Fulfilling Requirements for ENVS 4920—Special Projects in Recreation Management (3 credits) 
Through Internships/Summer Jobs/Seasonal Positions

Summer internships/jobs/seasonal positions with potential future employers are an increasingly important option for students seeking careers in natural resources management and specifically recreation resources management. Paid or volunteer internships/positions provide invaluable work experiences as well as important opportunities to network with professionals working in management. More and more employers use these experiences as a way to distinguish among job applicants who otherwise appear to be equally qualified.

In order to encourage the participation by students in internships/jobs/seasonal positions and to reassure potential employers that such an experience has been rigorously supervised, the Department of Environment and Society offers credit for such experiences (usually 3 semester-hours of credit although other arrangements may be made if necessary). For students whose educational emphasis and career goals focus on outdoor recreation, environmental studies, educational outreach, environmental communication, and/or protected area management, the best way to accomplish a summer internships/job/seasonal position for credit is to enroll in ENVS 4920—Special Projects in Recreation Management (3 credits). If the student is participating in a summer experience, s/he may prefer to pay for the credits during the subsequent fall semester rather than in summer in order to take advantage of “plateau tuition” rates and to avoid carrying an “I-F” grade on a transcript.

Basic Requirements:
A student should begin by gaining a faculty member’s agreement to advise on and supervise the academic portion of the internship/job/position, as well as the employer’s/supervisor’s agreement to oversee the on-site aspects of the experience. This second “permission” is especially important if the student is hoping to gain credit for work performed as part of a normal seasonal or part-time job as it is important that the credit requirements and your supervisor’s expectations coincide.

Then, the student must:

1. Identify four to five broad goals related to the internship experience/summer job/seasonal position and three to four more specific learning objectives for each goal that are observable, measurable, and attainable. These goals and objectives will form the basis for both the on-site supervisor’s and faculty supervisor’s evaluation (see examples on the next page).
   - Student should initially meet with faculty advisor for information on developing goals and objectives.
   - Student should then meet with the on-site supervisor to determine goals and objectives specific to the internship/job experience.
   - Student should then turn in goals and objectives to faculty advisor for feedback and final approval.

2. Develop a timeline for the internship/job experience and identify any special projects the student will be expected to complete in consultation with the on-site supervisor.
   - Student should then turn in the timeline and identification of special projects to the faculty supervisor for feedback and final approval.

3. Complete the internship/job experience.
   - Strongly suggested that the student keep a daily logbook or journal throughout the experience in order to assist him/her in the completion of the final report.
   - Student should check in and work closely with the on-site supervisor throughout the experience.
   - Student should check in periodically with the faculty supervisor to keep him apprised of the student’s progress in the internship/job experience.
   - The on-site supervisor should feel free to contact the faculty advisor in case any concerns or problems arise.
Following are some examples of broad goals with more specific learning objectives that are observable, measurable and attainable:

**Goal:** To increase my knowledge and skills in the area of natural resources and environmental interpretation.

**Objective 1:** By June 26th, I will develop three Junior Ranger programs for children age 7-12 by researching activities, games, day hikes, etc. with an objective of increasing environmental awareness among these youth.

**Objective 2:** By July 4th, I will have presented three Junior Ranger programs for children age 7-12 with an objective of increasing environmental awareness among these youth.

**Objective 3:** Each week of my experience I will design and deliver attractive and informational flyers to promote that week’s Junior Ranger programs; this will be evaluated by the number of children camped at the park who participate in the Saturday Junior Ranger program.

**Objective 4:** By July 20th, I will design three interpretive panels for a nature trail, addressing the topics of local geology, wildlife, and wetlands; I will conduct research on these topics and present the design to my supervisor for feedback and evaluation.

**Goal:** To increase my knowledge and skills in the area of trails management and maintenance.

**Objective 1:** By June 30, I will have reviewed the Forest Service’s Trails Manual.

**Objective 2:** By July 15, I will have spent seven days working on trails maintenance with the trails crew; my work activity will be evaluated by my crew leader.

**Objective 3:** By August 1, I will have rehabilitated the High Meadow trail by installing needed water bars and boardwalks; this activity will be evaluated by my supervisor.

**The Final Report for the Completion of the Internship/Job Experience**

The student’s final grade for the experience will be based on the on-site supervisor’s evaluation of the student’s overall work and progress in accomplishing identified goals and objectives, as well as the faculty supervisor’s and the student’s own evaluation of the experience. After the completion of the internship/job experience, the student must complete a final report on the experience (typically 8-10 pages in length) and turn this in to the faculty supervisor for evaluation. In the final report, the student will describe 1) his/her assessment of the particular duties of the experience; 2) his/her assessment of how the experience fits with the student’s university experience; and 3) his/her assessment of the relationship between the experience and larger societal forces; additionally, 4) the student should ask the on-site supervisor for a formal letter of evaluation/performance appraisal and meet with the supervisor to review this prior to turning this in to the faculty supervisor as a component of the final report.

For most students who are doing a summer internship or job, the final report will need to be completed and turned in during the following fall semester. Students are strongly encouraged to complete the final report as soon as possible after the completion of the experience and the student should meet with the faculty supervisor to set a deadline date. It is also strongly recommended that the student keep a daily logbook or journal throughout the experience in order to log and describe activities and issues the student will need to address in the final report. Following are specific topics the student must address in the final report:

1. **Assessment of the Experience:**
   a. Describe the internship/job by explaining what the internship/job experience was and what it entailed.
   b. Discuss each of your broad goals and related, specific learning objectives by answering these questions:
      i. Why/How did you and your supervisor select the goals/objectives?
      ii. How did you originally plan to accomplish the goals/objectives?
      iii. What aspects of your original plan worked?
      iv. What changes did you make to the original plan?
v. What criteria were used to evaluate the goals/objectives?
vi. How effectively did you accomplish each goal/objective?
vii. How useful were the goals/objectives to your own skill development? (Consider the full range of skills here—manual, technical, communication, human relations, etc.)
viii. How useful were the goals/objectives to your on-site supervisor?
c. Describe any special projects or other accomplishments in which you were involved that were not a part of your identified goals/objectives.
d. Develop a statement that describes how the overall experience was beneficial (or not) related to your career interests. (Some students find that the work environment itself provides as many educational benefits as the tasks performed. Note: this evaluation may be positive or negative.)
e. Include any other information you feel pertinent to the experience.

2. Assessment of How the Experience Fits with the Student’s University Experience
   a. Discuss the relationship between the knowledge and skills gained in your university courses to the work you performed during the internship/job/seasonal position. How was your academic experience applicable (or not applicable) to your internship/job/seasonal position experience?
b. How has the experience confirmed or modified your ideas about a career?
c. How has this experience affected your attitudes toward yourself or others?
d. What suggestions would you make to another student who has your major, specialization area, and career goals?
e. What suggestions do you have for your faculty supervisor and on-site supervisor to improve the operation of the internship/job/seasonal position experience?

3. Assessment of the Relationship Between the Experience and Larger Societal Forces
   a. Students may find the expression of their individuality comes into conflict with how they are expected to behave in the work environment. Think carefully and describe any such conflict(s) you might have encountered, and how you were able (or unable) to manage these.
b. A struggle for political power occurs in various types of public and private organizations as well as in government. What examples, if any, of this phenomenon did you observe in your experience? How did it affect you personally during the experience?
c. What examples of cooperation, collaboration, and/or “partnering” did you observe in your experience? Were you personally involved? If so, in what ways?
d. What did you observe in the “work society” that relates to public concern or public good for conserving and protecting the environment, improving the economy, or protecting the welfare of individuals, groups, and society? (This is your opportunity to “philosophize” about how things are in contrast to how you think things should be!)

4. Informal Letter of Evaluation/Performance Appraisal
   a. The student should ask the on-site supervisor for a formal letter of evaluation/performance appraisal and meet with the supervisor to review this.
b. This formal letter of evaluation/performance appraisal should then be turned in to the faculty supervisor along with the final report.

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