



**WILDERNESS LEADERSHIP
AND
EXPERIENTIAL EDUCATION**

INTERNSHIP MANUAL:

**A GUIDE FOR AGENCIES AND STUDENTS
PARTICIPATING IN THE WLEE INTERNSHIP
PROGRAM**

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**BREVARD COLLEGE
WILDERNESS LEADERSHIP AND EXPERIENTIAL EDUCATION
INTERNSHIP PROGRAM**

INTERNSHIP MANUAL

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**BREVARD COLLEGE
WILDERNESS LEADERSHIP AND EXPERIENTIAL EDUCATION
INTERNSHIP PROGRAM**

PART I: THE INTERNSHIP PREPARATION

A. INTRODUCTION

The Brevard College Wilderness Leadership and Experiential Education Program is an academic program housed within a Liberal Arts degree. The program is designed to nurture the development of professional outdoor leaders and educators. The internship is a vital component of the Wilderness Leadership and Experiential Education (WLEE) major's practical academic experience. The Internship Program is a sequence of two courses: WLEE 391: Internship Preparation (1 credit hour) and WLEE 392: Internship Experience (6 credit hours). The internship is designed to be taken between the student's junior and senior year of college, with the intention of building upon the upper level courses and leadership experiences within the academic program. The first course in the series is designed to guide the selection and preparation for the internship experience itself. The actual internship experience is typically arranged during the summer, during which time the student must complete all internship hours. Upon successful completion of the internship, it is intended that students will have professional work experience, be connected to a professional network and perhaps have a potential avenue for employment after graduation.

B. PURPOSE

The purpose of the internship is to facilitate a supervised, professional job experience in support of the development of the student's career objectives by engaging the student in all aspects and operations of an agency. The internship is designed to enrich the student's academic experience while introducing the student into a professional network in our field.

C. INTERNSHIP HOURS REQUIRED

WLEE students will complete an internship consisting of 10 -12 weeks of full-time work, for a total minimum of 480 hours. Specific work arrangements are approved by the Brevard College WLEE faculty.

D. STUDENT OBJECTIVES

Through participation in the internship program, students will:

1. Develop a professional representation of their skills, abilities and career goals.
2. Be exposed to new interests and perspectives in the profession.
3. Observe, practice, and apply theories and techniques learned in the classroom in a professional setting.
4. Become acquainted and network with a variety of settings, programs, organizations and professionals.
5. Recognize and utilize leadership strengths, understand limitations, and to develop strategies to develop professionally through concentrated experience and feedback.
6. Develop and broaden insights and perspectives of self and others.
7. Reflect on internship experiences and feedback and explore strategies to develop professionally for future positions.

E. WILDERNESS LEADERSHIP AND EXPERIENTIAL EDUCATION PROGRAM OBJECTIVES

Through student participation in the internship program, the WLEE program will:

1. Maximize and improve the educational process and curriculum.
2. Provide a laboratory for the application of theoretical knowledge.
3. Provide a realistic opportunity for evaluation of the student's professional work performance, which will drive adjustments in the curriculum.
4. To provide faculty contact with professionals in the field, thereby improving the status and respect for the Brevard College Wilderness Leadership and Experiential Education Program.

F. CRITERIA FOR SELECTION OF AN AGENCY

An agency meeting Brevard College WLEE expectations as an internship site possesses the following characteristics:

1. The agency must have a desire to participate in an educational program for the purpose of improving the student for the profession.
2. There must be evidence of sound professional philosophy in the agency's operation of programs and services.
3. The agency must have sound administrative procedures including adequate financial support, personnel policies, and program for staff development.
4. The agency must have adequate facilities and equipment to conduct a broad and varied program.
5. The agency must have capable staff qualified through both education and experience, with special experience in the supervision of interns.
6. The agency should provide student with desk or workspace.
7. If possible, the agency should provide liability insurance coverage while the student is participating in the internship.

G. CRITERIA FOR THE SELECTION OF AN INTERNSHIP POSITION

In addition to supporting the criteria for the agency, the internship position should:

1. Contribute towards meeting the student's short and long-term professional goals.
2. Offer the student an opportunity to develop beyond responsibilities held in previous positions.
3. Offer the student the opportunity to gain more experience in and knowledge of program planning and administration, facility operation, public relations and leadership.
4. Offer the student specific feedback on their work performance with the opportunity to apply this feedback and expand professionally.

H. PROCEDURES FOR AGENCY SELECTION

The following information is needed to assist the faculty and students in selecting an internship program to fit the student's professional goals and objectives:

- A. Descriptive information that will identify the type and scope of program and services offered by the agency. (Program values, vision and mission statement, program brochures and other marketing materials, materials descriptive of program curriculum and activities, etc.).
- B. Biographical material/credentials and experience of staff member likely to serve as the intern supervisor.
- C. Description of responsibilities and assignments with which the student may become involved.

The following steps will be taken to approve the selected agency:

1. The above information will be included in the student's Internship Portfolio.
2. The Brevard College Faculty Supervisor will review the site location selected by the student, accompanied by the student's professional goals and give final approval for the internship. Final approval is granted only open
3. The Agency Supervisor, Student, and Brevard College Faculty Supervisor will sign the Internship Agreement (Appendix C), with a specific job description of assigned work responsibilities agreed upon by both the student and agency attached.
4. The internship will be considered officially approved when the Internship Agreement Contract (with attached position description and student learning goals) are received by the Registrar's Office.

I. STUDENT PROCEDURES FOR INTERSHIP PLACEMENT

Internship placement will take place during the semester preceding the internship or earlier, as the student registers and takes part in WLEE 391: Professional Preparation. During this first course in the internship sequence students will:

1. Identify short and long-term career objectives.
2. Develop a professional resume.
3. Research agencies that will enhance career objectives.
4. Consult resources including internship agency files, internship reports, and faculty.
5. Develop cover letters or letters of application for potential positions.
6. Interview a minimum of three agencies before proposing final selection for the internship.
7. Develop specific internship goals and objectives and discuss with the potential agency.
8. Discuss the specific responsibilities of the internship position and be prepared to secure a written copy of the job description.
9. Provide the agency with a copy of the Brevard College internship manual.
10. Meet with the WLEE 391 instructor and Brevard College Faculty Supervisor and present justification for the potential internship. At this time the student must supply the Brevard College Faculty Supervisor with the agency name, supervisor's name and phone number.
11. Prepare and present a formal proposal of the preferred internship site to the WLEE 391 faculty and the Brevard College Faculty Supervisor.
12. After the agency and student reach a mutual agreement regarding internship responsibilities and timing, approved by the Brevard College Faculty Supervisor. The student must have the agency complete the Internship Agreement Form (Appendix C), attach a position description and the student learning goals, check with the Brevard College Faculty Supervisor for final approval, and finally file this set with the Registrar's Office to be registered.



BREVARD COLLEGE
WILDERNESS LEADERSHIP AND EXPERIENTIAL EDUCATION
INTERNSHIP PROGRAM

PART II: THE INTERNSHIP EXPERIENCE

A. RESPONSIBILITIES FOR THE INTERNSHIP PROGRAM

1. Responsibilities of the Agency/On-Site Supervisor: The Agency Supervisor serves as an agency-based teacher offering instruction and supervision to the intern utilizing the agency's operation to further the student's professional competence. The agency should:

- a. Challenge the student with meaningful experiences that meet both the student and agency needs.
- b. Design with the student his/her learning experiences and assignments.
- c. Inform the student of all personnel policies and procedures.
- d. Interpret the student's internship to the agency board or controlling authority of the agency.
- e. Monitor the student to protect and enhance the quality of the agency's service as well as the student's well-being while affiliated with the agency.
- f. Schedule periodic conferences with the student to discuss schedules, work performance and future assignments.
- g. Evaluate and review with the student his/her performance and submit the results on the forms provided. (See Appendix D). Additional agency evaluation forms may be submitted in addition to the evaluation form provided.
- h. Provide the student reasonable freedom to participate in staff meetings, activities, projects, and programs.
- i. Assist the student in determining a program or project for which he/she will be responsible for planning, conducting and evaluating.
- j. Provide an opportunity for the student to learn and if possible gain experience in the following areas:
 - (1) Administration – policies, procedures, legal status of agency, board-staff relations, budgeting, record keeping, personnel and supervisory practices.
 - (2) Program – planning procedures, leadership, operation and evaluation.
 - (3) Facility and operations – long range planning and design of physical facilities, maintenance, purchasing of equipment and office management.
 - (4) Public Relations – citizen involvement, publicity, marketing, reporting, speaking, and coordination with other agencies.
- k. In the event the student does not perform the agreements in the contract to a satisfactory level, we ask that the agency communicate with the Brevard College Faculty Supervisor prior to considering termination.

2. Responsibilities of the Brevard College Faculty Supervisor: The Brevard College Faculty Supervisor serves as a facilitator of the student's internship experience helping to guide and support the student's learning throughout the internship experience. The Brevard College Faculty Supervisor should:

- a. Assist the student in selecting an internship site which will meet his/her career needs and interests, and program expectations.
- b. Keep updated files of agencies providing internship programs.
- c. Review internship assignments and give final approval.
- d. Conduct a pre-internship course to inform students of responsibilities, requirements and reporting procedures.
- e. Provide the agency with information concerning its responsibilities as a participant in the internship program.

- f. Monitor the student's experience and be available for consultation with the student and or Agency Supervisor.
- g. Schedule periodic visits and conferences with the student and the Agency Supervisor to observe procedures and programs. If a student cannot be visited on-site due to travel distance the supervisor will monitor the student's progress by telephone and the weekly reports submitted by the student.
- h. Remove the student from an agency when both the agency and the intern agree that a different assignment would be in the best interest of the student.
- i. Serve as a resource for the cooperating agency and the student.
- j. Maintain documentation on student internship.
- k. Evaluate all internship assignments and submit final grade for student.

3. **Responsibilities of the Student:** Throughout the planning process and the actual internship experience, the Brevard College student should:

- a. Accept responsibility for duties outlined with the Agency Supervisor and all scheduled commitments and arrangements made during the internship program.
- b. Become familiar with the regulations and standard operating procedures pertaining to the agency and support their implementation through example and guidance of others.
- c. Accept the agency's philosophy, methods, leadership and program.
- d. Give constructive suggestions when asked for an opinion.
- e. Construct mutually satisfactory goals and objectives with the Agency Supervisor.
- f. Plan thoroughly and in advance for all assignments.
- g. Notify the Agency Supervisor when it is necessary to be absent from work.
- h. Prepare for periodic conferences with Agency Supervisor being ready to ask questions and present constructive ideas.
- i. Dress appropriately for all assignments and project a professional image, including a well-groomed appearance.
- j. Be tactful, friendly, courteous and respectful to everyone – conduct oneself with professionalism when relating to participants and staff.
- k. Consult with the Agency Supervisor when confronted with problems that cannot be solved independently. Contact the Brevard College Faculty Supervisor if you need additional assistance.
- l. Express your appreciation to the agency staff in person and by letter for providing the opportunity to participate in the internship experience.
- m. Complete and submit assignments to the college intern supervisor as scheduled and according to assignment guidelines (See Part II B. Internship Academic Requirements for details regarding assignments and due dates.)

4. **Early Termination of the Internship:**

- a. **Student Initiated Termination:** If a student wishes to terminate an internship prior to completing the agreements in their contract, he or she must first consult their Brevard College Faculty Supervisor before leaving.
- b. **Agency Initiated Termination:** If an internship is terminated by the agency based on documented and verifiable unsatisfactory performance, the student will receive an automatic "F" as a grade.
- c. **Grades:** Following a termination, grades will reflect the nature of termination and the demonstration of professionalism in the process.
- d. **Withdrawal:** Depending on the timeline of the termination of the internship in relation to the academic semester, the student could request a withdrawal (see the "withdrawing from a course" policy in the college catalog). This is dependent upon the nature of the termination and the immediate circumstances.
- e. **Tuition Refunds:** Tuition refund may be possible in some cases. For refunds, review the refund policy in the Brevard College catalog and check with the Brevard College Faculty Supervisor regarding the possible outcomes.

B. INTERNSHIP ACADEMIC REQUIREMENTS

1. **Weekly Internship Journal** – The purpose of the journal is to guide the student’s reflections, to enrich the internship, and facilitate a comprehensive and positive experience. In addition, the journals assist the Brevard College Faculty Supervisor in understanding the student’s internship experience and will help them provide necessary support for the student. Timeliness and quality of the journal submission is therefore essential. Students will **mail or email to** (as approved by the Brevard College Faculty and based on resources available to the student) to her/his advisor a typed weekly journal with directed writing responses as assigned below. **The weekly journals should be received by the Brevard College Faculty Supervisor at least every other week.** Journals received more than 1 week late will not be accepted.

Weekly Journal: Each weekly journal should include an objective report of events, activities, responsibilities, and hours completed, as well as the intern’s meaningful subjective reflections on the experiences. Also, the even numbered weeks of the internship will require an additional directed writing assignment, as outlined below.

In addition to the writing guidelines above, responses to the following specific questions are to be included in the weekly journals for week 2, 4, 6, 8 and 10 as follows:

Directed Writing for Week 2 Journal:

Describe the significant challenges are you facing in your internship. Identify the resources you have or plan to utilize to help successfully meet these challenges.

Directed Writing for Week 4 Journal:

Describe how you believe you are perceived by your peers, supervisors, and clients. Describe your own perception of your peers, supervisor and clients.

Directed Writing for Week 6 Journal:

Provide a mid-term self-evaluation of your performance as an intern in your agency, including comments on your progress towards meeting your internship goals. Share your reactions to your self-evaluation and agency mid-term evaluation, identifying specific areas and tactics for improvement.

Directed Writing for Week 8 Journal:

Review the goals of your internship and assess your ability to meet your goals. Identify strategies and details to meet these goals over the next 2-4 weeks of your internship and to complete your responsibilities and professional relationships in a strong and positive manner.

Directed Writing for Week 10 Journal:

Identify three of the most significant pieces of professional and personal learning for you within the context of the internship experience. How might you proceed to allow these insights to positively impact your future?

**Note: Should a formal journal be required for the agency sponsoring the internship, specific modifications to the assignment may be approved by the Brevard College Faculty Supervisor.*

2. **Internship Reflection Paper** – This paper (7 to 10 typewritten pages) helps the intern reflect upon and process the internship experience. Consider using the Experiential Learning Cycle to help you process. The final paper should ultimately convey the following content:

- a. Overview of the agency – mission statement, philosophy, purpose, and goals
- b. Overview of personal goals and objectives
- c. Internship responsibilities
- d. Overview of the internship experience. (Descriptions of how you spent your time, what you enjoyed and what you found difficult, as well as how you managed your successes and challenges.)

- e. Reflections concerning the internship experience. (Descriptions and reflections on what you observed concerning each aspect of the agency, such as business office operations, marketing, programming, personnel management, food service, risk management, public relations, maintenance, budgeting, etc. Be sure to include all aspects of the agency's administration and operations.)
- f. Reflections concerning the intern's performance. (Descriptions and reflections on your performance in your specific internship responsibilities. Descriptions/reflections on improvement over the course of the internship.)
- g. Your evaluation of the agency and the internship experience
- h. Descriptions and reflections with specific examples of how this experience helped you personally and professionally.
- i. Specific strategies for your continued personal and professional development in light of your experience. Where do you go from here?

Please print an **extra copy of your Internship Reflection Paper** and attach an agency brochure to the document to be filed permanently in Ross Hall for other students to access as they prepare for their internships. If a file already exists on your agency, file your report on the top of the folder. If a file does not yet exist, create a new folder, and add it to the indexed list of internship sites.

3. Internship Presentation – The student will present a 10 minute concise presentation of the student's experience. This presentation will be scheduled for the early evenings within the first three weeks of the semester following the internship experience. **A notes-page draft-copy of your presentation is due to your Brevard College Advisor by 2nd Friday of regular classes of the semester following your internship in order to gain approval for your presentation.** In preparing your presentation, the student is strongly advised to consider the following:

- a. Plan, organize and practice in advance to ensure a high quality presentation.
- b. Prepare a PowerPoint Presentation that includes slides or other visual aids in order to enhance the presentation.
- c. Stay within the maximum 10-minute time limit.
- d. Be ready to answer questions at the conclusion of the 10 minute maximum.
- e. Content should include brief overview of the organization; the intern's responsibilities; major areas of learning.
- f. Major areas of learning that are covered should include:
 - a. Ideas and skills that were presented to you at Brevard College that were strengthened at your internship site.
 - b. Ideas and skills that were presented at the internship that were new to you.
 - c. Thoughts on how you grew as an individual as a result of the internship experience.
- g. A printed copy of your PowerPoint Presentation is to be included in your Portfolio.
- h. A copy of your PowerPoint Presentation will be included on CD your Portfolio and finally posted on the Internship Public Folder with the following title: Name.Agency.Semester.Year

4. Internship Portfolio – This notebook will be a typed and neatly organized overview of the student's internship **due no later than occasion of the student's internship presentation.** It should contain the following items:

- a. Table of Contents
- b. Career Objectives
- c. Internship Objectives
- d. Resume and Cover Letter
- e. Agency Information: (mission statement, philosophy, purpose, and goals, brochures, program information, etc.)
- f. Internship Job Description
- g. Staff Training Material (manual; calendar of training, training outline and materials, in-service training, etc.)
- h. Agency Organizational Flow Chart

- i. Agency's Budget (at least line-item headings (categories of expenses/income) if agency is uncomfortable making the actual numbers public)
- j. Midpoint and Final Internship Performance Evaluation
- k. Journal Entries (Journals and Directed Writing Responses)
- l. Internship Reflection Paper
- m. Printed Power Point Presentation Copy
- n. Power Point Presentation Copy on CD
- o. Final Thank-you Letter to Supervisor/Agency

5. Internship Performance – This aspect of your grade is based on your actual performance during your internship. Your grade will be formulated through communications with you, your Agency Supervisor and your advisor regarding your performance throughout the experience. This will include conversations and meetings with one another and the mid-term evaluation and final evaluation. You will be evaluated on your actual performance as well as your intentional progress towards improvement.

C. GRADING CRITERIA FOR WLEE 392: INTERNSHIP EXPERIENCE

Students are expected to present internship materials in a well-organized and professional manner, providing meaningful evidence that indicates the quality of the experience. Each of the academic requirements will be evaluated using the following criteria:

- Accuracy of information
- Value of content
- Quality of presentation
- Organization
- Attention to detail
- Professionalism
- Reliability/Timeliness of submission

Academic Requirement:	% of Grade:	Due Dates:
1. Weekly Internship Journal	20%	Write weekly, submit every other week.
2. Internship Reflection Paper	20%	Due on presentation date.
3. Internship Presentation	20%	Draft due at end of 1 st week of classes. Presentation during 2 nd /3 rd week of classes as scheduled.
4. Internship Portfolio	20%	Due on date of presentation.
5. Internship Performance	20%	Evaluations due week 5/6 and last week.

Grading Standards:

Grading Scale:

<i>An "A" represents excellent performance, well beyond expectations, mastery of subject, indication of proactive engagement in assignment</i>	93 – 100 = A 90 – 92 = A-
<i>A "B" represents above average performance, active engagement in assignment</i>	88 – 89 = B+ 83 – 87 = B 80 – 82 = B-
<i>A "C" represents work meeting average expectations, satisfactory performance, satisfactory engagement in assignment</i>	78 – 79 = C+ 73 – 77 = C 70 – 72 = C-
<i>A "D" represents below average work, barely passing, poor engagement in assignment</i>	68 – 69 = D+ 63-67 = D- 60-62 = D -
<i>An "F", failing to produce acceptable work, poor or lacking engagement in assignment</i>	Below 60 = F

BREVARD COLLEGE
WILDERNESS LEADERSHIP AND EXPERIENTIAL EDUCATION
INTERNSHIP CHECKLIST

A checklist for students to manage responsibilities specific to the WLEE Internship.

Intern: _____ **Brevard College Faculty:** _____

Agency: _____ **Location:** _____

WLEE 391: __ Fall __ Spring Year _____ **WLEE 392:** __ Summer __ Fall __ Spring Year _____

INTERNSHIP CHECKLIST: ***Bolded items** must be received by the advisor and included in the Internship Folder for each student.*

BY THE END OF WLEE 391:

- _____ Consult Financial Aid Office about plans for internship.
- _____ Submit **Internship Goals**.
- _____ Submit **resume and cover letters**.
- _____ Research and identify **internship sites**.
- _____ **Select internship sites** and submit cover letter, resume and application to each site as designated.
- _____ **Update advisor** about internship interview progress.

TO MAKE YOUR INTERNSHIP OFFICIAL:

- _____ Attend WLEE Summer internship Meeting in March.
- _____ Submit **professional resume** to advisor.
- _____ Provide advisor with a formal **Internship Job Description** as provided by the agency.
- _____ Secure your advisor's final approval of internship site.
- _____ Complete an **Internship Agreement Form (Appendix C) with attachments and turn in one copy to the Registrar, and one copy to the BC Faculty Advisor**.
- _____ Arrange summer communication plan with advisor.

**All bolded items above must be received by the advisor before the start of the internship.*

DURING THE INTERNSHIP:

- _____ Complete and submit **weekly journal entries**.
- _____ **Communicate as planned** with advisor (or modify plan as necessary).
- _____ Conduct a **mid-term meeting** or phone call with advisor.
- _____ Take part in a **mid-term evaluation** with Agency Supervisor (form in manual).
- _____ Take part in a **final evaluation** with Agency Supervisor.
- _____ **Gather materials for Internship Portfolio**.

POST INTERNSHIP:

- _____ Compose and send a **letter of thanks** to agency.
- _____ Prepare **Internship PowerPoint Presentation**.
- _____ Submit your **Internship Presentation DRAFT** by the last day to add classes of the following semester to your advisor for approval (end of the first week of classes.).
- _____ Assemble **Internship Portfolio**.
- _____ Complete **Final Reflection Paper**.

Presentation Date: _____ **Location:** _____

PRESENTATION (FIRST WEEKS OF SCHOOL):

- _____ Present **Internship Presentation** within the second or third week of classes.
- _____ Attend an additional night of presentations.
- _____ Submit **Internship Portfolio** (Paper, journals, presentation paper/CD, see list in manual).
- _____ Post your PowerPoint Presentation in the Internship Public Folders.

CONGRATULATIONS ON COMPLETING YOUR INTERNSHIP! ☺

**BREVARD COLLEGE
WILDERNESS LEADERSHIP AND EXPERIENTIAL EDUCATION**

**WLEE 391- INTERNSHIP DEVELOPMENT
ADVISOR UPDATE**

Use this form in WLEE 391 to help keep your advisor informed of your progress.

INTERN: _____ **WLEE FACULTY:** _____

WLEE 391: ____ Fall ____ Spring Year _____

WLEE 392: ____ Summer ____ Fall ____ Spring Year _____

INTERNSHIP GOALS: *Describe what you hope to accomplish in your internship.*

INTERNSHIP SITES: *List 3 internship agencies you are seriously considering for your internship, and what benefits each potential site has to offer.*

Site 1:

Agency:
Location:
Description:
Website:

Site 2:

Agency:
Location:
Description:
Website:

Site 3:

Agency:
Location:
Description:
Website:

Benefits:

Benefits:

Benefits:

COMMENTS: *List any questions, concerns, thoughts or special circumstances about your internship that you would like to share with your advisor.*

**BREVARD COLLEGE
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AGENCY EVALUATION OF INTERNSHIP

Please check and submit accordingly:

Mid-term Evaluation _____
**Due at mid-point of Internship*

Final Evaluation _____
**Due at conclusion of Internship*

Student Name _____ **Date** _____

Agency _____ **Ph#:** _____

Intern's Agency Supervisor _____ **Title** _____

INSTRUCTIONS

1. Please rate the intern on each category by checking the number which best describes his/her level of performance.
2. Underline strong points within each category and circle weak points within each category
3. Return this evaluation to the student and (if possible) schedule a meeting to discuss this evaluation. The student will send the evaluation to his/her advisor.

Rating Scale: 5-Excellent 4-Above Average 3-Average 2-Below Average 1-Poor

PART I: WORK HABITS	5	4	3	2	1
<u>DEPENDABILITY</u> Ability to meet schedules, follow through, and attend to instructions.					
<u>ATTENDANCE AND PUNCTUALITY</u> Regularity of attendance; Promptness of reporting to duties; Appropriate and timeliness in handling and reporting absence/time off.					
<u>QUALITY OF WORK:</u> Organization; Attention to detail; Thoroughness; Excellence in content; Quality in presentation of materials.					
<u>INDEPENDENT FUNCTIONING:</u> Ability to perform without constant supervision, to function constructively on own initiative when necessary					
<u>PRODUCTIVITY:</u> Effective use of time, resources and facilities; Appropriate volume and nature of work; Ability to plan and follow through.					
<u>PERSONAL APPEARANCE AND CONDUCT</u> Presents self professionally; exhibits good taste and neatness; clean; no distracting mannerisms; refined and cultured as required by the professional standard of the agency.					

Rating Scale: 5-Excellent 4-Above Average 3-Average 2-Below Average 1-Poor

PART II: AFFECTIVE DEMEANOR	5	4	3	2	1
<u>SOCIAL QUALITIES</u> Is friendly; understanding; helpful; courteous and tactful; interested in others; has ability to get along with others; and understands their problems; empathic.					
<u>LOYALTY AND COOPERATION</u> Cooperates with associates and superiors; upholds agency policies.					
<u>ATTITUDE TOWARD PARTICIPANTS</u> Sympathetic; empathic; helpful; concerned; concern for welfare of participants; has interest, respect and cooperation of participants.					
<u>PROFESSIONAL ATTITUDE</u> Professional approach to job and field of recreation/outdoor education, associates, public and the agency; Ability to comply with established procedures and policies; Enthusiastic worker.					
<u>ATTITUDE TOWARDS LEARNING:</u> Strives for self-improvement; Is willing and able to accept constructive criticisms and suggestions					
<u>EMOTIONAL STABILITY AND SELF CARE</u> Emotionally stable; exhibits self-care					
PART III: COMMUNICATION SKILLS	5	4	3	2	1
<u>INTERPERSONAL COMMUNICATION:</u> Ability to communicate effectively with other staff members; ability to secure acceptance of ideas, methods, procedures, and plans by other staff members; Consideration of other's viewpoints.					
<u>COMMUNICATION WITH CLIENTS</u> Understands the community or population being served; relates and communicates with population appropriately					
<u>WRITTEN COMMUNICATION:</u> Degree of ability to clearly express thoughts on paper, reports, projects.					
<u>VOICE AND SPEECH</u> Is clear and distinct; good inflection and modulation; easy to understand; uses correct pronunciation; free from irritating mannerisms.					
PART IV: LEADERSHIP AND TEACHING	5	4	3	2	1
<u>GROUP MANAGEMENT SKILLS</u> Has general mastery to facilitate groups; able to motivate; maintains appropriate leader to participant relationship; able to facilitate group development.					
<u>DEMONSTRATES QUALITY TEACHING SKILLS</u> Makes adequate plans; plans ahead; selects appropriate material to fit populations being served; organizes materials, demonstrations and activities well; uses appropriate teaching progressions; provides quality atmosphere for learning and participation.					
<u>DEMONSTRATES QUALITY LEADERSHIP</u> Selects appropriate leadership style to fit population, setting, activity and goals of program.					
<u>JUDGEMENT AND PROBLEM-SOLVING SKILLS</u> Makes responsible decisions based on experience; Able to identify, acknowledge and evaluate problems and effective solutions.					

Rating Scale: 5-Excellent 4-Above Average 3-Average 2-Below Average 1-Poor

PART V: JOB SPECIFIC SKILLS AND KNOWLEDGE	5	4	3	2	1
<u>KNOWLEDGE OF AGENCY</u> Has a good understanding of agency's organizational culture; supports that culture through actions.					
<u>KNOWLEDGE RELATED TO INTERN'S RESPONSIBILITIES</u> Exhibits understanding and working knowledge of content; adequate theoretical knowledge of recreation/outdoor education services being provided to participants.					
<u>PHYSICAL HEALTH</u> Has good general physical condition; maintains physical self; able to carry workload with energy reserve.					
<u>TECHNICAL SKILLS</u> Proficient in technical skills required for the position.					
PART VI: OVERALL RATING	5	4	3	2	1
Overall rating of intern's performance					

ADDITIONAL INFORMATION

If necessary, please provide additional information not included in the above section. You may also use this space to summarize the student's overall performance. Please state how you feel this student ranks as a professional in the field.

SUGGESTIONS FOR IMPROVEMENT

Please share concrete suggestions for the intern to improve upon his/her performance in this position.

Intern's Signature _____

Date: _____

Agency/On-Site Supervisor Signature _____

Date _____

Date Received by Brevard Faculty Supervisor: _____