

**CMU**  
CENTRAL MICHIGAN  
UNIVERSITY



**DEPARTMENT OF RECREATION,  
PARKS, AND LEISURE SERVICES  
ADMINISTRATION**

**Student Internship  
Agency Manual and Guidelines**



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## MEMORANDUM

TO: Our Associates in the Recreation, Parks and Leisure Services Professions

FROM: The Departmental Faculty  
Department of Recreation, Parks, and Leisure Services Administration

The internship program at Central Michigan University has seen rapid growth since its inception. We view it as a commitment to the future -- a chance for aspiring young recreation professionals to gain valuable experience under the supervision of seasoned professionals. The guidance provided by recreation professionals during an internship is a significant point on the continuum of the student's education in that the off-campus experience is the period of practice in which the student develops skill in application of principles, knowledge, and methods learned in the classroom. Thus, the student having the opportunity to observe, participate with and learn from recreation professionals will prepare him/her to function more effectively.

Many facilities are aware of our internship program and have requested that an intern be placed with them. Although we cannot guarantee placement of an intern, we can provide information about the program and what it entails.

This booklet has been prepared as a source of information about the internship program, as well as a guide for those professionals within the recreation field who assist our Department in preparing our students to become professionals themselves in the career path of Recreation, Parks and Leisure Services Administration.

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## COMMENTS FROM FORMER INTERNS

... The internship helped me to get a better focus on what I'd like to do ...

... I have also come out of all this in absolute support of one thing: Learning by doing, or hands-on experience, or whatever you care to call it, has got to be the best method of learning there is ...

... If it weren't for my internship, I don't know who I would be right now. How well I was doing was no longer determined by how late I stayed up studying the night before. Nor was my progress known only by my professors and a computer. Many people have stood in judgement of me over the past many months. They all saw when I failed, some of them failing right alongside of me. They all could see what I did and did not know. There is no bluffing when it comes to real life situations ...

## **INTERNSHIP PLACEMENT POLICY**

Consistent with the University's Internship Taskforce Recommendations, it is our policy to place interns in Recreation, Parks, and Leisure Services Administration in high quality, well supervised facilities within the student's chose recreation concentration. When speaking of Therapeutic Recreation, it is our policy to place the intern student at a facility where a certified on-site supervisor is employed to adhere to the National Council for Therapeutic Recreation Certification requirements.

It is the Director of the Center for Leisure Services responsibility to investigate and approve all internship placements. Such placements should meet high quality standards and adhere to the specifications established within the Department of Recreation, Parks, and Leisure Services Administration. Internship placement sites will take into consideration the needs and interests of individual students, but the final decision will be based upon the best placements for all students.

Additionally, all student interns placed off-campus for their internship experience will be supervised by our Department's faculty to assure that student's degree requirements are fulfilled. Student interns placed within the State of Michigan will be visited by a CMU faculty member in charge of the supervision of the student at their site of placement. Student interns placed outside the State of Michigan will be contacted by their CMU supervisor by telephone and written correspondence during placement.

Our Department strives to provide our student interns with the best possible off-campus placements which eventually will make the student a more marketable recreation professional.

## **CONCENTRATIONS**

The Department of Recreation, Parks, and Leisure Services Administration at Central Michigan University was formed to prepare recreation professionals for service in public, voluntary, private, and commercial facilities. Undergraduate students majoring in recreation have a choice of four concentration areas. They are: (1) Community Recreation and Park Administration; (2) Commercial Recreation and Facility Management; (3) Therapeutic Recreation; and (4) Outdoor and Environmental Recreation.

### **COMMUNITY RECREATION AND PARK ADMINISTRATION**

The intent of this concentration is to develop managerial, supervisory, and administrative skills that will enable our graduates to function in a variety of settings including, but not restricted to, municipal park and/or recreation departments, county park systems, state park systems, quasi-public agencies (such as YMCA), and community education programs.

### **COMMERCIAL RECREATION AND FACILITY MANAGEMENT**

The Commercial Recreation and Facility Management concentration is directed primarily toward employment in the private sector of leisure delivery systems or toward the revenue-generating portion of the public sector.

It includes, but is not limited to, resort and hospitality services, amusement parks, arena management, and convention complex program management. It requires a substantial amount of coursework in the College of Business Administration.

### **THERAPEUTIC RECREATION**

This concentration focuses on three primary areas: The traditional clinical/institutional programs; transitional programs (including group living facilities apart from the institution); and community recreation programs for the handicapped. The recreation therapist works with a variety of special populations, including the mentally impaired, emotionally impaired, physically impaired, and possibly geriatric, correctional, etc.

### **OUTDOOR AND ENVIRONMENTAL RECREATION**

This concentration is designed primarily for those students wishing to be involved in camp administration; city, county or township parks; outdoor education; or environmental interpretation. It emphasizes face-to-face leadership skills, but also involves program management and administrative level competencies.

## **DESCRIPTION OF INTERNSHIP**

On the Leisure Services and Studies Curriculum, administered by the Department of Recreation, Parks, and Leisure Services Administration, students are provided an

opportunity to pursue an individualized program of study which culminates in an internship.

An internship is a short-term, pre-professional work experience that integrates the student's academic studies with a real work situation. It exposes a student to a three to six month work experience at a facility within their concentration. Internships are combined with academic education. It is that phase of professional preparation which enables the student intern to take actual charge of a particular project or various tasks.

Knowledge and skill are key concepts related to the internship program. In differentiating these concepts, knowledge may be defined as "statements regarding the content relating to Recreation, Parks, and Leisure Services Administration education, to be learned by the student as part of the preparation program of the University." Skill is defined as "the ability to apply knowledge effectively in the performance of recreation and leisure related tasks."

The purpose of the internship program does not stand apart from the purpose of education in general. The internship, to be effective, must be kept in proper perspective. Both the academic course work and internship experience are part of the total training design. In the placement site there must be on the part of the student constant questioning, reappraisal and re-examination of values, goals, and objectives of the methods used in achieving the educational goals.

The internship is a bridge for the student between the academic present and professional future. All parties involved in an internship assume definite responsibilities, perform specific functions, and achieve benefits as a result of their mutual involvement.

The internship program is an innovative approach to preparing students as professionals in recreation. The distinctive contribution of the internship is that it is experience combined with academic preparation and enables students to develop professional behavior and apply theory to practice. An internship allows the student to gain valuable career experience and to make professional contacts. Since a student intern will be working regularly in a professional environment, the internship encourages and develops the student's self-confidence, responsibility, time management and flexibility in working with others. All of these skills will shape and prepare a student for his/her professional future. Other important aspects of the internship are that it is designed:

- to broaden the student's concept of leisure and provide experiences that will aid in understanding human behavior in recreation services;
- to supplement the student's classroom experience and allow for adjustment or redirection of knowledge, skills, and abilities;
- to provide the student an opportunity to gain practical experience under professional supervision in realistic situations;
- to assist the student in understanding his/her own capabilities and select areas for possible specialization;
- to assist the student in future employment by providing professional experience, job contacts, personal references, and other forms of assistance.

The intent of the undergraduate internship experience is that it is to be of a comprehensive nature and include all possible aspects of a significant professional experience at one location. An important factor in guaranteeing a successful internship is matching the interests of students with the human and physical resources of the

facility.

In order to achieve this, the following guidelines should exist:

### **CONDITIONS:**

1. **Length** - The internship consists of 30 weeks (for a maximum of 30 credits), which is equivalent to two academic semesters. In most instances the internship will take place over one academic semester and through the summer. However, in some cases, the timeframe for the internship experience is dependent on the needs of the facility at which the intern is placed. Therefore, placement may entail two fifteen week placements at to separate facilities (thus still attaining the thirty week placement requirement).
2. **Professional Level Experience** - The intern will normally work one-half of his/her internship at an entry level position at the facility within which the internship takes place. The other half of the internship will be spent, as much as possible, at a professional level. Students are expected to follow the rules, regulations, and policies of the facility during their internship.
3. **Stipend** - The intern may be paid or not paid depending upon the resources of the agency at which the internship takes place and on the agreements made between the student intern, the site supervisor, and the Central Michigan University Recreation, Parks, and Leisure Services Administration Department. Where possible, facilities are encouraged to provide some type of remuneration.
4. **Student Program** - The intern will be expected to have a least one project or program during the internship for which the intern is entirely responsible. This will involve planning, carrying through, and evaluating the project or program.

### **SAMPLE EXPERIENCES:**

1. **Preparation of the Department Budget** - The intern may be only involved in preparing the background material, but it should be an opportunity for the intern to understand the methodology of preparing a budget.
2. **Input** - The intern should have input at staff meetings and with the make-up of the facility's activity calendar.
3. **Grant Request Program** - If possible, the intern should have an opportunity to become familiar with the proper method of writing grant requests. The involvement may be "leg work" and gathering background material, but an opportunity to see the broader aspects of grant writing should be available to the intern.

Sample Experiences Continued:

4. **Administration and Office Procedures** - The intern will become familiar with office procedures, business letter writing, public relations (media contact), ordering of supplies and equipment, etc.
5. **Facility Policy** - The intern should gain an understanding of the politics of the particular facility involved. This would include such things as office politics, the politics at the municipal level, including such things as working with a Parks and Recreation Board and a City or County Commission.

In addition, therapeutic recreation interns should have experience in the following areas:

6. **Evaluating Clients' Recreational Abilities** - The intern should become familiar with the facility's system of evaluating clients' recreational abilities and the development of individual treatment plans.
7. **Rights** - The intern should gain knowledge of the legal rights of clients, as well as the rights of the professional, and should have an opportunity to conduct appropriate research in these areas.
8. **Legal Policies** - The intern should become familiar with the legal policies affecting facility standards regulating therapeutic recreation programming techniques/procedures.

## WHAT MAKES A GOOD INTERNSHIP SITE?

The selection of the professional facility should be matched with the student's needs to best fulfill his/her personal and professional goals. However, internship placement should result from the combined effort of the student, the internship coordinator, and the facility.

1. The facility should be a recognized public, voluntary, or private leisure service agency.
2. The facility should have a well-balanced recreation and/or park program and be able to provide a variety of experiences.
3. The facility must have a supervisor with a Baccalaureate degree in Recreation (or other appropriate field). In a therapeutic recreation setting, this person must be a Certified Recreation Therapist to supervise the intern for a minimum of ten weeks.
4. The facility staff should be qualified through both education and experience to provide supervision and guidance to internship students.
5. The facility should have sound administrative policies and procedures relating to: budget and finance; publicity and public relations; maintenance and operation; and personnel management.
6. The facility and its staff should be willing to provide opportunities for active leadership, as well as observation of programs and services.
7. The facility should be willing to conduct an orientation program and provide other information needed by internship students.
8. The facility should be willing to accept the student as a professional, contributing member of the facility staff, allowing and/or encouraging professional growth by the intern.

## PLANNING PHASE

**Student:**

1. Student intern is to have completed all course work relative to his/her major before seeking internship placement.
2. Internship for the individual student should be planned in terms of his/her abilities, needs and goals.
3. The student must enroll in the Pre-Internship Course which provides an overview of the internship experience prior to requesting internship placement.
4. The student should be an active participant in planning his/her internship experience. This is accomplished by:
  - a) Compiling a list of goals and objectives to be achieved during the internship experience.
  - b) Becoming familiar with the facility prior to the internship placement through reading and discussion with the faculty advisor and placement site personnel.
  - c) Providing the facility with a copy of their resume.
  - d) Making personal contact with the facility prior to the actual experience to become acquainted with the site supervisor and to discuss goals and objectives of the internship experience.
  - e) Working closely with the faculty advisor and Center for Leisure Services Director in the selection of an internship placement site.

#### **University:**

1. The Recreation Department should select facilities and on-site supervisors according to criteria which could include:
  - a) The placement facility should be able to provide relevant experiences for a minimum of 75 percent of the University identified internship objectives cited in the Internship Letter of Agreement.
  - b) Facility on-site supervisors should be willing to accept responsibilities of the three-way partnership including completing relevant forms.
  - c) On-site supervisors should be able to apply appropriate recreation theory and skills in his/her own practice.
2. The Recreation Department should assist the student in selecting a facility where the student/s personal goals and objectives will most likely be met.
3. The Recreation Department should provide both the student and the facility with a copy of the Internship Letter of Agreement citing various goals and performance objectives to be attained during the placement.

#### **Placement Site:**

1. The placement site supervisor should present the student and the University with a list of specific projects and recreation activities in which the student will be involved.

## **IMPLEMENTATION PHASE**

### **Student:**

1. The student should be given the opportunity to function as a staff member, with responsibilities commensurate with his/her capabilities.
2. The internship experience should be designed so the student has an opportunity for responsible participation in a wide variety of tasks and relationships common to the activities of recreation professionals.
3. The student should complete all the goals and objectives specified in the Letter of Agreement during the internship experience. If he/she will not complete all of the goals and objectives cited, an alternative plan should be devised so as to complete the goals and objectives during placement.
4. The student should maintain communication with the assigned CMU supervisor throughout the internship.
5. The student should assume major responsibility for a project at the facility (in conjunction with the student and facility needs and interests).
6. The student should meet weekly, or as time permits, with the site supervisor to discuss the student's progress, difficulties encountered, etc.
7. The student should maintain a daily and weekly log of activities which describe the relationship of the original goals and objectives relative to the activities performed.
8. The student will write a detailed paper summarizing his/her internship. The internship paper is to be presented to the CMU supervisor for grading, and the student should also provide the site supervisor with a copy of the paper at the completion of his/her experience.

### **University:**

1. The Recreation Department should provide ongoing supervision and assistance to the student and the placement facility by means of telephone communications and personal contact in the facility setting if the facility is located within Michigan. Otherwise, telephone communication will suffice for all out-state internship placement sites.
2. The Recreation Department may conduct an Intern Seminar for all in-state student interns for the purpose of exchanging information and ideas concerning student roles, progress, responsibilities, and projects.

### **Placement Site:**

1. The placement facility should provide the student with orientation to the facility during his/her first week at the facility.
2. The facility should provide an atmosphere in which recreation theory can be applied.

## **EVALUATION PHASE**

### **Student:**

1. The student should have an opportunity to evaluate the internship experience from the following perspectives:
  - a) Self-assessment regarding his/her original goals and objectives.
  - b) Evaluation of the CMU supervisor and the facility itself in relation to the initial goals and objectives of the internship.

### **University:**

1. The Recreation Department will provide evaluation instruments for:
  - a) Facility placement evaluation of the student's performance.
  - b) Student evaluation of the internship experience within the facility.
  - c) Student evaluation of the CMU supervisor.
  - d) CMU supervisor's evaluation of the student's performance.
2. The CMU supervisor should be responsible for determining credit for the internship experience based upon the following suggested criteria:
  - a) The student's daily and weekly log of activities.
  - b) The student's internship paper summarizing the experience and analyzing the progress he/she made toward realizing the initial goals and objectives, and including the evaluation of the facility supervisor and the facility as a whole.
  - c) The site supervisor's evaluation of the student.
3. The opportunity should be provided for input from the site supervisor regarding the internship experience.

### **Placement Facility:**

1. The site supervisor should evaluate the student using the evaluation instrument provided by the Recreation Department.
2. The site supervisor should share this evaluation with the student.

## **RESPONSIBILITIES**

## A. Facility

We hope you will sit down with the intern at the beginning of the internship to establish open communication which should hopefully continue throughout the internship.

We tell our interns to take time to "get their feet on the ground," and not to be in too great a hurry to change things or get new programs started.

Here are a few suggestions for the supervision of interns:

1. Prepare the staff for the arrival of the intern, and present the intern to the facility staff as a co-worker and in a manner to insure his/her professional status.
2. Present the intern with an overview of the facility's purposes, policies, administration, programs, and resources, and orient the intern to both the facility and the community. The intern should be informed of regulations with which he/she must abide. Discuss policies and procedures for:
  - phone use
  - transportation or mileage reimbursement
  - parking permits and/or identification/name tags
  - reproducing written materials
  - completion of office forms
  - other appropriate concerns of the facility
3. Provide an opportunity for the intern to become acquainted with the resources used in the administration of the facility's recreation and/or park programs, and provide some guidance in the proper usage of these resources.
4. Provide times to meet with the intern (on a regular basis) to discuss feedback and constructive criticism. The intern may want to discuss any problems he/she may be having.
5. Complete evaluations of the intern's progress on a regular basis (every six to eight weeks). These evaluation forms will be provided by the intern, or are available from the Center for Leisure Services.
6. Confer with the University Supervisor regarding the program of the intern.
7. Encourage or allow the intern to attend professional conferences and/or intern seminars during the internship.
8. Some facilities require a weekly report from the intern, and maintain a record of what the intern is doing in this way. This, of course, is entirely up to the site supervisor. Our interns do send us a monthly progress report of what they are doing, and how things are going from their point of view.

## **B. Intern**

1. During the internship experience, the intern should consider himself/herself an employee of the facility and, therefore, be subject to all rules and regulations which govern other employees.
2. Adhere to the policies and procedures manual of the facility and be responsible for tasks assigned by the site supervisor.
3. Work an average of forty (40) hours or more per week. This may include evenings and/or weekends.
4. Keep a journal to record weekly experiences. Although the journal will not be graded, it should be used as a guide for writing the final internship paper.
5. Be involved in the make-up of the facility's activity calendar.
6. Complete monthly progress reports and send them to the Center for Leisure Services.
7. Provide the site supervisor with an evaluation form which is to be completed every six to eight weeks on the intern's performance and progress.
8. Attend area intern seminars during the internship.

## **C. CMU Supervisor**

1. Grade papers submitted by the intern at the end of the internship.
2. Counsel interns with problems which may arise during the internship.
3. Act as liaison between Central Michigan University and the facility.
4. Contact the intern at regular intervals:
  - Visit the intern at the site once each semester (minimum) if in-state.
  - Phone the intern once a month
5. Meet with the site supervisor to discuss progress of the intern (at least once each semester).
6. Monitor progress reports from interns and evaluations form site supervisors.

## **SUGGESTIONS FOR FACILITY SITE SUPERVISORS**

1. At the beginning of the internship experience, comprise a list of written objectives and/or activities for which the student intern will be responsible.
2. Provide orientation to the student intern relative to the entire program/operation of the facility.
3. Have the student intern observe a cross section of activities that you normally offer. Please do not allow observations to be the primary activity of the intern's experience throughout the entire placement.
4. As soon as possible, phase the student intern into performing duties/functions on his/her own. Treat the student intern as a staff member that you would give assignments to and expect him/her to plan, implement, and evaluate. Give the student intern significant and real problems--not busy work. Try to use student intern's interests and talents as much as practical.
5. Try and establish open channels of communication where programs and issues can be discussed fully. Weekly conferences are a way to provide two-way feedback. If problems arise that cannot be "worked out" with the student intern, contact the CMU supervisor for assistance.
6. During the course of the internship experience, complete the required evaluation forms which indicate to the CMU supervisor how the placement is progressing. On the final evaluation you will be asked to grade the overall internship experience of the student intern. All evaluations are to be sent to the CMU supervisor. Feel free to submit supplemental reports if you desire--the more feedback, the better.

## LETTER OF AGREEMENT

*(Examples of each concentration agreement – citing learning goals -- located at the end of this manual)*

The Internship Letter of Agreement is completed in consultation with Central Michigan University, the student, and the facility. The details of the agreement are established in consideration of the needs of the student in relation to what the facility can provide. The Internship Letter of Agreement will stipulate:

1. Beginning and ending dates of the internship.
2. Specific responsibilities of the intern.
3. Type of remuneration (if any).
4. The person to whom the intern is responsible during the internship experience (the site supervisor).
5. The number of credit hours the intern will receive for the internship.

## GRADING

Final grades are the responsibility of the University Intern Supervisor. The final grade for the internship will be determined by:

- Evaluations of the intern's performance (completed by the site supervisor).
- A comprehensive paper submitted at the end of the internship.

## INTERNSHIP PAPER

The paper will represent a comprehensive report of the internship experience. It should be done in a professional manner and will be kept on file in the Department of Recreation, Parks, and Leisure Services Administration. In addition, one copy will remain at the internship site.

***"And now I have a paper facing me which is more important than a test or class project could ever be."***

***-- A Former Intern***

## REFLECTIONS FROM AN INTERN ....

"But," says one, "you do not go to work with their hands not mean that exactly...I mean or study it merely...but earnestly How could youths better learn the experiment of advanced the most at the end of made his own jackknife from the ore which he had dug and smelted, reading as much ad would be necessary for this -0 or the boy who had attended the lectures on metallurgy at the institute in the meanwhile, and had received a Rodgers penknife from his father? Which would be the most likely to cut his fingers?"



mean that the students should instead of their heads?" I do that they should not play life, live it from beginning to end. to live than by at once trying living?...Which would have the month, -- the boy who had

-- Henry David Thoreau  
(Walden)

*I have just finished thirty-three weeks of making my own jackknife. It seems Thoreau agrees with Central's internship policy of learning by doing. Looking back on it now, I wouldn't have done it any other way. But then, or hindsight is always better than our foresight. I'm not so sure my reasons for first choosing to do an internship were based on wanting to make my own knife. I distinctly recall thinking, "Wow...no books, no projects, no tests." That was for me. I was going to do an internship! Mmmm...how quickly they learn. I spent the next several months breaking my back preparing for my internship. I needed to put in 160 hours of work in four different areas of recreation. I needed written verification that I had done work in the past, which meant having to find all my past bosses and supervisors and having them sign the form I had drawn up. And then my autobiography and resume. I lost count how many times I revamped and retyped them to make them perfect. Then the actual internship...twelve, sixteen hour workdays...deadlines...unexpected assignments...emergencies...inspections...stress...pressure...seven Mondays a week...mental indigestion. And now I have a paper facing me which is more important than a test or class project could ever be.*

*Though I followed Thoreau's system, I still spent a great portion of my internship with cuts on my fingers. There were so many times when, every time I'd get another one, I'd be so surprised at myself for not learning better. I was so looking forward to the time I wouldn't make those mistakes anymore, wouldn't get those lesson-teaching 'welts'...when my internship was over and I'd be experienced and seasoned and wise. Well, over the past months I've come to believe that learning never stops. No matter what I may have once thought, now...I hope to God those cuts never heal. They represent my mistakes, my learning. If I forget they are there, or why they are there, or if I let them slowly fade away, then the entire internship was a waste. All the growing I've done, all the lessons I was forced to learn, the bad decisions I made, the clarification of my values, the emotional upsets...all these things are embedded deep into my making those scars.*

*They are my class notes. They are all I have to study when my memory needs refreshing, or when I need to be put back into my place. Hopefully, they are deep enough to carry with me for years to come.*

## Commercial Recreation and Facility Management Internship Letter of Agreement

This Letter of Agreement is between CMU's Center for Leisure Services within the Department of Recreation, Parks and Leisure Services Administration, **FIELD(name)**, a student intern on the Leisure Services and Studies curriculum, and **FIELD(site)**, the site at which the student's internship will take place. The primary focus of the internship will be in the **FIELD(dept)** department.

The student's internship will be overseen at the site by **FIELD(supr)**, who will be responsible for completing the student's periodic performance evaluations and the overall supervision of the internship. The starting date will be **FIELD(date 1)** and will not conclude before **FIELD(date2)**.

The student intern shall be considered a member of the professional staff and have the accompanying responsibilities and privileges. Although exact hours cannot be established, it is recommended that the intern work a minimum of forty (40) hours per week average. This may vary according to the needs of the supervising agency and the opportunities for the intern. The internship will be considered a full-time commitment. The intern may not take additional outside work, and may take only one university class at a time, **only if prior approval is granted** by both the supervising agency and representatives of the Department of Recreation, Parks, and Leisure Services Administration at Central Michigan University. (*Normally this permission will not be granted.*)

### The intern will participate in each of the following goals:

1. Receive an orientation/staff training relative to the facility and program(s) (*i.e., introduction to staff, equipment/resources, facilities, medical/emergency procedures, and phones*).
2. Demonstrate involvement at an entry level capacity for the first half of the internship, and then progressively advance toward a professional capacity.
3. Demonstrate an understanding of a variety of departments within the agency through an orientation/shadowing experience in the following areas: **FIELD(dept)**
4. Demonstrate an understanding of daily operations of the agency.
5. Demonstrate skill in the creation and implementation of at least one **project** for which the intern is responsible.
6. Demonstrate involvement in marketing (*i.e., strategic planning, public relations, advertising, promotions, service, pricing, and sales*).
7. Demonstrate involvement in teamwork and planning (*i.e., attendance at management meetings, staff/department meetings, and in-service programs*).
8. Demonstrate skill in working with a variety of populations (*i.e., youth, senior citizens, and persons with disabilities*).

### Intern Goals Continued:

9. Demonstrate an understanding of the financial operation of the agency (*i.e., budget development/procedures, billing procedures, purchasing, collection of fees, record keeping, bidding procedures, and grant writing/foundation funding application*).

10. Demonstrate the ability to letter, memorandum and report presentations.



communicate effectively through writing, public speaking and group

11. Demonstrate familiarity and development.

be involved with policy

12. Demonstrate proficiency in the use and application of computer software and technology.

13. Demonstrate involvement in personnel management (*i.e., supervisory duties, recruiting, hiring, training, and evaluating*).

14. Demonstrate involvement and skill in program management including development, delivery and evaluation of programs (*i.e., recreation activities, conferences, special events, meetings and seminars*).

15. Demonstrate an understanding of the legal/risk management issues facing the operation of the agency.

Other appropriate activities/responsibilities are as follows: **FIELD(additional activities)**

In addition, the student intern shall accept assignments agreed upon by the site supervisor and the Central Michigan University representative that shall be designed to offset any weakness in the intern's preparation that becomes apparent during the course of the internship.

For the duration of the internship, **FIELD(date 1) to FIELD(date2)**, the **FIELD(wage)**.

Other reimbursement will include: **FIELD(other)**

Final grading and evaluation will be the responsibility of the University representative after consultation with the internship site supervisor and other representatives of the site at which the internship took place.

The intern will register on campus for a total of **FIELD(credit)** credits at the current on-campus rate. The credits will be registered in numerical blocks and will correspond with those published in the appropriate Course Offering Bulletin following regular registration procedures.

The above conditions are acceptable and agreeable. Substantive changes will be agreed to in writing and signed by all involved parties.

\_\_\_\_\_  
Student Intern

Dated: \_\_\_\_\_

\_\_\_\_\_  
Designated On-Site Supervisor

Dated: \_\_\_\_\_

\_\_\_\_\_  
Director, Center for Leisure Services

Dated: \_\_\_\_\_

\_\_\_\_\_  
CMU / RPL Department Advisor

Dated: \_\_\_\_\_

## **Community Leisure Services Administration Internship Letter of Agreement**

This Letter of Agreement is between CMU's Department of Recreation, Parks and Leisure Services Administration's Center for Leisure Services, **FIELD(name)**, a student intern on the curriculum for Leisure Services and Studies, and **FIELD(site)**, the site at which the student's internship will take place.

The student's internship experience will be overseen at the site by **FIELD(supr)**, who will be responsible for completing the student's periodic performance evaluations and the overall supervision of the internship. The starting date will be **FIELD(date 1)** and will not conclude before **FIELD(date2)**.

The student intern shall be considered a member of the professional staff and have the accompanying responsibilities and privileges. Although exact hours cannot be established, it is recommended that the intern work a minimum of forty (40) hours per week average. This may be varied according to the needs of the supervising agency and the opportunities for the intern. The internship will be considered a full-time commitment. The intern may not take additional outside work, and may only take one university class at a time, **if approved** by both the supervising agency and the Department of Recreation, Parks, and Leisure Services Administration at Central Michigan University. (*Normally this permission will not be granted.*)

### **The intern will participate in each of the following goals:**

1. Receive an orientation/staff training to the facility and program (*including i.e., introduction to staff, equipment/resources, facilities, medical/emergency procedures, phones, etc.*).
2. Work at an entry level capacity in a variety of departments in the initial weeks of the internship and then at a professional level for the remainder of the internship.
3. Be involved in the practical politics of the facility.
4. Have one program for which the intern is totally responsible.
5. Be involved in public relations.
6. Be involved in office administration.
7. Be in attendance at board meetings (*both public and closed*).
8. Be involved in and attend all staff meetings.
9. Be involved with special population programs (*i.e., senior citizens, handicapped*).
10. Be involved in financial operation of the facility to include: budget development, billing procedures, purchasing, collection of fees, record keeping, bidding procedures, grant writing/foundation funding application.

### **INTERNSHIP GOALS CONTINUED:**

11. Involvement in program development, to include supervisory and evaluation responsibilities, and #10 above.
12. The internship should be a progressive experience. Student intern should be introduced

to all phases of the operation,  
be given the authority for program



allowed to work in each, and then  
development.

13. Student intern should be  
program.

responsible for an in-service

14. Student intern should be involved in letter and report writing.

15. Student intern should be involved in policy development.

16. Student intern to be instructed in use and application of computers at facility (*where applicable*).

**OTHER APPROPRIATE ACTIVITIES/RESPONSIBILITIES AS FOLLOWS:** FIELD(additional activities)

The student intern shall accept assignments agreed upon by the site supervisor and the Central Michigan University personnel that shall be designed to offset any weakness in the student intern's preparation that becomes apparent during the course of the internship.

For the duration of the internship, FIELD(date 1) to FIELD(date2), the FIELD(wage).

Other reimbursement will include: FIELD(other)

Final grading and evaluation of the student's internship will be the responsibility of the University personnel after consultation with the internship site supervisor (*and possibly with other representatives of the site at which the internship took place if the need exists*).

The student intern will register on campus for a total of FIELD(credit) credits at the current on-campus rate. The credits will be registered in numerical blocks and will correspond with those published in the appropriate semester's Course Offering Bulletin.

By signing below, the above conditions are acceptable and agreeable to all parties. Substantive changes will be agreed to in writing and signed by all parties

\_\_\_\_\_  
Student/Intern

Dated: \_\_\_\_\_

\_\_\_\_\_  
Designated On-Site Supervisor

Dated: \_\_\_\_\_

\_\_\_\_\_  
Director, Center for Leisure Services

Dated: \_\_\_\_\_

\_\_\_\_\_  
CMU Department Faculty Advisor

Dated: \_\_\_\_\_

## **Outdoor and Environmental Recreation Internship Letter of Agreement**

This Letter of Agreement is between CMU's Department of Recreation, Parks and Leisure Services Administration's Center for Leisure Services, **FIELD(name)**, a student intern on the curriculum for Leisure Services and Studies, and **FIELD(site)**, the site at which the student's internship will take place.

The student's internship experience will be overseen at the placement site by **FIELD(supr)**, who will be responsible for completing the student's periodic performance evaluations of the student intern and overall supervision of the internship. The starting date will be **FIELD(date 1)** and will not conclude before **FIELD(date2)**.

The student intern shall be considered a member of the professional staff and have the accompanying responsibilities and privileges. Although exact hours cannot be established, it is recommended that the intern work a minimum of forty (40) hours per week average. This may be varied according to the needs of the supervising agency and the opportunities for the intern. The internship will be considered a full-time commitment. The intern may not take additional outside work, and may only take one university class at a time, if approved by both the supervising agency and the Department of Recreation, Parks, and Leisure Services Administration at Central Michigan University. (*Normally this permission will not be granted.*)

### **The intern will participate in each of the following goals:**

1. Receive an orientation/staff training to the facility and program (*including i.e., introduction to staff, equipment/resources, facilities, medical/emergency procedures, phones, etc.*).
2. Work at entry level capacity in a variety of departments in the initial weeks of the internship and then at a professional level in the **FIELD(dept)** department for the remainder of the internship.
3. Have one project/program for which the intern is totally/primarily responsible.
4. Be involved in the daily operations of the agency (*i.e., office/program administration and practical politics of the agency*).
5. Be involved in public relations.
6. Be in attendance at board meetings (*both public and closed*).
7. Be involved in and attend all staff meetings.
8. Be involved with special population programs (*i.e., senior citizens, handicapped*).
9. Be involved in the financial operation of the agency (*i.e., budget development/procedures, billing procedures, purchasing, collection of fees, record keeping, bidding procedures, grant writing/foundation funding application, where applicable*).

### **Internship Goals Continued:**

10. Be introduced to all phases of the operations, be allowed to work in each, and then be

given the authority for program supervisory and evaluation internship is a progressive



development (to include responsibilities) so that the experience.

11. Be responsible for an in-

service program.

12. Be involved in letter and

report writing.

13. Be familiar with policy development and, where possible, be involved in policy development.

14. Be instructed in the use and application of computers at the facility (where applicable).

**OTHER APPROPRIATE ACTIVITIES/RESPONSIBILITIES AS FOLLOWS: FIELD(additional activities)**

The student intern shall accept assignments agreed upon by the site supervisor and the Central Michigan University representative that shall be designed to offset any weakness in the intern's preparation that becomes apparent during the course of the internship.

For the duration of the internship, **FIELD(date 1) to FIELD(date2), the FIELD(wage).**

Other reimbursement will include: **FIELD(other)**

Final grading and evaluation will be the responsibility of the University representative after consultation with the internship site supervisor (*and possibly with other representatives of the site at which the internship took place if the need exists*).

The student intern will register on campus for a total of **FIELD(credit)** credits at the current on-campus rate. The credits will be registered in numerical blocks and will correspond with those published in the appropriate semester's Course Offering Bulletin.

By signing below, the above conditions are acceptable and agreeable to all parties. Substantive changes will be agreed to in writing and signed by all parties

\_\_\_\_\_  
Student/Intern

Dated: \_\_\_\_\_

\_\_\_\_\_  
Designated On-Site Supervisor

Dated: \_\_\_\_\_

\_\_\_\_\_  
Director, Center for Leisure Services

Dated: \_\_\_\_\_

\_\_\_\_\_  
CMU / RPL Department Faculty Advisor

Dated: \_\_\_\_\_

## **Clinical/Residential Therapeutic Recreation Internship Letter of Agreement**

This letter of agreement is between CMU's Center for Leisure Services, within the Department of Recreation, Parks and Leisure Services Administration, and **FIELD(name)**, a student intern on the curriculum in Leisure Services and Studies, and **FIELD(site)**, the site at which the internship will take place.

The internship will be supervised at the placement site by **FIELD(supr)** who will be responsible for the evaluations of the student intern and the overall supervision of the internship. The starting date will be **FIELD(date 1)** and will not conclude before **FIELD(date2)**.

The intern shall be considered a member of the professional staff and have the accompanying responsibilities and privileges. Although exact hours cannot be established, it is recommended that the intern work a minimum of forty (40) hours per week average. This may be varied according to the needs of the agency and the opportunities for the intern. The internship is a full-time commitment. The intern may not take additional outside work, and may only take one university class at a time, if approved by both the supervising agency and the Department of Recreation and Park Administration at Central Michigan University. Normally this permission will not be granted.

### **The intern shall participate in the following:**

1. Demonstrate involvement at entry level capacity for first half of internship and at a professional level for the second half.
2. Demonstrate involvement in client record keeping and recording, (i.e., progress notes, charting, termination/summative evaluation).
3. Demonstrate involvement in individual/group client planning (conducting assessments, writing goals/objectives, scheduling interventions).
4. Demonstrate involvement in a team approach or interdisciplinary functions (team meetings, educational in-services, opportunity to interview other disciplines).
5. Demonstrate knowledge of the treatment or intervention philosophy of the agency.
6. Demonstrate involvement in ongoing recreation programming (selection and sequencing of activities, modification of activity for participation by clients, use of leadership techniques, use of evaluation procedures for programming).
7. Demonstrate ability to originate and carry out one or more recreational program or in-service presentation.
8. Demonstrate knowledge of motivation, discipline and/or behavior management techniques clients.

### **Intern Goals Continued:**

9. Demonstrate involvement in community activities outside of individual site (knowledge of community referral sources and agencies; attendance at local professional meetings and support groups).
10. Demonstrate understanding of the role of drugs/medication in the treatment of clients (knowledge of side-effects and influence in recreation programming).
11. Demonstrate knowledge of resources related to the service of clients (local, state, and governmental).
12. Demonstrate awareness of funding source(s) and budgetary procedures for recreational services.
13. Demonstrate knowledge of recreational department policies and procedures (patient rights, safety/security, operating standards, accreditation and quality assurance procedures).
14. Demonstrate involvement in administrative procedures. (Scheduling, purchase orders, participation documentation, charge or billing processes, vouchers, and memos).

**Additional goals:**  
**FIELD(additional activities)**

In addition, the intern will accept any additional assignments agreed upon by the supervisor and the Central Michigan University representative that shall be designed to offset any weakness in the intern's preparation that becomes apparent during the course of the internship.

For the duration of the internship, **FIELD(date 1), to FIELD(date2), the FIELD(wage)**. Other reimbursement will include: **FIELD(other)**

Final grading and evaluation will be performed by the University representative after consultation with the internship supervisor and other representatives of the site at which the internship took place.

Registration will take place on campus following regular registration procedures. The intern will register for a total of **FIELD(credit)** credits at the current on-campus rate.

The above conditions are acceptable and agreed to. Substantive changes will be agreed to in writing and signed by those members concerned. Generally this will be all the parties.

\_\_\_\_\_  
 Student Intern

Dated: \_\_\_\_\_

\_\_\_\_\_  
 On-Site Supervisor

Dated: \_\_\_\_\_

\_\_\_\_\_  
 Director, Center for Leisure Services

Dated: \_\_\_\_\_

\_\_\_\_\_  
 CMU / RPL Department Advisor

Dated: \_\_\_\_\_