

**Department of Health, Physical Education,  
Recreation, and Coaching  
College of Education  
University of Wisconsin - Whitewater**

**PEPROF-493  
Internship In Health, Human Performance, & Recreation  
Program Memorandum/Syllabus**

**Prerequisites: PEPROF 209 Investigating Community Professions in Physical Education, within 9 credits of completing major and minor, application materials filed by due dates semester prior to placement, and consent of Program Coordinator.**

**For Clinical Placement or University Placement a 3.0 GPA is required.  
(For example, cardiac rehabilitations, strength & conditioning, or recreation sports)  
Placements with non-staffed/drop-in facilities will not be approved**

**\*Due dates for internship proposals (resume, G&O, site agreement)**

**Fall: March 14    Spring: October 14    Summer: March 1  
(read on for more info)**

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures " [UWS Chapter 17]).

## Table of Contents

<b>Introduction</b> .....	2
<b>Prerequisites</b> .....	2
<b>Variable Credit/Required Hours</b> .....	2
<b>Goals and Objectives of Internship Program</b> .....	3
<b>Student Role</b> .....	3
<b>Agency Supervisor Role</b> .....	4
<b>University Coordinator Role</b> .....	5
<b>Locating an Internship Site</b> .....	6
<b>Grading Policies</b> .....	7
<b>Description of Assignments and Documentation</b> .....	8
<b>Resume</b> .....	8
<b>Goals and Objectives</b> .....	8
<b>Internship Site Agreement Form</b> .....	10-12
<b>Major Project Outline</b> .....	13-15
<b>Evaluation of Major Project</b> .....	16
<b>Agency Organization Analysis Paper</b> .....	17
<b>Bimonthly Papers</b> .....	18
<b>Midterm Progress Report</b> .....	18-21
<b>Student Final Evaluation &amp; Survey</b> .....	22-25
<b>Supervisor Final Evaluation</b> .....	26-28
<b>Due Date Worksheet</b> .....	29
<b>What to do to Set Up Your Internship Program</b> .....	30
<b>Suggestions for Student Orientation to Agency</b> .....	31

## Introduction

The internship is a culminating learning experience for students studying in the fields of health, physical education, or recreation. This experience allows students the opportunity to practice the application of theory and apply the knowledge acquired through academic preparation, while learning skills of an entry level practitioner. Experience at an internship site offering health, physical education or recreation services not only draws on major and minor course offerings, but makes possible the integration of course work from all fields of study in the development of professional skills.

The internship is an in-depth supervised work and study experience, preferably at the supervisor or mid-management level, where the student has a degree of responsibility for planning, directing and supervising the work of others. In addition, the student selects, with the guidance of the agency supervisor, a major project for which she/he has total responsibility. The desired result of this course design is to stimulate good judgment and sound decision making while improving problem solving, communication, human development and relation building skills.

**Prerequisites:** Students should have substantial background in coursework related to their chosen field of study. It is recommended that students complete PEPROF 209 two semesters prior to internship. Students participating in internship must have Junior or Senior standing in the university, and obtain the consent of Dr. Karen Barak, Program Coordinator, by submitting papers that propose the internship on time. These papers do not constitute an agreement until they are signed by both the agency and the program coordinator. Submission of papers does not constitute a guarantee of acceptance. Some field study agencies may require items above and beyond those required by the university (such as but not limited to proof of insurance, physical examinations, immunizations, certifications, grade point averages). If additional requirements are necessary to satisfy placement at an internship site, the student and agency must establish whether or not requirements have been met.

**Variable Credit/Required Hours:** Fifty (50) hours of internship service should be planned for each unit of study desired. Be certain to consider and set aside time needed for personal errands, sickness, holiday vacations, or other business. *A maximum average* of 40 hours per week may be scheduled on your site agreement. *A minimum* site stay of 10 weeks is required for 6 units of internship. Students must be *registered* for the internship course in order to begin counting internship hours. As an intern, students are entitled to any holiday scheduled by the university, *however it is up to the student to clear these absences with your agency supervisor using the appropriate advance notice required of all professionals of that agency. Supervisors are not obligated to grant your request for time off.* Days which were planned for work, but turn in to absences do not count toward the internship hours. Days spent at professional conferences or meetings as part of internship are credited toward internship service, and are encouraged as part of the experience. Time spent preparing papers for your internship count toward your internship hours.

## Goals and Objectives of Internship Program:

- I. To provide the student with the opportunity to integrate and connect academic materials to the world of the practitioner, while building professional skills in an agency of health, physical education or recreation services.
  - a. to acquire leadership experience in a professional setting by participating in daily operations and by planning and implementing a major project.
  - b. to gain an overview of the organizational operation including its philosophy, clientele relations, staffing and personnel patterns, administration policies, and budgeting processes.
  - c. to gain experience with communication skills; writing memos, reports, or proposals; speaking to individuals and groups, at meetings, or programs; and computer communications as applicable.
  - d. to acquire experience in applying concepts of human development and education by maintaining appropriate professional relationships with co workers, and agency's clientele.
  
- II. To provide the opportunity for the student to learn from a qualified and experienced professional in the field, who can facilitate the learning process and assist in identifying student strengths and weaknesses.
  - a. to identify a path of professional development appropriate for the internship student.
  - b. to provide consistent level of professional supervision, guidance, and evaluation.
  - c. to place students with supervisors who have an earned degree in a related field of study, and significant work experience.
  
- III. To provide the agency with unique opportunities of sponsoring an internship student.
  - a. to provide an entry level, professionally trained personnel resource for a specifically designated period of time.
  - b. to provide the opportunity for the agency and the supervisor to develop their own profession by contributing to the training of a future colleague.
  
- IV. To provide the university with the unique opportunities of sponsoring an internship student.
  - a. to maintain current knowledge of practical situations encountered in the professional practice.
  - b. to receive feedback for potential curriculum development.

**Student Roles:** In the rare case that a student does not fulfill role expectations in relation to professional conduct, university expectations, or personal arrangements, removal from the internship placement and assignment of failing final grade may occur.

### Student Role in relation to professional conduct:

1. Become familiar with and adhere to agency policies and practices, as do other professional employees.

2. Neat and clean grooming and dress which is appropriate for the job tasks to be performed are necessary at all times.
3. Arrange mutually agreeable work assignments with agency supervisor.
4. Perform assignments and responsibilities to the best of your ability.
5. Consult your supervisor if you encounter a problem.
6. Work the agreed upon hours, including weekend, holiday, or evening hours.
7. Take opportunities presented to develop professional skills and abilities. Integrate this learning with previous knowledge.
8. Follow the policy and duties outlined by the agency, meeting all scheduled commitments and arrangements made in connection with internship assignments.
9. Share your ideas and knowledge with agency personnel.
10. Be supportive of the agency's leadership and programming methods.

**Student Role in relation to university expectations:**

1. Make arrangements with the university internship coordinator for internship the semester prior to your participation (see specific due dates for submissions).
2. Know what is expected of internship students as outlined in this guide.
3. Know the due dates for assignments and submit them accordingly.
4. Maintain personal copies of reports submitted to university coordinator.
5. Arrangement for personal liability insurance if the agency does not provide such coverage to internship students.
6. Contact the university coordinator if questions arise which require clarification.
7. Assist in arranging a visit from the university coordinator with you and your supervisor at your internship site. This visit will consist of:
  - a. A brief meeting between you, your supervisor, and university coordinator to discuss the progress of the internship
  - b. Observation of the site facilities and programs.

**Student Role in relation to personal arrangements:**

1. Register and pay fees for course units.
2. Arrangement for food, housing, transportation to and from the agency site, and other living expenses.
3. Arrange personal liability insurance if the agency does not provide such coverage to internship students.
4. Schedule outside activities at a level appropriate to the time you have committed to your internship. Internship is an intensive experience, and outside course loads, sports, and work have been known to interfere.
5. Make arrangements for any salary, stipend, or scholarship with the internship agency you select. Level and rate of payment is up to the internship agency, and is not required of the agency by the university.

**Agency Supervisor Role:**

1. Have initial conference with the student to determine what type of learning experience will be mutually beneficial and rewarding and will provide challenge, growth, and success for the student.
2. Review student-developed goals and objectives to verify their feasibility of achievement within the agency. Goals and objectives which cannot be achieved within the agency should be returned to the student for revision. It is not the role of the agency supervisor to draft the student's goals and objectives; this is the student's responsibility.

3. Inform the student of and monitor compliance to additional/unique requirements of the agency for participation in the internship, such as but not limited to proof of insurance, physical examinations, immunizations, certifications, grade point averages, or other requirements during the initial meetings to arrange the internship.
4. Indicate acceptance of the student as an intern worker by completing the "Internship Proposal/Agreement" form.
5. Consult with the university coordinator as necessary. Most communications will be completed by phone or mail because of limited staff and resources.
6. Inform the university coordinator of serious absenteeism or emergencies that occur involving/affecting the students during the internship.
7. Prepare the agency staff for the arrival of the student to encourage integration at all appropriate levels as a fully functioning professional participant in agency activities, projects, and programs.
8. Orient the student to the philosophy, policies, programs, and services provided, and instruct student on personnel policies.
9. Provide necessary program supplies, equipment, and work space for activities conducted by the student worker.
10. Inform student as to their liability insurance coverage available through the agency.
11. Confer with the student at least once a week to arrange schedules, discuss work performance and to analyze problems.
12. Complete a "midterm progress report" and a "final evaluation" which are included in this guide for the student. These reports should be discussed with the student, then forwarded to the university coordinator. The student's final grade can not be submitted until all documentation, these reports included, are submitted.
13. Cooperate with the university in evaluating the internship program and provide input into the curricular development process. Suggestions to better prepare students are welcome and desired.

**University Coordinator Role:**

1. Monitor the student's experience and be available for consultation with either student or agency supervisor. This may in some cases be shared with other faculty on an assigned basis and will generally be done by phone or mail.
2. Oversee the student's curricular program to ensure the student has adequate preparation prior to the internship. This responsibility is shared with the student's advisor.
3. Assist the student to prepare for internship by clarifying the internship procedures, describing the evaluation process and review the student's proposed goals and objectives.
4. Advise the student in identifying, evaluating, and selecting an internship site.
5. Advise agency supervisor on internship procedures and the selection of acceptable internship work assignments.
6. Review proposed internship work assignments to assess the amount of credit allowable for the internship experience.
7. Supervise arrangements for and give final approval to internship placement assignments.
8. Serve as liaison between the agency and the University.
9. Upon completion of the internship, review all assignments and documentation submitted by student, and based on this information, assign the student a final grade.

## Locating a Site

Prior to contacting agencies, students should give thought to the goals and objectives that they wish to accomplish during the internship experience. Some goals and objectives can be better accomplished at one agency than another, so it is important to have an idea of purpose as the internship site is being selected. Specific skills, clientele or programs identified in goals and objectives may influence the choice of the internship site. The development of goals and objectives are discussed later in this manual.

Once goals and objectives have been completed, a resume will be developed by the student. The student should have several copies of the final product, one for the university coordinator, one for each potential internship site, and one for a personal file. The resume can highlight student strengths to the potential internship site supervisor. At this point, contacting specific agencies in regard to the availability of internship placement is appropriate. If the student has an agency in mind, work may begin with them to arrange study. If the student does not have an appropriate agency in mind, a directory of possible sites is available from the coordinator of internship. This directory is for office use only; schedule an appointment to guarantee availability.

After phone contact has been established with an agency, a meeting or interview should be arranged between the student and the agency supervisor, so that both can judge the appropriateness of internship placement. The student should provide the supervisor with their resume in advance, and bring to the meeting the intended goals and objectives for the internship and information as to the expectations of the agency by the university, as outlined in this manual. Any agency may refuse a student seeking intern work; therefore it is important for the student to prepare and present themselves in a professional manner. Students must contact any agencies with which they have decided not to work. A short letter thanking them for their time is appropriate and helps maintain a good professional image with that agency.

If internship is mutually agreeable, the supervisor should complete the internship site agreement form, and return it to the university coordinator. The student should submit a final copy of goals and objectives to the university coordinator. If these two documents are appropriate, internship site will be approved by the university coordinator at this time. Before the internship can begin, the internship agreement form and student goals and objectives must be approved by the university, and the student must be registered for PEPROF 493. Final approval comes from the university coordinator. See the procedural checklist later in this booklet for a condensed summary.

### Examples of sites

City Parks & Recreation Departments	Retirement Centers
Wisconsin Department of Natural Resources	YWCA, YMCA
Private or Corporate Fitness Centers	Boys & Girls Clubs

## Grading Policies:

Papers worth 15 points or less:

1. 3 points deducted per day late, weekends included
2. 3 points deducted if not typed
3. 2 points deducted if messy
4. 5 points deducted if disorganized or unclear  
(includes consideration of proper grammar, etc.)

Papers worth more than 15 points:

1. 10 points deducted per day late, weekends included
2. 10 points deducted if not typed
3. 8 points deducted if messy
4. 15 points deducted if disorganized or unclear  
(includes consideration of proper grammar, etc.)

### Grading Scale

		6-12 units	3-5 units
A	90-100%	239-265 points	184-205 points
B	80-89%	212-238 points	164-183 points
C	70-79%	186-211 points	142-163 points
D	60-69%	159-185 points	123-141 points
F	50-0%	0-158 points	0-122 points

A final grade can not be submitted until ALL assignments are completed, whether or not any points are earned. In the rare case that a student does not fulfill role expectations in relation to professional conduct, university expectations, or personal arrangements, removal from the internship placement and assignment of failing final grade may occur.

### Assignments due:

	6-12 units
Resume	5 points
Goals and objectives	20 points
Site agreement	10 points
Midterm progress report	10 points
6 bi monthly papers	60 points (10 pts ea.)
Major project outline	20 points
Evaluation of project	40 points
Agency organization analysis paper	60 points
Student final evaluation	20 points
Supervisor final evaluation	<u>20 points</u>
<b>TOTAL POINTS</b>	<b>265 POINTS</b>
	3-5 units
Resume	5 points
Goals and objectives	20 points
Site agreement	10 points
4 bi monthly papers	40 points (10 pts ea.)
Major project outline	20 points
Evaluation of project	40 points
Agency organization analysis paper	30 points
Student final evaluation	20 points
Supervisor final evaluation	<u>20 points</u>
<b>TOTAL POINTS</b>	<b>205 POINTS</b>

## **Description of Assignments and Documentation**

### **Resume:**

The resume is an indication of the skills you possess, and is a standard portion of the application process for professional positions. It is important that this document be painstakingly perfect; as you would submit for your first career position. This can assist the supervisor in determining what areas of growth are appropriate for an individual; which skills have been built at the foundation level, where additional training is needed, and where a student requires minimal guidance.

There is not a required format for the resume, however it should communicate your skills and background in a clear and professional manner. If assistance is desired in developing this document, you may wish to schedule an appointment with Career Planning and Placement.

### **Goals and Objectives:**

The ability to establish goals and objectives as well as set priorities on them is a key element in the successful completion of an internship experience. Begin your goal setting assignment with a brief description of your preparation for the internship you desire, and indicate how the internship can contribute to your professional career goals. It is easy to get caught up in day to day activities of an operation, which always seem to demand immediate attention. These activities can draw attention away from those tasks and activities which might be more important to the core of the learning experience. A list of goals and objectives serves to pull us back on task as we deal with the routine disruptions which occur. Goals are brief written statements that express broad philosophical intentions or values. Often it may be impossible to achieve them fully, yet they serve to remind the student of his\her intended purpose and priorities in the internship experience. A few examples are:

- To become a proficient public speaker
- To write clear, concise business letters and memoranda.
- To competently manage budgets and financial resources.
- To successfully lead recreational participants.
- To become a proficient organizer of fitness programs.

Objectives are statements of intent that are attainable within a predetermined period of time, descriptively more specific than goals, and their completion is measurable. An objective is more detailed, action-oriented subdivision of a goal. An example of a goal and its related objectives follows.

Goal- To develop skill in program planning.

Objectives:

1. To plan an evening special event.
2. To plan and operate an adult round robin tennis tournament.
3. To prepare and teach a physical fitness program for senior citizens.
4. To prepare daily activity plans for a six week play ground program.

Rank order the goals according to importance, and then rank order the objectives under each goal. Decisions can be made to add or drop certain goals and objectives for a variety of reasons. The decision to add, revise, or drop goals or objectives is much easier if goals are prioritized. Develop up to four learning goals with at least three objectives for each goal, based on your previous preparation and career goals. They are to be submitted in proper typed form to the university coordinator before the internship experience can begin. The coordinator will assess whether they are realistic learning experiences. The student should also share these with the agency supervisor. The supervisor will know best whether they are achievable.

### **Internship Site Agreement Form and Agreement Between UWS Board of Regents on Behalf of UW-Whitewater:**

This form is found in the following section of this guide, and is to be filled out by the agency supervisor and internship student. Once completed it is turned in to the University coordinator. This document provides all parties involved the opportunity to assess the type of work study experiences available within a particular agency, and what types of work the student might expect to encounter. Work should be beneficial to both the student's learning and the agency's operation. A brief description is adequate. Determination of the percentage of time spent on each task IS NOT required. In order to gain an adequate overview of the organization a student will most likely participate in tasks that some professionals do not (for example receptionist duties). However, it is expected that the majority of tasks will provide the student with professional, mid-management work experiences. The site agreement form must be approved by the university coordinator prior to internship beginning.

# Internship Site Agreement Form: Health, Physical Education, Recreation

(page 1 of 3)

**Student** \_\_\_\_\_ ID# \_\_\_\_\_ Phone \_\_\_\_\_  
Campus Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

**Agency Supervisor** \_\_\_\_\_ Title \_\_\_\_\_  
Educational Degree & Institution (Bachelor's required) \_\_\_\_\_  
Length of service in your field (2 year minimum required) \_\_\_\_\_ e-mail \_\_\_\_\_

**Internship Agency** \_\_\_\_\_ Phone \_\_\_\_\_  
Agency Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

*If this box is checked by agency a background check must be successfully completed before Internship begins.*

**DO NOT LEAVE BLANK-see Internship program memorandum/syllabus for more information:**

Starting Date \_\_\_\_\_ Termination Date \_\_\_\_\_ Salary \_\_\_\_\_ **Spring Only**  
Number of hours per week \_\_\_\_\_ Number of weeks \_\_\_\_\_ Total hrs \_\_\_\_\_  *Work Spring Break*  
 *Off Spring Break*

**Duties to be assigned during Internship (or attach job description).**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

This agency hereby accepts the above named student as a student trainee and/or employee for the time indicated and under the Internship plan listed above.

Agency Representative Signature \_\_\_\_\_ Date \_\_\_\_\_

Return to: Karen Barak, Internship Coordinator Health Physical Education and Recreation  
University of Wisconsin Whitewater; 121 Williams Center  
Whitewater, Wisconsin 53190

Phone: (262) 472-3716 office (262) 472-1140 secretary E-mail: Barakk@uww.edu

Number of Internship units assigned: \_\_\_\_\_

The University hereby accepts the above named student as a student trainee and/or employee at the agency stated herein and agrees with the terms stated herein.

**University coordinator Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**AGREEMENT BETWEEN THE BOARD OF REGENTS OF THE UNIVERSITY OF  
WISCONSIN SYSTEM ON BEHALF OF THE UNIVERSITY OF WISCONSIN-  
WHITEWATER AND FOR THE CONDUCT OF AN INTERNSHIP EDUCATION  
PROGRAM**

(page 2 of 3)

This agreement is between the Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin-Whitewater (hereinafter referred to as "University") and \_\_\_\_\_ (hereinafter referred to as "Facility").

In consideration of the mutual benefits to the respective parties, any and all departments of the University wishing to enter into a clinical education program with the Facility, and the Facility agree to the terms set forth below.

**THE UNIVERSITY AGREES:**

1. That each school or college of the University wishing to participate in a clinical education or field placement with the Facility will annually provide the Facility with a Program Memorandum, detailing the academic content of the proposed program. Upon acceptance of the Program Memorandum as provided hereafter, it shall become a part of this agreement and shall be incorporated by reference. The Program Memorandum will include discussion of program concepts; the controls which the University and the Facility may exercise or are required to exercise; the rights of the Facility to send representatives to review the University's qualifications of those students and the schedules of those students; and/or any other matters pertaining to the specific program proposed by the department.
2. To recognize within the extent and limitations of Secs. 895.46 (1) and 893.82, Wis. Stats., that the State will pay judgments for damages and costs against its officers, employees and agents arising out of their activities while within the scope of their assigned responsibility in the program at the Facility.
3. To provide the Facility with a listing of students who will be participating under the program and to update that listing periodically.

**THE FACILITY AGREES:**

1. To review any program memorandum concerning any clinical education or internship placement program which is submitted by a school or college of the University of Wisconsin-Whitewater. Upon review, the Facility will notify the school or college of its acceptance or rejection of the academic program proposal.
2. Not to accept students as participants unless the student is certified as a program participant in writing by the appropriate internship work coordinator of a particular University school or college.

THE UNIVERSITY AND THE FACILITY JOINTLY AGREE:

1. That there shall be no discrimination against students on the basis of the students' race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.
2. That the State will indemnify University employees, officers, and agents (students in training required for credit program and/or for graduation) against liability for damages arising out of their activity while acting within the scope of their respective employment or agency, pursuant to Secs. 895.46 (1) AND 893.82, Stats.
3. That the Facility will indemnify its employees, officers and agents against liability for damages arising out of their activity while acting within the scope of their employment or agency, either by providing insurance or for political subdivisions of the State of Wisconsin pursuant to Sec. 895.46, Stats.
4. By executing this agreement neither the University nor the Facility waives any constitutional, statutory or common law defenses, nor shall the provisions of agreement create any rights in any third party.
5. This agreement shall be construed and governed by the laws of the State of Wisconsin.

Insert agreement start date  
on line in text below. Date  
must be on or earlier than  
intern start date.

TERMS OF AGREEMENT: This agreement shall be for a term of two years, commencing \_\_\_\_\_ . It may be terminated solely by written notice, one year in advance, by either party to the designated agent of the other.

Program Memoranda presented by the University and accepted by the Facility shall be for a term of no longer than one year. They may be renewed upon mutual agreement. Such program Memoranda do not require the further approval of either party provided they contain provisions relating solely to program arrangements and content.

All such Program Memoranda must be approved by the respective school or college within the University. Such Memoranda shall be effective for a period of one year.

All fully executed Program Memoranda shall be incorporated by reference and become a part of this agreement if not inconsistent in any manner with this agreement.

FOR THE BOARD OF REGENTS OF THE  
UNIVERSITY OF WISCONSIN SYSTEM

FOR THE FACILITY

\_\_\_\_\_  
Signature of Authorized Official      Date

\_\_\_\_\_  
Signature of Authorized Official      Date

Karen L. Barak, HPRC Field Coordinator  
Name and Title (type or print)

\_\_\_\_\_  
Name and Title (type or print)

—

I agree that a facsimile or copy shall serve as the original signed document

## **Major Project Outline:**

The student selects, with the guidance of the agency supervisor, a major project for which they have total responsibility. The desired result is a contribution to the agency and to the stimulation of good judgment, sound decision making, improving problem solving, communication, human development and relation building skills for the student. Major projects come in a variety of forms, and will depend somewhat on the particular student and agency involved. The major project should mutually benefit the agency and the student and should be approved by the agency supervisor. Often times agency supervisors can provide ideas from which a student can select an individual project.

Examples of projects have included designing and implementing programs for clients such as a tri-athlon, an after school program, or designing and implementing summer softball league volunteer training. Other possibilities might include development of a new marketing strategy, or an extensive client needs assessment. Your internship may require that you complete multiple projects while you are there. If so, choose ONE of the projects to write about as your major project.

The form for major project outline is included on the following page of this guide. The questions on the form should be addressed by the student either by typing on the form, or by typing a separate response sheet. These responses should be signed by the agency supervisor, and returned to the university coordinator no later than the third week of internship.

## Example of a Major Project Outline

**Project Title:** Senior's Day Out On The Town

**1. What need has been expressed for this type of project? Who will benefit from this project?**

Recreation programmers noticed a gap in their program offerings for senior citizens. There are a large group of seniors in town, and this program will benefit their quality of life. Also, some seniors have called to ask about enrolling in programs.

**2. What is the major goal of this project. Identify the corresponding objectives.**

To create a fun program for community senior citizens

To develop friendships between senior citizens in the community

To have interesting locations for the Day Out on the Town

To create the opportunity for mature adults to participate in their community

**3. How will this project contribute to your internship goals and objectives?**

One of my internship goals was to learn more about designing, implementing, and leading programs with a group of participants with whom I have never worked before. This project will allow me to be involved in all of these aspects.

**4. Develop a timeline indicating when you will begin work on the project, when the project will be completed (including the evaluation or follow up required), and the major steps which must occur between these points in time for success.**

Jan 22 - Develop program idea Feb 1 Begin to develop event calendar Feb 8 – Attend Senior meeting to get input Feb 10 – 28. Recruit volunteer staff, confirm Day Out locations, develop budget, develop marketing plan. March 1 – 31 Implement marketing plan, open registration. April 1 – 30 – Run 4 Day Out Program Sessions. May 4: Tabulate program evaluations. May 12; Present program report to agency.

**5. Which of the following areas will be of particular importance to you in carrying out this responsibility? If there are others, list them.**

Publicity and promotion, Registration, Fee collection, Recruiting volunteers or staff, training staff, budgeting, equipment purchase, fundraising, facility arrangements, developing administrative forms, reporting and documenting results

All except fundraising will be involved in my project

**6. How (other than personal intuition) will you evaluate the success of this project?**

Participant evaluations will be given to those who register for this program. Also, we have set a target of 30 participants for this program to be successful.

student signature \_\_\_\_\_ supervisor signature \_\_\_\_\_

## Your Major Project Outline

**Project Title:** \_\_\_\_\_

1. What need has been expressed for this type of project? Who will benefit from this project?
  
2. What is the major goal of this project. Identify the corresponding objectives.
  
3. How will this project contribute to your internship goals and objectives?
  
4. Develop a timeline indicating when you will begin work on the project, when the project will be completed (including the evaluation or follow up required), and the major steps which must occur between these points in time for success.
  
5. Which of the following areas will be of particular importance to you in carrying out this responsibility? If there are others, list them.  

Publicity and promotion, Registration, Fee collection, Recruiting volunteers or staff, training staff, budgeting, equipment purchase, fundraising, facility arrangements, developing administrative forms, reporting and documenting results
  
6. How (other than personal intuition) will you evaluate the success of this project?

student signature \_\_\_\_\_ supervisor signature \_\_\_\_\_

**Evaluation of Major Project:**

It is important to reflect on the activities which are undertaken in order to recognize what has been learned from them. These evaluation questions can serve as a guide for reflecting thought regarding the major project. A report should be written up and submitted to address the questions on this form. There is not a length requirement for this paper, just the requirement that responses indicate thought and thoroughness in consideration to the questions. On the average these reports are 4-6 pages. This evaluation is in addition to the tool which you decide to use through the agency to determine your project's success.

**Major Project Evaluation**

1. What was your role in the planning of this project?
2. What equipment, supplies, skills or knowledge, was needed to organize your work?
3. Was the project successful? What was its biggest success?
4. What difficulties did you encounter? Looking back, could these be avoided, or is it just part of the process?
5. Did the project achieve its goal/s and objectives?
6. Did the project meet your expectations? Should it be done again?
7. What did you learn from working with this project?
8. Other comments.

## **Agency Organization Analysis Paper:**

### 6-12 units

This paper provides an overview of the organizational structure and operation of the internship agency. Each of the questions should be addressed in a paper which will range from ten to fifteen pages in length. Your comments, thoughts and analysis regarding these questions are the main concerns for this paper. In addition to your paper you may attach an appendix with materials to support or demonstrate your comments.

### 3-5 units

The purpose of the paper is the same. Do not respond to questions 3 and 6. The final paper will range from five to eight pages in length. You may add an appendix to attach supporting materials.

## **Organizational Analysis**

1. Develop an organizational chart of the organization (or use an existing one). Is the informal structure similar to the formal structure? Discuss.
2. Discuss philosophy, goals, and objectives of this agency.
3. Develop two job descriptions for agency personnel. (Perhaps you and your supervisor) What is the overall relationship of these two positions to the organization?
4. What types of programs/services/products are provided by the organization? By your department? If department and overall agency services/products differ, how do they complement each other?
5. Where does the organization obtain funds? How does the budgeting process operate? Discuss.
6. How are professional personnel recruited in this agency? What are the training and development policies for personnel and how does it effect the organization? What would be the routine for a job candidate invited to the organization? Are tests, certifications, skills, personality, or other items important considerations in hiring? What consideration must be given to Equal Employment Opportunity Commission guidelines when hiring? How does this affect the process?
7. Who are the clientele for this organization? What are the characteristics of this group?
8. What type of public relations and marketing techniques are used by this agency?
9. What evaluation practices are used for programs? personnel? budgets? others?

**Bimonthly Papers:     6-12 units: 6 papers / 3-5 units: 4 papers**

The student should submit papers to the university coordinator every two weeks during the internship experience. The six highest grades will be counted toward the final grade. The quality and depth of the report informs the university coordinator of how things are progressing, and should therefore be quite thorough. The first report should cover information about your orientation. An average length is 3 pages. There are four major subject areas to be reported:

- a) Activities engaged in - Not just a chronological listing of assignments, but a somewhat more in-depth explanation of the major involvement during the reporting period.
- b) Problems encountered - Both major and/or minor problems with which you were confronted. Hopefully, there will not be many major problems. With some analysis you can point out areas of potential problems and how they were avoided.
- c) Insights gained - What's new? Did you learn something new this week? How can you use it in the future? If nothing new, were there vague ideas that became clearer? Do you feel more confident? If so, in what situations?
- d) Next weeks' to do list - Prepare a list of things to do for the next two weeks. Don't list routine items, rather list everything that is important and needs to be remembered (to see, to telephone, to follow-up, to think about, to decide, to write, to prepare, etc.) Don't worry about completing every item on the list. Be flexible. It is expected that all items will not be completed and therefore, items should be prioritized to ensure that the most important things are accomplished.  
The ABC method is a helpful technique for setting priorities. List the items to be completed, then in front of the most important items place an A, those of lesser importance indicate with B, and items of least importance with C. The list can be broken down further by placing numbers after the letters (A-1, A-2, A-3, B-1, B-2, etc.) Use of this method will prevent your becoming bogged down on low priority activities.

All weekly reports submitted to the coordinator must be neatly typed in proper grammatical form. Reports must be numbered in chronological order, titled "Internship Weekly Report \_\_," and dated. Failure to submit reports on time does affect the student's final grade as indicated in the grading section.

**Midterm Progress Report:**

Submitted only for students enrolled for 6-12 units.

The midterm progress report is completed by the agency supervisor, and is similar to the final evaluation, but includes some items which serve as markers of achievement to designated internship tasks. This evaluation can assist in pointing out strengths and weaknesses of a student in their professional capacity. Every practitioner should have a professional development plan, since no one is perfect. Areas of development should be indicated on this evaluation, not necessarily indicating remedial work, but opportunities for professional advancement. If there are areas where additional work is needed, the midterm evaluation can serve as an opportunity for identifying these areas. This may be the time to re-prioritizing internship goals and objectives, or tasks to be completed if necessary. For areas where the student is excelling, the midterm evaluation provides the opportunity to make note of these accomplishments and their importance to the organization. Once the agency supervisor has completed the midterm evaluation, a discussion of the evaluation should occur between the student and supervisor. Once this has occurred the evaluation should be submitted to the university coordinator.

## Midterm Evaluation

Several professional performance traits are to be evaluated by the agency supervisor in the following section. Please identify the student's level of performance and your suggestions for professional growth in these traits. Reflect carefully upon the student's work, and make a brief judgment of his/her performance by circling the appropriate number on the scale. Please discuss the evaluation with the student prior to submitting to the University Coordinator.

- 1 = Outstanding student.
- 2 = Good student.
- 3 = Average student.
- 4 = Poor student.
- 5 = Would not place this student again.

Student _____	ID# _____
Agency Supervisor _____	
Internship Agency _____	Phone _____
Agency Address _____	City _____ Zip _____

### 1. Personal Habits

Attention to appearance, including suitability of attire and grooming.

Level of Performance            1        2        3        4        5

Comments and Suggestions for growth:

### 2. Responsibility:

Dependability. Ability to meet schedules, follow through, and attend to instructions.

Level of performance            1        2        3        4        5

Comments and Suggestions for growth:

### 3. Attitude:

Loyalty, interest, and approach to job, associates, public and the agency. Ability to comply with established procedures and policies.

Level of performance            1        2        3        4        5

Comments and Suggestions for growth:

## 4. Judgment:

Possesses common sense. Distinguishes important from unimportant. Tact. Makes responsible decisions when problem solving.

Level of performance            1            2            3            4            5

Comments and Suggestions for growth:

## 5. Attendance and punctuality:

Regularity of attendance, promptness of reporting, absences tardiness and time off for illness or personal business, clock watching.

Level of performance            1            2            3            4            5

Comments and Suggestions for growth:

## 6. Quality of work:

Organization. Thoroughness. Soundness of decisions. Foresight.

Level of performance            1            2            3            4            5

Comments and Suggestions for growth:

## 7. Human Development and education:

Rapport. Ability to handle groups effectively. Maintains discipline in leadership situations without sacrificing enjoyment of experience. Effectively contributes to growth of participants.

Level of performance            1            2            3            4            5

Comments and Suggestions for growth:

## 8. Knowledge and understanding:

Possesses adequate knowledge and skill commensurate with academic training in area of health, physical education, or recreation. Understands the value of agency's service for the particular participants.

Level of performance            1            2            3            4            5

Comments and Suggestions for growth:

## 9. Productivity

Use of time and facilities. Volume and nature of work produced. Planning and follow through.

Level of performance	1	2	3	4	5
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Progress toward student goals

Level of performance	1	2	3	4	5
----------------------	---	---	---	---	---

Progress toward major project

Level of performance	1	2	3	4	5
----------------------	---	---	---	---	---

Comments and Suggestions for growth:

#### 10. Familiarity with organization

Has taken opportunities to review budgeting, staffing, policies, goals and philosophies of organization.

Level of performance	1	2	3	4	5
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Comments and Suggestions for growth:

#### 11. Communication skills

Effectiveness in writing. Speaking while teaching or leading. Presentations. Keeps appropriate contact with supervisors, coworkers. Informs as necessary. Computer skills.

Level of performance	1	2	3	4	5
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Comments and Suggestions for growth:

#### 12. Feel free to offer additional observations.

Return to:

Karen Barak, Internship Coordinator  
 Department of Health Physical Education and Recreation  
 University of Wisconsin Whitewater  
 121 Williams Center  
 Whitewater, Wisconsin 53190

Phone: (262) 472-3716 office  
 (262) 472-1140 secretary  
 E-mail: Barakk@uww.edu

## **Student Final Evaluation & Survey:**

The student is to submit the final evaluation report within five days after the termination of the internship experience. The final evaluation is submitted to the university coordinator and agency supervisor and should cover the following four areas and the survey on the following page:

### Goals and Objectives

How far did you progress in reaching your goals? Try to analyze the reasons for your successes and failures. were your original goals unrealistic? Did the agency lend adequate assistance in helping you achieve your goals? As a result of this experience, how do you now view the goals? Were they compatible with the work assignments given? Would you change them next time? How?

### Accomplishments

Discuss your most significant accomplishment and your most glaring failure during the experience and the lessons and insights you have gained from them. How will you utilize your learning in the future? Were the agency's goals (work assignments) met for the program in which you were involved?

### The Internship Site Agency

Discuss the agency as an internship site. Did they provide you with sufficient guidance and direction? Were adequate resources made available to you to accomplish the work? How could your internship experience have been improved? Would you recommend this internship site to other student? What type of internship experience do you feel this agency is best prepared to give?

### Other

This section is the student's to discuss any other pertinent detail of the internship program: constructive criticism and suggestions are welcome.

## Final Report Survey

How many more semesters will you complete before graduation from UW-W? \_\_\_\_\_ semesters

What is your:

Major: \_\_\_\_\_

Minor: \_\_\_\_\_

Please respond to the following statements by circling the number best representing your response.

- |   |   |   |
|---|---|---|
| T | F | I would be able to prepare a budget for a program that could be run within my internship agency.  |
| T | F | I understand how the budgeting process works at my internship agency.   |
| T | F | I can effectively administer the policies set forth my internship agency (safety policy, daily operating policy, administrative policy, etc.).        |
| T | F | I have identified the qualification, skills, and functions of personnel within my internship agency.  |
| T | F | I can set appropriate goals and objectives for myself, clients, or agency programs.   |
| T | F | I have exercised good judgment and made sound decisions during my internship experience.  |
| T | F | I am able to write memos, reports or proposals to my colleagues at my internship agency.  |
| T | F | I am able to speak to individuals and groups as appropriate for an entry level professional at my internship agency.                                  |
| T | F | I am able to use computers as necessary in my internship agency.  |
| T | F | I can identify needs of agency clients and evaluate how my program (exercise, league play, workshop, or other) meets these client needs.              |
| T | F | I have the ability to motivate clients or participants to continue their participation in positive activities provided by my internship agency.       |
| T | F | I can identify and implement promotional strategies to communicate the importance of the programs and services provided through my internship agency. |

Identify HPRC Department courses which have been a positive influence to your success in your internship agency, or to your pursuit of a career related to Health, Physical Education, or Recreation by putting an X

on the line. Identify HPRC Department courses that you took which will not contribute to your success in your internship agency, or to your pursuit of a career related to Health, Physical Education, Recreation, or Coaching by putting an O on the line. Cross off courses not taken.

**PHYSICAL EDUCATION**

- PEPROF-165 Introduction to Physical Education/Mechanical Pr.
- PEPROF-171 Fundamentals of Flag Football and Team Handball
- PEPROF-172 Fundamentals of Basketball
- PEPROF-173 Fundamentals of Tumbling
- PEPROF-174 Fundamentals of Volleyball
- PEPROF-175 Fundamentals of Bowling and Badminton
- PEPROF-176 Fundamentals of Archery and Golf
- PEPROF-177 Fundamentals of Track and Field
- PEPROF-178 Fundamentals of Soccer and Speedball
- PEPROF-200 Fundamentals of Rhythms
- PEPROF-209 Investigating Community Professions
- PEPROF-210 Fundamentals of Softball
- PEPROF-212 Fundamentals of Apparatus
- PEPROF-213 Fundamentals of Tennis
- PEPROF-215 Fundamentals of Weight Training and Physical Fitness
- PEPROF-240 Theory of Team and Individual Activities
- PEPROF-251 Swimming V (Water Safety Instructor)
- PEPROF-271 Structure and Function of the Human Body
- PEPROF-281 First Aid and CPR
- PEPROF-291 Life guarding
- PEPROF-314 Techniques of Teaching Dance
- PEPROF-324 Techniques of Teaching Gymnastics
- PEPROF-325 Physical Education for the Kindergarten-Primary
- PEPROF-326 Physical Education for Elementary 4-8 Classroom
- PEPROF-327 Motor Programming for Early Childhood
- PEPROF-330 Techniques of Teaching Movement Activities
- PEPROF-340 Team and Individual Sports
- PEPROF-371 Kinesiology
- PEPROF-380 Perceptual Motor Activities for Young Children
- PEPROF-415 Health Appraisal and Exercise Testing
- PEPROF-416 Exercise Prescription and Leadership
- PEPROF-460 Behavioral Aspects of Sport and Physical Activity
- PEPROF-461 Women and Sport
- PEPROF-471 Physiology of Exercise
- PEPROF-472 Advanced Physiology of Exercise
- PEPROF-473 Organization and Administration Physical Education
- PEPROF-475 Adapted Physical Education
- PEPROF-478 Physical Education for Exceptional Children
- PEPROF-480 Fitness Program Operations
- PEPROF-493 Internship

**HEALTH**

- HEALTHED-181 Contemporary Health
- HEALTHED 280 Introduction to Health Promotion & Education
- HEALTHED-340 Intro to Health Issues & Secondary Education
- HEALTHED-341 Yoga & Stress Reduction
- HEALTHED-360 High Level Wellness
- HEALTHED-362 Stress Management
- HEALTHED-382 Elementary Health Education
- 
-



## Supervisor Final Evaluation:

The agency supervisor is given the responsibility of completing this final evaluation of the student's internship. The purpose of this evaluation is to take a professional and personal inventory of the student's strengths and weaknesses as exhibited in this placement, and to provide an instrument for review of student performance by both university coordinator and agency supervisors.

Several professional performance traits are to be evaluated in the following section. Please identify the student's level of performance and your suggestions for professional growth in these traits. Reflect carefully upon the student's work, and make a brief judgment of his/her performance by circling the appropriate number on the scale.

- 1 = Outstanding student.
- 2 = Good student.
- 3 = Average student.
- 4 = Poor student.
- 5 = Would not place this student again.

Please share this evaluation with the student as it provides an opportunity for additional learning experience.

Student _____	ID# _____
Agency Supervisor _____	
Internship Agency _____	Phone _____

### 1. Personal Habits

Attention to appearance, including suitability of attire and grooming.

Level of Performance            1            2            3            4            5

Comments and Suggestions for growth:

### 2. Responsibility:

Dependability. Ability to meet schedules, follow through, and attend to instructions.

Level of performance            1            2            3            4            5

Comments and Suggestions for growth:

### 3. Attitude:

Loyalty, interest, and approach to job, associates, public and the agency. Ability to comply with established procedures and policies.

Level of performance            1            2            3            4            5

Comments and Suggestions for growth:

## 4. Judgment:

Possesses common sense. Distinguishes important from unimportant. Tact. Makes responsible decisions when problem solving.

Level of performance            1        2        3        4        5

Comments and Suggestions for growth:

## 5. Attendance and punctuality:

Regularity of attendance, promptness of reporting, absences tardiness and time off for illness or personal business, clock watching.

Level of performance            1        2        3        4        5

Comments and Suggestions for growth:

## 6. Quality of work:

Organization. Thoroughness. Soundness of decisions. Foresight.

Level of performance            1        2        3        4        5

Comments and Suggestions for growth:

## 7. Human Development and education:

Rapport. Ability to handle groups effectively. Maintains discipline in leadership situations without sacrificing enjoyment of experience. Effectively contributes to growth of participants.

Level of performance            1        2        3        4        5

Comments and Suggestions for growth:

## 8. Knowledge and understanding:

Possesses adequate knowledge and skill commensurate with academic training in area of health, physical education, or recreation. Understands the value of agency's service for the particular participants.

Level of performance            1        2        3        4        5

Comments and Suggestions for growth:

## 9. Productivity

Use of time and facilities. Volume and nature of work produced. Planning and follow through.

Level of performance            1        2        3        4        5

Comments and Suggestions for growth:

## 10. Communication skills

Effectiveness in writing. Speaking while teaching or leading. Presentations. Keeps appropriate contact with supervisors, coworkers. Informs as necessary. Computer skills.

Level of performance            1        2        3        4        5

Comments and Suggestions for growth:

## 11. Feel free to offer additional observations.

Return to:

Karen Barak, Internship Coordinator  
 Department of Health Physical Education and Recreation  
 University of Wisconsin Whitewater  
 121 Williams Center  
 Whitewater, Wisconsin 53190

Phone: (262) 472-3716 office  
 (262) 472-1140 secretary

E-mail: Barakk@uww.edu

## Due Date Worksheet

This form is completed by the University Coordinator and mailed to each student at the address supplied on the site agreement. Students should check dates for accuracy upon receipt. In addition to the dates below, the first assignments due will be a bimonthly report (covering the first two weeks of placement) and the major project outline. These are generally due to the University Coordinator the third Friday of the internship placement.

<u>Assignments</u>	<u>Due dates</u>	Fall	Spring	Summer
*Resume		March 14	Oct. 14	March 1
*Goals and Objectives		March 14	Oct. 14	March 1
*Site Agreement		March 14	Oct. 14	March 1

Four to Six bimonthly papers	<u>Due dates</u>	<u>Period Covered in paper</u>
	1 _____	_____
	2 _____	_____
	3 _____	_____
	4 _____	_____
	5 _____	_____
	6 _____	_____

Final Report and Survey \_\_\_\_\_

Major Project Outline \_\_\_\_\_

Major Project Evaluation Due 1 week after project is completed

Agency Organizational Analysis \_\_\_\_\_ (A substantial project: begin early)

Agency Supervisor Reports (Provide your supervisor evaluation forms and arrange to meet to go over them before the results are sent to the university coordinator.)

Midterm Report \_\_\_\_\_

Supervisor Final Report \_\_\_\_\_

\*Whenever possible these assignments should be turned in earlier in the semester than these dates. If papers are submitted by this time students should be able to participate in advance registration.

++ To earn full credit assignments must be submitted on time. Point reductions are substantial for late papers. Check your internship memorandum packet for grading criteria and directions for completing each assignment.

## What to do to Set Up Your Internship Program

1. \_\_\_\_\_ READ THIS GUIDE THOROUGHLY. Use the table of contents to refer back to specific points.
2. \_\_\_\_\_ Write goals and objectives. (A)
3. \_\_\_\_\_ Put together resume. (B)
4. \_\_\_\_\_ Set up interview or meeting with prospective internship supervisors
5. \_\_\_\_\_ Mutually with internship supervisor, complete site agreement. (C)
6. \_\_\_\_\_ After making copies for yourself, turn in (A), (B), and (C) to university coordinator for final site approval.
7. \_\_\_\_\_ Register and pay fees. Summer students carrying above 9 units must also complete an overload request (contained in this booklet).
8. \_\_\_\_\_ Set due dates for papers and reports with university coordinator. Follow up by submitting assignments on agreed dates.
9. \_\_\_\_\_ By third week of internship, turn in outline of major project plan.
10. \_\_\_\_\_ At half point, meet with supervisor for progress meeting. Submit progress report. (6-12 cr. only)
11. \_\_\_\_\_ Within one week of internship work completion, submit final evaluation.
12. \_\_\_\_\_ Submit supervisor's evaluation in a timely manner.

If ALL assignments are submitted during finals week your final course grade will be submitted to the registrar for the semester. If assignments are incomplete when grades are due from faculty to registrar, an incomplete will be submitted as your course grade. When all work is completed, a final grade will be submitted to the registrar. Often internship does not fit the same schedule as the regular semester, and incomplete grades are not uncommon. There is no penalty for incomplete grades, HOWEVER, if you are graduating immediately, there is a very limited time to submit the final grade before the units no longer count toward graduation.

## **Suggestions for Student Orientation to Agency**

Some agencies provide orientation for employees on a regular basis, others rarely have the opportunity to do so. For agencies which wish to develop or revamp the orientation process, suggestions which might be helpful are provided below. Feel free to use, modify, or add items which are appropriate to your agency.

Review internship placement job description and expectations

Parking information and permits

Maps and facility plans

Phone usage

Literature and information review (including internship guide)

Community information (maps, informational resources, tour)

Employee handbook

Renumeration plan (if provided)

Arrival procedures for student

Dress code requirements

Medical care provisions

Conduct expectations

Key acquisition

Staff introductions

Work area orientation

- File cabinets and system

- Facility tour

- Storage areas, supplies, equipment, inventory

- Resource orientation (cabinets, directories, libraries, files)

- Time sheets

- Attendance record forms

- Activity calendars, program schedules

- Emergency procedures

Orientation to forms and documents

Purchase order, requisition and procedures forms

Vehicle reservation and scheduling procedure

Departmental meeting schedules

Student/supervisor conference schedules

Assigned work area

Suggestions adapted from:

Piedmont, C. & Thompson G. (1989). A Model Outline for an Agency Field Placement Manual in Therapeutic Recreation.

Available for cost of duplication and postage totaling \$1.50 from Gary Thompson, 3113 W. Page, Springfield, Mo 658502. Ph. 417) 866-0216 or (417) 836-5411.

UNIVERSITY OF WISCONSIN-WHITEWATER  
COLLEGE OF EDUCATION  
OVERLOAD REQUEST FORM

Today's date

Semester affected:

Name

ID#

Local Address

Local Phone

\*\*\*\*\*

What is your overall g.p.a. \_\_\_\_\_

Undergrad \_\_\_\_\_ Graduate

What is your major

List the courses you wish to take and the number of units for each:

How many units do you want to carry?

State reason for overload request

Advisor's Name

Date planning to graduate

\*\*\*\*\*

\*\*\*\*\*

APPROVED BY:

DATE:

ENTER COMP.

DISAPPROVED BY:

DATE:

ENTER COMP.