr>
<tr>
<td>// Unacceptable (Redo)</td>
<td>// Unacceptable (Redo)</td>
</tr>
</tbody>
</table>

1. Activity log. Give a brief description of activities completed this week. Example: Monday-staff meeting, facility tour. Tuesday-Program research Wednesday-Program planning, meeting with maintenance and so on.

2. Weekly Essay: Write a professional report of at least 500 words on what you found particularly significant in this week’s experience. All reports should be typed and single-spaced with one-inch margins. A heavy emphasis in the reports is to be on student reactions to experiences, especially as they relate to identified goals. The student should reflect, analyze and apply. This may include actual events, previous coursework or work experience that proved helpful and/or goals and objectives you have realized.

   Interview your supervisor to develop a brief biographical sketch of your internship supervisor. Explore why your supervisor is involved in the field, who are their mentors and what significant experiences they have beyond their resume.

3. Attach a preliminary schedule of your projected weekly involvements for the 12 week internship experience. Identify a major project or special program to be completed in your emphasis/specialty area.

4. Attach an organizational chart that clearly identifies the area of the organization at which the majority of your experience will take place. If the organization does not have one, your assignment is to develop one and include it with this report.
1. Activity log. Give a brief description of activities completed this week. Example: Monday-staff meeting, facility tour. Tuesday-Program research Wednesday-Program planning, meeting with maintenance and so on.

2. Weekly Essay: Write a professional report of at least 500 words on what you found particularly significant in this week’s experience. All reports should be typed and single-spaced with one-inch margins. A heavy emphasis in the reports is to be on student reactions to experiences, especially as they relate to identified goals. The student should reflect, analyze and apply. This may include actual events, previous coursework or work experience that proved helpful and/or goals and objectives you have realized.

Attach a “mission statement” or “statement of organizational purpose” for your internship organization. Discuss how the mission is being used at the organization. If there is no such formal statement, develop one after interviewing appropriate staff and/or governing officials. Explain how this mission statement is put into effect.
1. Activity log. Give a brief description of activities completed this week. Example: Monday-staff meeting, facility tour. Tuesday-Program research Wednesday-Program planning, meeting with maintenance and so on.

2. Weekly Essay: Write a professional report of at least 500 words on what you found particularly significant in this week’s experience. All reports should be typed and single-spaced with one-inch margins. A heavy emphasis in the reports is to be on student reactions to experiences, especially as they relate to identified goals. The student should reflect, analyze and apply. This may include actual events, previous coursework or work experience that proved helpful and/or goals and objectives you have realized.

   Give an overview of the facilities utilized by your agency. Highlight facility maintenance, risk management and accessible features you notice at these facilities. Who is responsible for these aspects? How are facility and equipment depreciation addressed at your agency?

3. Explain the status of your emphasis/specialty area project and outline a timeline for completion.
Student Name:

Faculty Supervisor’s Ratings of Report

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>// Excellent</td>
<td>// Excellent</td>
</tr>
<tr>
<td>// Good</td>
<td>// Good</td>
</tr>
<tr>
<td>// Acceptable</td>
<td>// Acceptable</td>
</tr>
<tr>
<td>// Unacceptable (Redo)</td>
<td>// Unacceptable (Redo)</td>
</tr>
</tbody>
</table>

1. Activity log. Give a brief description of activities completed this week. Example: Monday-staff meeting, facility tour. Tuesday-Program research Wednesday-Program planning, meeting with maintenance and so on.

2. Weekly Essay: Write a professional report of at least 500 words on what you found particularly significant in this week’s experience. All reports should be typed and single-spaced with one-inch margins. A heavy emphasis in the reports is to be on student reactions to experiences, especially as they relate to identified goals. The student should reflect, analyze and apply. This may include actual events, previous coursework or work experience that proved helpful and/or goals and objectives you have realized.

   Briefly describe the sources of funding utilized by your internship organization. (Tax revenues, fees & charges, grants, private funding etc.)

   In what ways has our changing economy influenced the manner in which your internship organization operates? What strategies are being implemented at your agency to address the changing economy?

3. Discuss the budget/budgeting process with your supervisor. Include an example of your division/agency budget. If applicable include a sample budget for your special project.
Electronic submissions should be labeled
week#.lastname.firstname.semester.year

Student Name:

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ / Excellent</td>
<td>/ / Excellent</td>
</tr>
<tr>
<td>/ / Good</td>
<td>/ / Good</td>
</tr>
<tr>
<td>/ / Acceptable</td>
<td>/ / Acceptable</td>
</tr>
<tr>
<td>/ / Unacceptable (Redo)</td>
<td>/ / Unacceptable (Redo)</td>
</tr>
</tbody>
</table>

1. **Activity log.** Give a brief description of activities completed this week.
   Example: Monday-staff meeting, facility tour. Tuesday-Program research
   Wednesday-Program planning, meeting with maintenance and so on.

2. **Weekly Essay:** Write a professional report of at least 500 words on what you found particularly significant in this week’s experience. All reports should be typed and single-spaced with one-inch margins. A heavy emphasis in the reports is to be on student reactions to experiences, especially as they relate to identified goals. The student should reflect, analyze and apply. This may include actual events, previous coursework or work experience that proved helpful and/or goals and objectives you have realized.

   What potential ethical dilemmas are present at your agency? How does the agency ensure staff behave ethically? What outside entities (if any) monitor compliance? Discuss the role of values, ethics and risk management within the context of the organization.
1. Activity log. Give a brief description of activities completed this week. Example: Monday-staff meeting, facility tour. Tuesday-Program research Wednesday-Program planning, meeting with maintenance and so on.

2. Weekly Essay: Write a professional report of at least 500 words on what you found particularly significant in this week’s experience. All reports should be typed and single-spaced with one-inch margins. A heavy emphasis in the reports is to be on student reactions to experiences, especially as they relate to identified goals. The student should reflect, analyze and apply. This may include actual events, previous coursework or work experience that proved helpful and/or goals and objectives you have realized.

   Discuss with your supervisor the employee and client/customer/patient/patron demographics. Provide a profile of guests/clients/patrons/patients served by your organization. Include relevant demographic information. In what ways have changing demographics influenced how your internship organization operates? Topics may include age, gender, disability, multiculturalism, etc.

3. Describe the culture of your organization. What experiences have proven evidence to the type of work culture that exists? What influences from the geographical or popular culture exist?
Electronic submissions should be labeled
week#.lastname.firstname.semester.year

Student Name:

Faculty Supervisor’s Ratings of Report

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>// Excellent</td>
<td>// Excellent</td>
</tr>
<tr>
<td>// Good</td>
<td>// Good</td>
</tr>
<tr>
<td>// Acceptable</td>
<td>// Acceptable</td>
</tr>
<tr>
<td>// Unacceptable (Redo)</td>
<td>// Unacceptable (Redo)</td>
</tr>
</tbody>
</table>

1. Activity log. Give a brief description of activities completed this week. Example: Monday-staff meeting, facility tour. Tuesday-Program research Wednesday-Program planning, meeting with maintenance and so on.

2. Weekly Essay: Write a professional report of at least 500 words on what you found particularly significant in this week’s experience. All reports should be typed and single-spaced with one-inch margins. A heavy emphasis in the reports is to be on student reactions to experiences, especially as they relate to identified goals. The student should reflect, analyze and apply. This may include actual events, previous coursework or work experience that proved helpful and/or goals and objectives you have realized.

   Include an update or review of your special project and revised timeline if appropriate.

3. Attach a description of what you are doing to secure future employment. (Networking opportunities, interviews, agency postings). Include a discussion and explanation of the agencies you are pursuing. Reflect on why you have selected these particular agencies.
Student Name:

**Faculty Supervisor’s Ratings of Report**

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>// Excellent</td>
<td>// Excellent</td>
</tr>
<tr>
<td>// Good</td>
<td>// Good</td>
</tr>
<tr>
<td>// Acceptable</td>
<td>// Acceptable</td>
</tr>
<tr>
<td>// Unacceptable (Redo)</td>
<td>// Unacceptable (Redo)</td>
</tr>
</tbody>
</table>

1. Activity log. Give a brief description of activities completed this week. Example: Monday-staff meeting, facility tour. Tuesday-Program research Wednesday-Program planning, meeting with maintenance and so on.

2. Weekly Essay: Write a professional report of at least 500 words on what you found particularly significant in this week’s experience. All reports should be typed and single-spaced with one-inch margins. A heavy emphasis in the reports is to be on student reactions to experiences, especially as they relate to identified goals. The student should reflect, analyze and apply. This may include actual events, previous coursework or work experience that proved helpful and/or goals and objectives you have realized.

   Discuss areas in which you feel you have unique skills and assets, then document areas needing growth or current deficit areas. What professional skills can you improve and what concrete steps can you take to increase your skill set?

3. At this stage of your professional preparation, what do you consider to be the most serious challenge facing your emphasis/speciality area? Discuss insights gained from experience and research during the internship that point to forecasting for the field. Document the latest issues and trends impacting your professional future. You may need to consult recent journals and/or texts.
1. Activity log. Give a brief description of activities completed this week. Example: Monday-staff meeting, facility tour. Tuesday-Program research Wednesday-Program planning, meeting with maintenance and so on.

2. Weekly Essay: Write a professional report of at least 500 words on what you found particularly significant in this week’s experience. All reports should be typed and single-spaced with one-inch margins. A heavy emphasis in the reports is to be on student reactions to experiences, especially as they relate to identified goals. The student should reflect, analyze and apply. This may include actual events, previous coursework or work experience that proved helpful and/or goals and objectives you have realized.

Reflect on your special project and outline accomplishments to date. Explain your experience and lessons learned in creating, planning, implementing and evaluating your project. What recommendations would you give yourself if you could do this project again? Include information on the scope and impact the project has on the intern agency and how the agency intends to benefit from this project.
Student Name:

**Faculty Supervisor’s Ratings of Report**

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>// Excellent</td>
<td>// Excellent</td>
</tr>
<tr>
<td>// Good</td>
<td>// Good</td>
</tr>
<tr>
<td>// Acceptable</td>
<td>// Acceptable</td>
</tr>
<tr>
<td>// Unacceptable (Redo)</td>
<td>// Unacceptable (Redo)</td>
</tr>
</tbody>
</table>

1. Activity log. Give a brief description of activities completed this week. Example: Monday-staff meeting, facility tour. Tuesday-Program research Wednesday-Program planning, meeting with maintenance and so on.

2. Weekly Essay: Write a professional report of at least 500 words on what you found particularly significant in this week’s experience. All reports should be typed and single-spaced with one-inch margins. A heavy emphasis in the reports is to be on student reactions to experiences, especially as they relate to identified goals. The student should reflect, analyze and apply. This may include actual events, previous coursework or work experience that proved helpful and/or goals and objectives you have realized.

   Discuss professionalism in the field. Define professionalism according to your agency expectations and your beliefs. What examples have you viewed of professionalism? How do you view yourself transitioning from the role of student into that of professional and alum? Describe the steps you will be taking to transition from your student role to a professional role. As a future mentor what steps will you take to contribute to the development of others?
1. Activity log. Give a brief description of activities completed this week. 
Example: Monday-staff meeting, facility tour. Tuesday-Program research 
Wednesday-Program planning, meeting with maintenance and so on.

2. Final Essay: Write a professional report of at least 2 pages summarizing the entire 
internship experience. All reports should be typed and single-spaced with one-
inch margins. A heavy emphasis in the reports is to be on student reactions to 
experiences, especially as they relate to identified goals. The student should 
reflect, analyze and apply. This may include actual events, previous coursework 
or work experience that proved helpful and/or goals and objectives you have 
realized.

Summarize your entire internship experience. Give an overview of the 
pivotal points, your growth and change experiences. Explain how your goals 
were realized and/or analysis of how you were unable to meet each goal. 
Include information regarding the organization such as promotional 
materials, brochures, web links, agency initiatives and samples of the work 
you have done with agency programs and services.

This is your final weekly report, unless you are doing a 13, 14 or 15 week 
experience. For additional reports, please complete the next form. Final 
internship grades, awarded by the faculty supervisor, will be based on 
assignments submitted and postmarked no later than two weeks after the end 
of the internship, as per the signed intern agreement.
Student Name:

Faculty Supervisor’s Ratings of Report

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>// Excellent</td>
<td>// Excellent</td>
</tr>
<tr>
<td>// Good</td>
<td>// Good</td>
</tr>
<tr>
<td>// Acceptable</td>
<td>// Acceptable</td>
</tr>
<tr>
<td>// Unacceptable (Redo)</td>
<td>// Unacceptable (Redo)</td>
</tr>
</tbody>
</table>

1. Activity log. Give a brief description of activities completed this week. Example: Monday-staff meeting, facility tour. Tuesday-Program research Wednesday-Program planning, meeting with maintenance and so on.

2. Weekly Essay: Write a professional report of at least 500 words on what you found particularly significant in this week’s experience. All reports should be typed and single-spaced with one-inch margins. A heavy emphasis in the reports is to be on student reactions to experiences, especially as they relate to identified goals. The student should reflect, analyze and apply. This may include actual events, previous coursework or work experience that proved helpful and/or goals and objectives you have realized.

There is no guided question for additional weeks. Please discuss areas of significance from your experience this week.

Remember to submit one report for each additional week you are registered for internship. Your faculty member may assign additional claritive questions.