



Internship Manual

A Guide for Students and Agencies Participating in the

REC 300/301 Internships

Department of Recreation and Leisure Studies

Southern Connecticut State University

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Introduction to Internships:

Congratulations on your progress through the Recreation and Leisure Studies

Department! The internship requirements are critical components of your degree program and your readiness for them represents much effort and learning on your part.

This manual is intended to outline the steps you as a student will follow to select and secure an internship site and the requirements for successfully completing the experience. Although Recreation and Leisure Studies faculty and staff will assist you throughout the entire experience, from site selection to completion, it is fundamentally your responsibility to see that all requirements are met.

Purpose and Goals of Internship:

The internship component of education enables students to expand their knowledge beyond the classroom. Internships provide students with opportunities to apply knowledge, skills, and attitudes learned in the classroom in a professional setting. Experiential learning is also a successful bridge for helping students to transition from a student identity to that of an emerging recreation professional.

The agency and the agency supervisor are key ingredients for a good internship. It is important to do a thorough job of investigating possible internship sites and selecting the best possible site for your needs and goals.

The internship experience should enable **the student** to complete the following activities:

1. Put learned theories and activities into practice under the supervision of a leisure service professional. "Leisure services" refers to all sectors within the recreation profession (i.e. sport management, public/ non-profit/ community services and youth development, therapeutic recreation, and travel and tourism services).
2. Learn current methods of service delivery from expert practitioners.
3. Examine his/ her interest in leisure services as a career and determine the essential characteristics he/she needs to develop and exhibit as a professional.
4. Determine his/her strengths and weaknesses and mature both personally and professionally through constructive evaluation from the supervisor.

5. Understand more fully the responsibilities and work of professional personnel in the field.

The internship is important to ***the agency*** for the following reasons:

1. Provides leisure service professionals with the opportunity to train students in state of the art practices thus advancing the profession.
2. Strengthens the agency program through assistance provided by interns.
3. Provides an opportunity to evaluate prospective staff candidates for later employment.
4. Leads to an exchange of ideas.

The internship is important to ***the university*** for the following reasons:

1. Improves the educational process and enlarges the scope of the professional curriculum.
2. Sustains contact between educators and practitioners in leisure settings.
3. Leads to continuing evaluation of the entire curriculum in terms of its relevancy to modern society and the profession.

Internship Descriptions:

All students in the Department of Recreation and Leisure Studies are required to do two internships—one at the 300 level and one at the 400 level. All internships are graded Pass/Fail.

The 300 level internship experience is a three (3) credit internship required of all majors in the department. This internship is typically done by students when they have junior class status, and have completed the programming and leadership portion of the recreation curriculum. The 300 level internship experience is designed to facilitate leadership and programming skills learned in the classroom through hands-on practical experience and training. This internship experience may be in a general or specialized area based upon the professional goals of the student. A minimum of two hundred sixty (260) hours over a minimum of six weeks is the typical timeframe for this experience.

The 400 level internship experience is a six (6) credit internship requirement of all majors in the department. This internship is typically a capstone experience for senior level students after all other required course work has been completed. There are two types of 400 level internships.

The 400 level internship experience for *sports management, community/ youth development, and travel & tourism* students is designed to facilitate leadership, programming,

supervision, and administrative skills through hands-on practical experience and training. This internship experience is generally conducted in an agency reflective of the student's area of specialization, experience, and career goals. This internship requires students to complete a minimum of four hundred (400) hours over what is typically a 10 week period.

The 400 level internship experience in *therapeutic recreation* (i.e. Rec 433) is designed to facilitate programming, mid-management, and supervisory skills, through hands-on practical experience and training in an appropriate therapeutic recreation environment. This internship experience is chosen by students interested in pursuing a career in therapeutic recreation. It is designed to meet NCTRC standards and requires the direct supervision of a CTRS. The 433 internship requires students to complete five hundred-sixty (560) hours over what is typically a 14 week period.

Student Eligibility for the 300 Level Internship:

To be eligible for the REC 301 internship, a student must meet the following prerequisites:

1. Completion of REC 320 with a grade C or better.
2. Minimum GPA of 2.0.
3. Departmental permission

Process for Selecting and Securing a 300 Level Internship:

Students intending to do a 300 level internship must complete the following steps:

1. **Attend Internship Orientation Meeting:** This meeting is required of all students intending to do an internship and explains in detail all the steps required for selecting and securing an internship.
2. **Open Internship File:** Students formalize their intentions to do an internship by opening their internship file. To open a file for a 300 level internship, students must:
 - Have a minimum GPA of 2.0
 - Submit a quality, updated resume by the stated deadline.

*If the file is not opened by the stated deadline, it will be assumed that the student does not intend to do an internship and the student's file will be closed.

3. **Investigate Internships:** Acting in consultation with their Academic Advisor and the Internship Coordinator, students investigate potential agencies and arrange for interviews as appropriate.
4. **Internship Site Approval:** Once students have made a determination of where they would like to do their internship, they must have it approved by the Internship Coordinator *before* formally accepting the internship with an agency. Students must be able to inform the Internship Coordinator of the agency, contact person, and primary responsibilities of the internship before approval can be given. Internship site approval

must be secured by the stated deadline. After that date, internship approval is not guaranteed and a student may not be permitted to do his/her internship.

5. **Understanding Form Completed:** Once internship site approval has been given by the Internship Coordinator, students must complete an internship understanding form in conjunction with the internship agency. The understanding form is not a contract. It is a written document that operationalizes internship details, including job description, schedule, payment agreement and supervision. Understanding forms must be returned to the Internship Coordinator by the stated deadline or students may not be permitted to do their internship.
6. **Affiliation Agreement:** If an agency requires an affiliation agreement, the Internship Coordinator must be notified as soon as the student formally accepts an internship position. The Internship Coordinator will facilitate the affiliations agreement process but students need to be aware that they will not be able to start their internship until the affiliation agreement has been signed.
7. **Understanding Form Signed by Internship Coordinator:** Once the understanding form has been signed by the student and the agency, it is reviewed by the Internship Coordinator for accuracy and completeness. Signature of the understanding form by the Internship Coordinator completes the internship securement process.
8. **Attend Internship Organizational Meeting:** All internship students must attend this meeting. Students will meet their internship supervisor and be oriented to requirements and responsibilities during internships.
9. **Internship Registration:** Once students have completed the process of selecting and securing an internship, they will be given permission to register for their internship under the section number of their internship supervisor. Students must register for their internship by the stated deadline or they will not be able to do their internship.

Agency, Department and Student Responsibilities

Agency Expectations and Responsibilities:

The internship agency must provide student interns with opportunities to practice the craft and apply knowledge and skills learned in the classroom to the workplace setting. It is expected that internship sites are committed to student learning. Once an agency has made the determination that is interested in becoming an internship site, an agency representative must complete an internship understanding outlining student internship duties, work hours and compensation, and contact information.

Responsibilities and requirements of the internship site include the following:

1. Completion of a midterm evaluation of each student's progress. This form must be reviewed and signed by both the agency supervisor and the internship student and submitted to the student's internship supervisor.
2. Completion of a final evaluation at the conclusion of the student's internship experience. This must be reviewed and signed by both the agency supervisor and the internship student and submitted to the student's internship supervisor as soon as placement is completed.
3. Providing students with professional learning experiences and ongoing supervision.
4. Meeting with students on a regular basis to discuss progress, expectations, potential problems, planning, etc.
5. Allocating time to meet with the University Supervisor on a prearranged basis.
6. Communicating with the University Supervisor in the event that any problems arise.

Department Expectations and Responsibilities:

Responsibilities and requirements of the Department of Recreation and Leisure Studies include the following;

1. Providing the agency with the name and phone number of the Internship Supervisor via letter.
2. Facilitating progress and interaction between the student and the agency.
3. Being available to the agency supervisor to discuss student progress, strengths, weaknesses, etc.

4. Reviewing all student reports/agency evaluations and providing feedback.
5. Making a minimum of one on-site visit during the period of the student internship.
6. Submitting the student's grade on a pass/fail basis.

Student Expectations and Responsibilities:

Responsibilities and requirements of the student include the following:

1. Making initial contact with the agency.
2. Providing the agency with a resume and other pertinent information.
3. Providing the agency with Department/ University form in a timely manner.
4. Registering for the course so that proper credit is given for credits earned toward the degree.
5. Completing assigned tasks and responsibilities as assigned by the agency and as laid out in the Understanding Form.
6. Performing in a professional manner at all times.
7. Abiding by all rules, regulations, policies, and procedures as set forth by both the Department and the internship agency.
8. Notify the agency supervisor whenever illness or emergency prevents on-the-job attendance. Notify the department internship supervisor concerning absences over an extended period of time, if guidance is needed or desired, and if problems arise.
9. Completing all department assignments, reports, and evaluation forms and forwarding them to the Department Internship Supervisor in accordance with established time frames.
10. Providing evidence of hours worked (will vary by advisor).

General Regulations:

1. Internships may be completed during the summer between the junior and senior years, during either semester of the senior year, or the summer following the senior year.
2. Students are strongly encouraged to do their 300 and 400 level internships at different agencies. If there are compelling reasons for doing both internships at the same agency, job descriptions of the two internships must be completely different.
3. Should unforeseen or extenuating circumstances develop, the agency or student may terminate the internship by giving two weeks notice to the other party and sending a letter of explanation to both the department internship supervisor and the department Internship Coordinator. No party shall incur any obligation or liability as a result of such termination.
4. A student dismissed from an internship is subject to receiving a failing grade and, in that case, must complete a prescribed program of remediation prior to their next placement. The student must register again for the same level internship. A student dismissed from a professional internship a second time is subject to dismissal from the program.

Regulations Specific to the Internship:

1. The 300 level internship is a minimum of 260 hours in length and 3 semester credits.
2. A minimum of 6 consecutive weeks is required.
3. A minimum number of 25 hours a week is required during the summer.
4. Students doing a 300 level internship during the fall or spring semesters are restricted to a maximum number of courses in addition to the 300 level internship based on the following department policy:
 - 2 courses in addition to the internship with a minimum GPA of 3.5.
 - 1 course in addition to the internship with a minimum GPA of 3.0.
5. Students may request an exception to the above stated policy by sending a letter to the Internship Coordinator that explains the following:
 1. Reasons why an exception should be granted.

2. Courses that will be taken in addition to the internship.
3. Proposed internship site and primary responsibilities.
4. How internship requirements and course requirements can be simultaneously managed without compromised performance in either.

The Internship Coordinator in consultation with the Department Chair and other pertinent faculty will make a decision regarding the request for exception on a case by case basis. Criteria for exception decisions include extenuating circumstances (e.g. visa expiration) and evidence that the student can successfully manage proposed internship and course requirements.

6. Students doing both a 300 level internship and classes during fall/spring semesters must select an internship site that is on campus or in close proximity to campus.

REQUIRED STUDENT ASSIGNMENTS

Assignment #1

Identify a minimum of three (3) goals that you want to achieve by the conclusion of this internship experience.

Assignment #2

Conduct a Special Project:

In conjunction with your agency supervisor and your department supervisor, determine an appropriate project that will be mutually beneficial. This assignment is intended to give the student the opportunity to have primary responsibility for executing an in-depth task over and above everyday job requirements under the guidance of the site supervisor. Examples of projects include but are not limited to the following:

- Develop and execute a special event or tournament
- Revise or create manuals
- Write a grant proposal
- Create a new program
- Conduct a needs assessment
- Conduct research related to agency operations
- Assist in the development of a marketing plan

The student must provide a one page description and assessment of the special project as a requirement for completion of the internship experience.

Assignment #3

At the end of your internship, prepare a report of the overall experience. Each of the following items should be covered in the evaluation:

- a) Explain the degree to which the specified learning objectives were achieved.
- b) A summary of major contributions/ accomplishments during the internship. Include copies of any articles authored, programs developed, awards won, reports and evaluations prepared, etc.
- c) Describe any difficulties or problems encountered and what actions were taken to resolve them. Explain the effectiveness of the corrective actions taken.
- d) Describe how the intern experience influenced career goals or outlook. Did the experience provide positive or negative reinforcement to career aspirations?

- e) Evaluate the strengths and weaknesses of the agency and its resources. Also, evaluate the quality of the supervision and direction received during the internship.
- f) Evaluate your personal strengths and weaknesses as determined by the internship experience. In what areas of performance were you competent and confident? In what areas did you lack competency and/ or confidence? If you are returning to school next semester, identify courses or experiences that might be pursued to help acquire additional competencies and confidence.
- g) Explain how well the SCSU education prepared you for the experience. Which courses were most valuable to you and why? What changes would you recommend in the RLS curriculum?

All of the above assignments must be completed before a final grade can be assigned. The student is also responsible for assuring that the final performance evaluation by the agency supervisor is completed and forwarded to the appropriate department supervisor.

REQUIRED STUDENT WEEKLY REPORTS

1. Weekly reports must be word-processed in MS Word whenever possible.
2. Weekly reports should be proofread in order to ensure that they are free from grammatical and typographical errors. These are professional writing assignments similar to what you will be expected to produce when you are employed.
3. Weekly reports are to be e-mailed, mailed or delivered to your university supervisor on a weekly basis. Your university supervisor may make other arrangements with you regarding this.
4. Be advised that you should keep a backup copy of all reports in the event any are lost in transit.
5. It is the student's responsibility to keep the reports and assignments until the final grade is posted on your transcript.
6. Weekly reports should provide your college supervisor with a clear idea of what you have learned and accomplished during the week.
7. The following outline should be utilized for each weekly report. You should type a template before you begin the internship experience so that you can easily fill in each section as those activities and experiences occur.
 - I. Observations and Assessments
 - II. Meetings and Conferences Attended
 - III. Planning Opportunities/Experiences
 - IV. Leadership Opportunities/Experiences
 - V. Supervision Opportunities/Experiences
 - VI. Personal Learning Experiences
 - VII. Professional Learning Experiences
 - VIII. Problems/Challenges Encountered
 - IX. Progress towards Goals
8. Each outlined item should be addressed each week when applicable. If you are unsure of what type of information falls into each category, discuss your questions with your college supervisor.
9. Student name and week of report should be included at the top of the page.
10. **Beware of Deadlines!** It is unacceptable to submit late internship reports. If there is an extenuating reason why your report will be late, your department internship supervisor must be notified ahead of time. Habitual lateness is grounds for failing the internship.
***BEWARE OF GATE 1:** If your department supervisor has not received work by the end of the third week, then you may be removed from the agency and assigned a **FAILING** grade for your internship.
***BEWARE OF GATE 2:** If your department supervisor has not received required work by the end of the sixth week, you may be removed from the agency and assigned a **FAILING** grade for your internship.

Final Grade Evaluation:

Internships are graded Pass/Fail. The evaluation of the student will be carried out jointly by the agency supervisor and the department supervisor. The final grade is the responsibility of the department supervisor, based upon the following criteria:

1. On-going performance during the internship.
2. Final evaluation of the student's on-the-job performance by the agency supervisor.
3. Evaluation of the written assignments by the department supervisor.

300 Appendices

A. Internship Approval Form

B. Understanding Form

C. Midterm Evaluation Form

D. Final Evaluation Form

E. Student Assessment of Agency Form

Internship Site Approval Form

Name of Student: _____

Internship Level: Rec 301 _____ Rec 400 _____ Rec 433 _____

Student Concentration Area _____

Name of Internship Agency _____

Contact Person at Agency _____

Website of Agency _____

Title of Internship Position _____

Primary Internship Duties:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Faculty Approval _____

Date of Approval _____

SOUTHERN CONNECTICUT STATE UNIVERSITY
RECREATION AND LEISURE STUDIES DEPARTMENT
FIELD EXPERIENCE UNDERSTANDING

Section 1

Part 1-Agency

This **UNDERSTANDING** form must be completed and returned to the Field Experience Coordinator in the Recreation and Leisure Studies Department at Southern Connecticut State University.

The

Name of Organization

Under the direct supervision of

Print Name of Agency Supervisor

agrees to provide a supervised, professional field experience for

Print Name of Student

during the period from _____ to _____

Starting Date

Ending Date of Internship

Proposed Job Description

Please describe the student's duties or attach a position description.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Working Hours:

Monday		AM	To		PM
Tuesday		AM	To		PM
Wednesday		AM	To		PM
Thursday		AM	To		PM
Friday		AM	To		PM
Saturday		AM	To		PM
Sunday		AM	To		PM

Total Number of Hours of Field Experience: _____

Payment Arrangement: Complete all that apply

- No Payment
- Payment as described below:
Provided

Weekly Salary Amount: \$. _____

Monthly Salary Amount: \$. _____

Other Remuneration (Please check below)

- A Single Payment
- Transportation
- Lodging
- Meals
- Other

If other, please specify: _____

Agency and Representative Supervisor Information:

Address: _____

Supervisor Title: _____

Phone No.: _____

E-Mail: _____

Education/Degree/Major: _____

(For TR Internship) Supervisor Certification #: _____

Information of person providing day-to-day supervision (if different than above).

Name: _____

Address: _____

Phone No.: _____

E-Mail: _____

Education/Degree/Major: _____

Job Title: _____

Agency Representative/Supervisor Signature: _____

Date: _____

Part 2 – Student

I, _____
Print Name of Student

fully understand the duties and responsibilities of this field experience as specified above, and agree to undertake and complete my assignments in a timely and professional manner.

Student's Signature: _____

Date: _____

Part 3 –Department

Once signed below, this field experience, as stated above and agreed to by both parties, is approved by the Field Experience Program Coordinator of the Recreation and Leisure Studies Department and may begin as proposed above.

Field Experience Coordinator's Signature: _____

Date: _____

SOUTHERN CONNECTICUT STATE UNIVERSITY
RECREATION AND LEISURE STUDIES DEPARTMENT
FIELD EXPERIENCE UNDERSTANDING

Section 2

Student's Name: _____

Student I.D. No. _____

Current Address: _____

Current Phone: _____

Residential Address: _____

Include Zip

Address During Internship: _____

Include Zip

Phone # During Internship: _____

Cell Phone No.: _____

E-Mail: _____

MID-TERM EVALUATION REC 301 – FIELD EXPERIENCE

(To Be Completed By the Agency Supervisor)

Student's Name: _____

Date: _____

Name of Person Completing Evaluation: _____

Agency: _____

This student evaluation is intended to provide both the student and the university with feedback on the characteristics, skills, and performance that the student has displayed during the field experience. We appreciate your valuable insights. Please use the specified point scale to respond to each of the following competencies and skills.

Please use the following point scale to respond to each item:

1= Poor	3= Average	5= Excellent
2= Fair	4= Above Average	N/A= Not Applicable

***Circle the appropriate response.**

I. GENERAL CHARACTERISTICS/COMPETENCIES

A. Interpersonal Characteristics

1. Appropriate Attire	1	2	3	4	5	N/A
2. Reliability	1	2	3	4	5	N/A
3. Enthusiasm	1	2	3	4	5	N/A
4. Interaction with Co-workers	1	2	3	4	5	N/A
5. Interaction with participants	1	2	3	4	5	N/A
6. Self-Initiative	1	2	3	4	5	N/A
7. Assumes Responsibility	1	2	3	4	5	N/A

Comments: _____

B. General Work Skills

1. Ability to work Independently	1	2	3	4	5	N/A
2. Computer Literacy	1	2	3	4	5	N/A
3. Time Management	1	2	3	4	5	N/A
4. Decision-making Ability	1	2	3	4	5	N/A
5. Problem-solving Skills	1	2	3	4	5	N/A
6. Attendance	1	2	3	4	5	N/A
7. Verbal and Written Communication Skills	1	2	3	4	5	N/A

Comments: _____

C. Professional Competencies

1. Creative/Original Thought	1	2	3	4	5	N/A
2. Leadership skills	1	2	3	4	5	N/A
3. Planning Ability	1	2	3	4	5	N/A
4. Programming Skills	1	2	3	4	5	N/A

Comments: _____

Supervisor's Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

Date Reviewed with Student: _____

**FINAL EVALUATION
REC 301 – FIELD EXPERIENCE**

(To Be Completed By the Agency Supervisor)

Student's Name: _____

Date: _____

Name of Person Completing Evaluation: _____

Agency: _____

This student evaluation consists of two sections. The first section is intended to provide both the student and the university with feedback on the characteristics, skills, and performance that the student displayed during the field experience. The second section relates to the university's preparation of the student for the field experience as well as your thoughts on ways to improve either student preparation or experience generally. We appreciate your valuable insights in both of these areas. Please use the specified point scale to respond to each of the following competencies and skills.

Please use the following point scale to respond to each item:

1= Poor	3= Average	5= Excellent
2= Fair	4= Above Average	N/A= Not Applicable

***Circle the appropriate response**

I. GENERAL CHARACTERISTICS/COMPETENCIES

A. Interpersonal Characteristics

8. Appropriate Attire	1	2	3	4	5	N/A
9. Reliability	1	2	3	4	5	N/A
10. Enthusiasm	1	2	3	4	5	N/A
11. Interaction with Co-workers	1	2	3	4	5	N/A
12. Interaction with participants	1	2	3	4	5	N/A
13. Self-Initiative	1	2	3	4	5	N/A
14. Assumes Responsibility	1	2	3	4	5	N/A

Comments: _____

B. General Work Skills

8. Ability to work Independently	1	2	3	4	5	N/A
9. Computer Literacy	1	2	3	4	5	N/A
10. Time Management	1	2	3	4	5	N/A
11. Decision-making Ability	1	2	3	4	5	N/A
12. Problem-solving Skills	1	2	3	4	5	N/A
13. Attendance	1	2	3	4	5	N/A
14. Verbal and Written Communication Skills	1	2	3	4	5	N/A

Comments: _____

C. Professional Competencies

5. Creative/Original Thought	1	2	3	4	5	N/A
6. Leadership skills	1	2	3	4	5	N/A
7. Planning Ability	1	2	3	4	5	N/A
8. Programming Skills	1	2	3	4	5	N/A

Comments: _____

II. ACADEMIC PREPARATION

A. Please list or comment on any particular strengths this student appears to possess

B. Please list of comment on any “challenge” areas that we as a department need to improve with this student.

C. Please feel free to make any comments or suggestions relative to our field experience program in general.

Supervisor’s Signature: _____ **Date:** _____

Student’s Signature: _____ **Date:** _____

Date Reviewed with Student: _____

To Be Completed by the Student
Student Assessment

Student:

Date:

INSTRUCTIONS: Rate the strengths and weaknesses of the agency in meeting your needs as a field experience student. Use the following scale:

1. EXCELLENT
2. ABOVE AVERAGE
3. AVERAGE
4. FAIR
5. POOR

___1) Adequacy of arrangements made to orient you to the agency.

___2) Acceptance of you, as a functional member of the staff.

___3) Willingness to integrate you into all appropriate levels in activities, programs and projects.

___4) Providing assistance in helping you meet your personal and professional goals.

___5) Ability to respond to your problems and to help you work toward solutions.

___6) Adequate scheduling of conferences with you and on-going evaluation of performance. Quality of the weekly conference.

___7) Cooperation and effort of agency staff to provide professional growth experiences through training programs, seminars and similar activities.

___8) Possession of resources essential to the preparation of professionals (library, supplies, etc.)

___9) Employment of qualified, professional staff with demonstrated capacity to provide competent supervision.

___10) Willingness to listen to suggestions and recommendations you might offer and to discuss them with you, explaining the rationale for their acceptance or rejection.

___11) Openness to change, innovation and new techniques

___12) As a future field experience site, I would rate this agency.

Comments:

Note: Send this evaluation to your University Supervisor