

TOURISM, LEISURE, and EVENT PLANNING PROGRAM

FIELD EXPERIENCE MANUAL

TLEP 3870 – Practicum

TLEP 4870 – Practicum

TLEP 4880 – Internship

*SCHOOL OF HUMAN MOVEMENT, SPORT, AND LEISURE STUDIES
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
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December 2014

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TOURISM, LEISURE, & EVENT PLANNING FIELDWORK PROGRAM

INTRODUCTION

The purpose of this manual is to provide students with the process for registering for the appropriate fieldwork experiences, facilitate completing the appropriate fieldwork forms, and describe the fieldwork experience (e.g., assignments) expectations.

Fieldwork is the combination of both theory and practice. Specified academic tasks must be completed while the student is involved in real-life experiences. The combination of theory and practice reflects the focus of the Tourism, Leisure, and Event Planning program towards:

- A. Consulting with professionals associated with tourism agency management and operations.
- B. Providing experiential learning opportunities for students to apply foundational knowledge and techniques; demonstrate the ability to design, implement, and evaluate services and experiences; and display entry-level management/administrative knowledge and skills.
- C. Allowing students the opportunity to demonstrate the potential to succeed as professionals at supervisory or higher levels.
- D. Maintaining an accredited, high quality program which meets program and national standards and learning outcomes.

The fieldwork component of the Tourism, Leisure, and Event Planning (TLEP) program is a critical aspect of the professional preparation of TLEP students. The fieldwork components of the program consist of 1) a practicum at the 3000 level (TLEP 3870); 2) a practicum at the 4000 level (TLEP 4870); and 3) a semester-long internship (TLEP 4880) as a capstone experience. TLEP 3870 must be completed before taking TLEP 4880, the required internship course which normally should be completed during the final semester before graduation.

Fieldwork Prerequisites

TLEP 3870 – Practicum: Leadership and Programming. Prerequisites: TLEP major, 2.50 overall GPA, TLEP 1900 or TLEP 2100, TLEP 2150, and approval of advisor

TLEP 4870 – Practicum: Supervision and Administration. Prerequisites: TLEP major, 2.50 overall GPA, TLEP 3870, and approval of advisor

TLEP 4880 – Internship. Prerequisites: TLEP major, 2.50 overall GPA, Completion of TLEP 3860, Internship Preparation, along with TLEP 3250 or TLEP 3840, TLEP 3150, TLEP 3870, and approval of advisor

Addressing Correspondence

Until a University supervisor is assigned, fieldwork students should address their mail, fax cover sheets, and report coversheets to:

School of Human Movement, Sport, and Leisure Studies
TLEP Fieldwork Coordinator
C109 Eppler Center
Bowling Green State University
Bowling Green, OH 43403-0249

Once a University supervisor has been assigned, it is the responsibility of students to address mail DIRECTLY to their supervisor. Failure to correctly address correspondence may result in

missing or delayed papers.

Assignment of University Supervisors

Assignments will be made prior to the beginning of the term. A University supervisor is assigned for the entire fieldwork experience. During the course of a term it may be necessary for a University supervisor to have other obligations for a short period of time. Students will be informed by their advisor/supervisor of these dates and given information on who is covering for that specified period of time in the event of an emergency.

Communicating with University Supervisor

Students should obtain permission to use the various communication channels (phone, email, text, voice mail, fax, and U.S. mail) from their site. Students should not assume that they can just fax or call or use the email system.

Evaluation of Supervisor

Must be completed by each student and forwarded with other forms at the end of the term for the fieldwork experience. Students should indicate their assigned supervisor on the form.

Fax transmissions (419-372-0383)

It is a student's responsibility to have a fax cover sheet addressed properly. Failure to do so may result in lost or delayed papers.

Liability Insurance

Students are responsible for arranging for their own professional liability insurance, first aid or CPR certification, and criminal background check, if required.

TLEP 3870 and TLEP 4870 PRACTICUM

Overview

All Tourism, Leisure, and Event Planning majors at BGSU are required to successfully complete TLEP 3870 and TLEP 4870 practicum field experiences. Each field experience course is taken for a *minimum* of two (2) academic credit hours and a maximum of five (5) academic credit hours. TLEP 3870 and TLEP 4870 may be repeated up to a maximum of six (6) total academic credit hours applied toward graduation. Students are encouraged to take different practicum experiences to gain more experience and other qualifications for the tourism field.

Students must indicate their intention to complete a practicum experience at least one term prior to the experience by completing the ***Intent to Register*** form and submitting it to their faculty advisor for approval. It is the student's responsibility to adhere to the term due dates or s/he will not be registered for the practicum. The student must have met with an academic advisor on a regular basis and completed all the prerequisites. Students may not defer practicum credit to another term.

Purpose of the Practicum

A practicum in Tourism, Leisure, and Event Planning is an applied or practical experience designed to engage TLEP students by actively involving them in their professional field. Students choose the type of experiences that best suit their needs and career focus. Students are expected to locate and arrange for their practicum experiences themselves with assistance from their academic advisor and field experience resources.

Outcomes of the Practicum

Upon successful completion of a TLEP practicum, a student will:

- A. Demonstrate appropriate knowledge and skills in tourism, recreation, or event planning while interacting with other professionals in a field site.
- B. Put the learned theory into practice through practical work experience and skills in a field site
- C. Enhance their professional skills and begin networking with leisure industry professionals.

Practicum Hours

A practicum is usually taken as part of a student's regular term schedule of classes. The ratio of contact hours to credit hours is at least 3:1 or a minimum of 45 hours per academic credit hour.

2 credit hours = 6 contact hours per week for 15 weeks = 90 clock hours total minimum
3 credit hours = 9 contact hours per week for 15 weeks = 135 clock hours total minimum
4 credit hours = 12 contact hours per week for 15 weeks = 180 clock hours total minimum
5 credit hours = 15 contact hours per week for 15 weeks = 225 clock hours total minimum

Practicum Placements

The type of work required during a practicum will vary depending upon the setting. The work may include experiences with all age groups and involve event planning; resort operations; supervision; administration; and/or physical labor. Two examples of a practicum experience may include: event planning assistant or operations assistant. These experiences could range from working with the resort/hotel/motel industry, convention and visitors bureau, event planning organizations, or attractions industry.

Resources for Locating a Practicum Site

Although a faculty advisor may be able to help with some suggestions concerning appropriate practicum sites, it is ultimately the student's responsibility to find a practicum location.

Other resources for locating a practicum site include:

- A. Information regarding potential practicum sites may be found on the TLEP Student Canvas Field Experience Site.
- B. Listings in the electronic news line TLEP Students List. To subscribe:
 1. Go to <http://lists.bgsu.edu>
 2. Click on the blue link for the TLEP Students list
 3. When the window for the list is displayed, click on "Join TLEP Students List"
 4. Enter your name and email address and click on "Join TLEP Students List" button
 5. The LISTSERV server will respond with a message indicating that an email confirmation request has been sent to the email address provided
 6. When a message is received from the BGSU LISTSERV, confirm the account/ password registration
- C. Student contact of a practicum site. A student can arrange, with approval of his/her academic advisor, an appropriate practicum site that is associated with tourism or event planning.

Steps to Enroll and Start the Practicum

- A. The ***Intent to Register*** form is submitted to a student's faculty advisor for approval at least one term prior to the actual practicum experience. This is NOT formal registration. ***Intent to Register*** forms are due to faculty advisor by:
 1. Summer practicum: **February 15**
 2. Fall practicum: **April 15**
 3. Spring practicum: **September 15**
- B. Arrange for a practicum site.
- C. Preliminary approval of the site by faculty advisor.
- D. The ***Site Confirmation/Registration*** form is completed, signed by the student's practicum site supervisor, and submitted to the student's faculty advisor by the specified due date. ***Site Confirmation/Registration*** forms are due to faculty advisors by:
 1. Summer practicum: **April 15**
 2. Fall practicum: **July 20**
 3. Spring practicum: **November 15**
- E. Student's faculty advisor forwards the approved **Site Confirmation/Registration** form to the TLEP Fieldwork Coordinator for processing and registration.
- F. Some sites may require students to arrange for professional liability insurance or other certifications (e.g., first aid; CPR) or to complete a background check.
- G. **Print a copy of this fieldwork manual (plus forms) for use at the practicum site.**
- H. Start working at the practicum site on the start date indicated on the application form.
- I. A University supervisor (who may not be a student's academic advisor) will be assigned before a student's first week working at the practicum site. Students must stay in contact with their University supervisor.
- J. Confirm the due dates for assignments with University supervisor.
- K. Attend information meetings announced by University supervisor.
- L. Carry out assigned duties in a professional and responsible manner. The quality of work in assignments as well as the attention to deadlines is a component of the grade evaluation.
- M. Work at least the minimum number of required hours per week as indicated on biweeklies.

- Hours per week may vary as long as the required total is reached at the end of the term.
- N. All work must be completed by the assigned due dates and hours must be completed by the end date of the practicum.
 - O. All practicum must begin by the first week of the new term.

Practicum Visit

If within 150 miles, arrange for a practicum visit by the University supervisor. Students with on-campus sites may meet with their supervisors in their campus offices. Greater distances than 150 miles should involve a telephone or Skype visit.

Submission of Assignments

Assignments should be submitted electronically via email attachments or Canvas. Documents requiring signatures must be carefully scanned and submitted as .pdf files. Papers may be submitted as attachments in Word format.

Responsibilities of the Participating Agency and Site Supervisor

- A. Mentor students to perform their duties in the manner intended.
- B. Help the students with any questions or problems that may arise by serving as a resource.
- C. Complete the midterm and final practicum evaluations by the due dates.
- D. Address all correspondence to:
School of Human Movement, Sport, and Leisure Studies
Tourism, Leisure, & Event Planning Fieldwork Coordinator
C109 Eppler Center
Bowling Green State University
Bowling Green, OH 43403-0249
FAX: 419-372-0383

TLEP 3870 Practicum Course Assignments

- A. Minimum practicum clock hours per credit hour must be met or exceeded in order to pass.
- B. Submit all forms, reports, and paperwork according to the due date designated by the University practicum supervisor.
 - 1. **Biweekly Logs**. This is a journal that allows the student to reflect on the field experience as it relates to her/him professionally and personally. Areas that may be addressed are programs, co-workers, clientele, experiences, or immediate and long-range objectives.
 - 2. **Orientation Report** (3-page maximum). Follow the outline below, the report must include:
 - a. General Student Information
 - Name, local address, telephone number
 - b. Agency's address and telephone number
 - Name of immediate supervisor, telephone number, email
 - c. Job analysis
 - i. General description of agency – including an organizational chart of the agency
 - ii. Statement of duties – time schedule, activities
 - iii. Nature and description of clientele served

- iv. List and description of facilities, special equipment
 - v. Philosophy of agency, mission statement, and goals
3. **Trend Paper.** Identify a current trend that affects the student’s current practicum placement. This 3-5-page paper should include the roots of the trend, who the trend affects, both the positive and negative aspects, and how it affects the particular leisure/tourism agency. At least two completely cited resources should be provided in the paper. Some ideas for trends can include: demand for a service, technology, partnerships with other organizations, and new service concepts. Students should confer with their site supervisors for an appropriate and current trend.
4. **Midterm Evaluation form**
5. **Final Evaluation forms** (Both evaluations by agency supervisor and by student)
6. **Reflection Paper.**
 - a. Length: 3-5 pages, double-spaced
 - b. Address the following Reflective Questions:
 - “A What?”
 - Provide a brief overview of your total experience. Write a resume blurb for this experience.
 - Describe two aspects of your practicum experience that were most beneficial to your professional development; describe two aspects of your practicum experience that were least beneficial to your professional development.
 - “So what?”
 - Reflect upon your learning from this experience. How did you change? Did your professional aspirations change as result of this experience?
 - What did you learn through this experience that you could not have learned in classes?
 - Now that you know what was involves in your practicum, what curriculum topics and content areas would have better prepared you?
 - “Now What?”
 - In anticipation of your next practicum, internship, or work experience, what are skills and capabilities you still need to develop?
 - Write a goal for your career development that were encouraged through this experience.
7. **Biweekly Contact.** Students are required to maintain regular contact with their University practicum supervisor. Phone calls to the supervisor must be made every 10-14 days. Individual supervisors may require different contact methods.

TLEP 3870 Practicum Grading/Evaluation Rubric:

Students are required to hand in all course work on or before the due dates designated by the University practicum supervisor.

A. Students will be assigned their grades using the following scale:

- A = 100-90 % of possible points
- B = 89-80 % of possible points
- C = 79-70 % of possible points
- D = 69-60 % of possible points
- F = 59 and below % of possible points

B. *Papers received late will have points equally ½ letter grade deducted:*

Orientation Report	-	14 points
Biweekly Log	-	3 points each – 21 points total
Trend Paper	-	15 points
Midterm Evaluation	-	15 points
Evaluation of Supervisor	-	5 points
Agency Final Evaluation	-	15 points
Reflection Paper	-	15 points

TLEP 4870 Practicum Course Assignments

A. Minimum practicum clock hours per credit hour must be met or exceeded in order to pass.

B. Submit all forms, reports, and paperwork according to the due date designated by the University practicum supervisor.

1. **Biweekly Logs**. This is a journal that allows the student to reflect on the field experience as it relates to her/him professionally and personally. Areas that may be addressed are programs, co-workers, clientele, experiences, or immediate and long-range objectives.
2. **Orientation Report** (3-page maximum). Follow the outline below, the report must include:
 - a. General Student Information
 - Name, local address, telephone number
 - b. Agency's address and telephone number
 - Name of immediate supervisor, telephone number, email
 - c. Job analysis
 - General description of agency – including an organizational chart of the agency
 - Statement of duties – time schedule, activities
 - Nature and description of clientele served
 - List and description of facilities, special equipment
 - Philosophy of agency, mission statement, and goals
3. **Issues Paper**. Identify a current issue that closely relates to a student's current practicum placement. This 3-5 page paper should include the roots of the issue, whom the issue affects, both the positive and negative aspects, and how the issue affects the student in his/her particular field. At least two completely cited resources should be utilized. Students should confer with their site supervisor for an appropriate and current issue.

Issues may be related to various impacts (such as economic, socio-cultural, and environmental), organization, service quality, or customer service.

4. **Midterm Evaluation form** (from agency supervisor)
5. **Final Evaluation forms** (Both of forms from agency supervisor and student)
6. **Final Analytical Paper**. This 4-5 page report is to be used by the student as an evaluative tool of the overall practicum experience. The analytical paper must include:
 - Two strengths (administrative, event planning, customer service, service quality, management, aspects of the facility etc.) of the agency and explanation of why they are positive.
 - Two weaknesses (administrative, event planning, customer service, service quality, management, aspects of the facility etc.) and how they can be overcome.
 - How the practicum experience has affected the student's career outlook and overall perceptions of the field on a professional level.
 - Indicate changes or suggestions that would have improved the learning process (course work, agency, assignments, etc.)
7. **Biweekly Contact**. Students are required to maintain regular contact with their University practicum supervisor. Phone calls to the supervisor must be made every 10-14 days. Individual supervisors may require different contact methods.

TLEP 4870 Practicum Grading:

Students are required to turn in all course work on the due dates designated by the University practicum supervisor in the format specified in advance (e.g., electronically via Canvas).

A. Students will be assigned their grades using the following scale:

- A = 100-90 points
- B = 89-80 points
- C = 79-70 points
- D = 69-60 points
- F = 59 and below

B. Papers received late will have points equally ½ letter grade deducted:

- | | | |
|--------------------------|---|---------------------------------|
| Orientation Report | - | 14 points |
| Biweekly Logs | - | 3 points each – 21 points total |
| Issue Paper | - | 15 points |
| Midterm Evaluation | - | 15 points |
| Agency Final Evaluation | - | 15 points |
| Evaluation of Supervisor | - | 5 points |
| Analytical Paper Paper | - | 15 points |

Subsequent Practicum Experiences:

Additional practicum experiences beyond the required two experiences may be taken either as TLEP 3870 or TLEP 4870 for up to a total of 6 hours. Assignments for these experiences include:

- A. Biweekly Logs
- B. Orientation Report
- C. Midterm Evaluation
- D. Final Evaluations
- E. Biweekly contact

TLEP 4880 - INTERNSHIP

Description of the Internship Program

The internship is a required course designed to give TLEP majors a full-time work experience and must be successfully completed prior to graduation. The internship is the capstone experience of a TLEP student's academic career. Students need to be fully involved in the experience, entirely committed, and fully responsible for completion of the requirements in a timely and professional manner. Failure to do so may result in a student being removed from the experience, receiving an incomplete, being required to complete additional weeks of experiences, or simply having to repeat the entire term.

Students who have successfully completed the course prerequisites are eligible to be registered for an internship. **The internship must be at one site and last a minimum of 600 total hours, over 15 weeks (minimum of 40 hours per week). Students have no other course responsibilities during their internship term. There is an additional course fee for this experience.**

Purpose of the Internship Program

The internship serves several academic and professional purposes. It furthers students' professional education under the guidance of agency and university supervisors and allows them to apply theory to actual situations. Additionally, the experience provides for intensive self-evaluation as students develop a professional attitude toward their chosen career and improve the ability to successfully handle a wide variety of people and situations. Furthermore, the internship program provides agencies with quality personnel to supplement staff and allows these agencies an opportunity to become involved in the preparation of future professionals. Students will want to save copies of papers and especially the major project. Quality papers and projects are important sources of evidence for a student's career portfolio.

Learning Outcomes of the Internship Program

Upon successful completion of TLEP 4880, Internship, the student will:

- A. Demonstrate professional behavior as a full-time tourism or event planning professional.
- B. Apply tourism theory to specific situations by comparing, evaluating, adapting, and adopting previous classroom learning to field experiences.
- C. Engage in intensive self-evaluation of strengths and limitations in light of practical field situations.
- D. Appreciate the skills needed to transition from undergraduate student to professional worker.
- E. Demonstrate a variety of appropriate programming and leadership theories and techniques and apply them in appropriate field experiences.
- F. Demonstrate appropriate oral and written technical communication skills.
- G. Gain basic knowledge of the organization and administration of the various types of tourism entities.
- H. Show appropriate interpersonal skills working with persons individually and in groups.

Agency Selection

Selection of an agency as an internship field site is based on the following procedures and criteria. Agencies not meeting all requirements may discuss those differences with a student's academic advisor or the TLEP Fieldwork Coordinator.

- A. Procedures for Selection
 - 1. For approval, agencies must indicate that a contribution to professional education is important to the agency and that there is management approval for using the agency as an internship site.
 - 2. Agencies must also submit the following information:
 - a. Description of facilities including program brochures
 - b. Job descriptions and application forms for student interns
 - c. Indication of any stipends available (i.e. housing, meals, travel allowances)
- B. Criteria for Selection
 - 1. Describe in the application the organization's professional philosophy in terms of quality, programs and services.
 - 2. Have staff qualified through both education and experience to supervise student interns.
 - 3. Have written administrative procedures including adequate financial support, personnel policies, and a staff development program.
 - 4. Provides a tourism service for its clients.

New Site Approval

If a student chooses an internship site that has not previously been approved by the Tourism, Leisure, and Event Planning program, the agency must complete an *Application for Agency as a New Internship Site* form (on page 35). This form must be submitted to the student's faculty advisor for approval at least one month prior to the internship registration due date. All sites must be in existence for at least two years or more. If the site is approved, the form is forwarded to the TLEP Fieldwork Coordinator for attachment to the internship application.

Identifying Resources to Locate an Internship Site

- A. The list of resources below should be of assistance in identifying various sources for gathering and locating information on possible fieldwork sites.
 - 1. Professionals
 - 2. Professional Organizations – Ohio Travel Association, Resorts and Commercial Recreation Association
 - 3. Conferences, Meetings
 - 4. BGSU Career Center
 - 5. Networks of friends, family, and social groups
 - 6. Alumnae/i
 - 7. Placement and Co-Op Centers
 - 8. Faculty
 - 9. Libraries - telephone books, government publications, directories
 - 10. Newspapers, Magazines/Journals, Newsletters
 - 11. Internet Sites
- B. Information regarding other possible internship sites is available on the TLEP Internship Canvas site.
- C. Additional sites may be located through cold calling a site and getting approval from your faculty supervisor.
- D. Each site has to be authorized as an internship site with an established memorandum of

understanding (MOU). Sites on the Bowling Green University Campus can only be used for Practicum, not Internships

Site Placement Selection

Students must indicate their intention to complete an internship experience one term prior to the actual experience by completing and submitting the ***Intent to Register*** form to their faculty advisor. It is the student's responsibility to adhere to the term due dates. It is the responsibility of the student to secure an internship site and to schedule an interview or telephone conversation to discuss the details of the position with the potential agency supervisor. Approval as an internship site is based on the level of the student's internship responsibilities, the length of work time at each responsibility, and the qualification as a tourism organization or tourism function (such as event planning). Internship sites must be off-campus

After securing an internship site and a signed ***Site Confirmation/Registration*** form has been approved by a student's faculty advisor, registration for the internship can be completed by the TLEP Fieldwork Coordinator.

Steps to Enroll and Start an Internship

- A. Participation in the Internship Preparation (TLEP 3860) course (one credit) is required in order to properly seek and secure a position as a student intern.
- B. A letter of application with a resumé is submitted to agencies in which the student is interested.
- C. The ***Intent to Register*** form is submitted to a student's faculty advisor for approval at least one term prior to the actual internship experience. This is NOT formal registration.
 - i. ***Intent to Register*** forms are due to faculty advisor by:
 1. Summer internship: **February 15**
 2. Fall internship: **April 15**
 3. Spring internship: **September 15**
- D. Student arranges for an internship site.
- E. Preliminary approval of the internship site by faculty advisor.
- F. Student explains the agency responsibilities and intern responsibilities to the agency.
- G. The ***Site Confirmation/Registration*** form is completed, signed by the student's internship site supervisor, and submitted to the student's faculty advisor by the specified due date. ***Site Confirmation/Registration*** forms are due to faculty advisors by:
 1. Summer internship: **April 15**
 2. Fall internship: **July 20**
 3. Spring internship: **November 15**
- H. Student's faculty advisor forwards the approved ***Site Confirmation/Registration*** form to the TLEP Fieldwork Coordinator for processing and registration.
- I. Some sites may require students to arrange for professional liability insurance.
- J. A University internship supervisor (who MAY NOT be a student's faculty advisor) will be assigned during a student's first week at the internship site. Students must stay in contact with their University supervisor.
- K. Attend information meetings arranged by their University internship supervisor.
- L. Start working at the internship site on the start date indicated in the application form. Students must work 15 weeks at 40 hours per week starting within a week after spring graduation in the summer and first day of classes in spring and fall terms. The work time will

extend beyond your graduate ceremony in the SUMMER only.

- M. Complete all course assignments as detailed in this fieldwork manual. Confirm the due dates for assignments with the University supervisor.
- N. Carry out assigned duties in a professional and responsible manner; meeting the deadlines are important as well as the quality of the work in the assignments.
- O. Work at least the minimum 40 required hours per week as indicated on biweeklies. No more than 50 work hours per week may be counted.
- P. Follow the policies and duties outlined by the agency and meet all scheduled commitments and arrangements made in connection with assignments.
- Q. Meet with the University supervisor when/if she/he visits the agency. There are restrictions on the distance BGSU University supervisors may travel to visit an internship site.
- R. Print a copy of this fieldwork manual.

Responsibilities of the Agency Supervisor

- A. Interview and select student interns in conjunction with the internship coordinator.
- B. If necessary, submit an application to be approved as an internship site.
- C. Supervise and aid the student in their professional growth through constructive and objective criticism, and encourage self-evaluation by the intern.
- D. Consider the intern as part of the regular staff and encourage high work standards.
- E. Prepare staff for the arrival of the intern. Let personnel know they will need to assist in the professional development of the intern.
- F. Develop a work scheme with the student for areas that should be covered (budgeting, personnel management, fiscal control, maintenance, evaluations and meetings with student).
- G. Complete midterm and final evaluations.
- H. Include the student in regular staff meetings.
- I. Designate work assignments to benefit the student and the agency.
- J. Conduct an exit interview with the student and provide any recommendations for improvement

Responsibilities of the University Supervisor

- A. Represent the University in all official arrangements with cooperating agencies in the conduct of the on or off-campus internship program.
- B. Supervise arrangements for and give final approval of all internship assignments.
- C. Meet with the student intern and agency supervisor according to location.
- D. Evaluate student intern reports and discuss these reports with the student as necessary.
- E. Complete midterm and final intern evaluations.
- F. Evaluate the student intern's experience in cooperation with the agency supervisor. It is the responsibility of the university supervisor to assign the intern's final grade based on the evaluation criteria and rubric.
- G. Serve as a resource person for both the agency supervisor and the student.
- H. Study, evaluate, and exchange ideas directed toward improvement of the internship program

TLEP 4880 Internship Course Assignments

A. Basic Information

1. The internship requires a **minimum of 40 hours per week for 15 consecutive weeks**. This is a **total of 600 clock hours**, which must be documented to pass.
2. Submit all forms, reports, and paperwork according to the due date designated by the

University supervisor.

3. Students are to inform their supervisors of the assignments selected from the fieldwork manual.

B. Assignments

1. **Orientation Report** (due the end of the first week of the fieldwork experience).
The report must include:
 - a. General Student Information (maximum of one page)
 - 1) Name, local address, telephone number (home and work)
 - 2) Agency address and telephone number
 - 3) Name of immediate supervisor, telephone number, fax number, email
 - 4) Work schedule
 - b. Job Analysis (maximum of three pages)
 - 1) General description of agency, including organizational chart
 - 2) Statement of duties -- time schedule, activities
 - o Nature and description of customers served
 - o List and description of facilities, special equipment – brief
 - o Philosophy of agency, mission statement, and goals
 - o Agency emergency procedures (e.g., fire, medical, weather)
 - o Sick day policy – to whom do you report?
 - o Chain of command – administrative structure summarized
 - o Is there a company directory available for interns and other key contacts?
 - o Dress codes – required?
 - o Sexual harassment policy – is there a guideline?
 - 3) Risk Management plan -- is it covered in your orientation?
 - 4) Orientation or training program for new employees
2. **Biweekly Logs.** Please have the agency supervisor verify the documentation of hours by initialing each log. This is a type of journal that allows the student to reflect on the experience as it relates to him/her professionally and personally. Areas that may be addressed are programs, co-workers, clientele, actual experiences, immediate and long-range objectives, new skills learned, etc.
3. **Project Proposal** (due 5th week of the fieldwork experience). Student submits a 1-2 page proposal for a major project to the University supervisor for approval (see #6 below for possible projects: submit a special project, develop an event plan, SWOT, analysis of service development and service quality for the internship organization).
4. **Evaluations.** These should include:
 - a. **Midterm evaluation** (due at end of 8th week of experience)
 - b. Agency final evaluation (due end of 14th week)
 - c. Student **final evaluation** (due end of 14th week).

5. Research paper: **a student must choose ONE assignments from the following list.**

- a. **Service Analysis of own agency by using the blueprinting technique:** 3-4 double-spaced, typed pages plus another page for the flowchart. Analyze the organization service concept through blueprinting technique. Apply each step to the organization's service concept. The objective is to apply the steps of the blueprinting technique to a case study. The steps to blueprinting are the following:
- 1) Study sequence of service elements
 - 2) Identify the Client's experiences as a simplified flowchart that is above the line of visibility
 - 3) Study the features of the service delivery system
 - 4) Flowchart the features of service delivery
 - o Line of visibility and below the line of visibility
 - o Show the elements and processes connecting the flowchart which are required to make the service available
 - o Fail points – where the service can/is failing
 - 5) Analyze the potential crisis or fail points
 - 6) *Extra credit* step is to assess the costs of the weaknesses, and
 - 7) Evaluate opportunities for improvement.

In the narrative include the following: a) analyze the potential crisis or fail points by describing each fail point in a narrative that corresponds with the fail point identifiers indicated on the flowchart, b) Identify possible management solutions to **each** potential fail point to improve the service quality.

- b. **Administrative Analysis of Internship Agency:** 3-4 double-spaced, typed pages. Critically evaluate a specific administrative function of the agency and outline a plan to improve its effectiveness and produce service quality. Consider such functions to evaluate as management-flow charts, personnel development such as hiring, training, and employee evaluation, financing, volunteers, budgeting and public relations.

6. **Major Project** - The major project is to be chosen based on consultation with the agency supervisor. The project should in some way benefit the internship agency. Choose ONE of the major projects below. A one-two page proposal for the major project is to be submitted to the student's University supervisor for approval.

- a. **Special project:** This should be an extensive topic of study conducted throughout the internship experience that benefits both the student and the agency. Examples: feasibility study for a new event, development or design of tourism facility, public relations program development and packet, or research into a specific topic involving a survey technique to assess customer perceptions, event feasibility study, market impact study,

usage study and recommendations, visitor's services booklet, market feasibility study, risk assessment, develop a case study of the tourist destination, development of a physical design and plans of a facility or expansion of a facility. Site sources as necessary.

- b. **Event Plan (execution may or may not be possible before the due date):** This paper will allow the student to develop a special event program for which he/she is totally responsible. Enclose all pertinent materials. The paper should include the following components:
- 1) Goals of the organization in hosting the event and event objectives.
 - 2) Themes of the event and why the theme was selected.
 - 3) The benefits the participants will receive from the event.
 - 4) Profile of the event participants.
 - 5) Describe the forecasting tools for the number of participants.
 - 6) Describe the event plan through Frames that address each stage of the actual event and address each of the following six program elements in each frame (e.g., interacting people, physical setting, leisure objects, rules, relationships, and animation).
 - 7) Staffing requirements for each frame with instructions and directions for the staff to follow for each frame.
 - 8) Detailed Budget including all costs and revenues. If possible, list the supplies and equipment for each frame.
 - 9) Emergency Plan in case of bad weather or problems with the facility.
 - 10) Scheduling Tasks - basic timeline for organizing the program.
 - 11) Registration Procedures - Describe the forms of registration for the program.
 - 12) Risk Management Concerns - prioritize the highest three (3) risks associated with the entire program and explain the risk management strategies.
 - 13) Promotion Plan - target market and news release and program flyer.
 - 14) An evaluation form for participants.
 - 15) Self-analysis or with the intern supervisor, describe the strengths and weaknesses of the event. (The final project is an event plan that could be handed to any event planner without any experience and he/she could organize the event).
- c. **SWOT (strengths, weaknesses, opportunities and strengths) analysis**
- 1) **Step 1:** Describe the mission, goals and service concept of an organization.
 - 2) **Step 2:** Provide detailed description and analysis with supporting evidence for each of the strengths, weaknesses, opportunities, and threats.
 - o Describe the internal attributes to the organization that refers to the strengths and weaknesses that are internal elements that may impact the organization's performance.

This analysis is relative to the competition so identify the competing organizations. Analyze the organizational structure, marketing plan, funding, service experience, etc.

- Describe the external forces that may impact the success of the destination or organization which are divided into opportunities and threats. These external forces are common to other organizations with a similar service. (Examples (each would need further explanation, research, and description) are technology, government regulations, changes in market, customers' preferences, globalization attributes, and competition.) Further assess opportunities based on benefits to the organization and threats based on impact to the organization.

- 3) **Step 3:** Based on the analysis and written narrative of SWOT, develop a plan to capitalize on the opportunities and strengths and address the threats and weaknesses.

d. **Analysis of service development and service quality of the internship organization.** Student's internship organization will be analyzed in each of the following areas (student can select one area of his/her organization to analyze).

- 1) Explain the organization's service concept. The service concept is a picture or statement that encapsulates the nature of the service business and captures the value, form and function, experience, and outcomes associated with the service concept. Describe each of the following components of the service concept:
 - **Form and function:** The overall shape of the service, how it is created, and how it operates.
 - **Experience:** The experience as perceived by the customers.
 - **Value:** Why are the customers willing to pay money for this service?
 - **Outcomes:** The benefits the service concept provides the customer and the organization. Please use specific details of the organization to describe each component.
- 2) Analyze the Technical Components of the service such as the tangibles that compose quality and functional aspects such as service personnel and atmosphere.
 - Describe the organization's important technical attributes and functional aspects of the customer's satisfaction.
 - Utilize any of the organization's evaluation information (if available).
- 3) Describe the organization's procedures to evaluate service quality such as the use of comments cards, and surveys of quality

(SERVQUAL including) or interviews. Include examples if possible.

- 4) What are the strengths and weaknesses of the organization's service quality based on the service concept, technical and function features, and evaluation procedures for service quality?
- 5) Based on the analysis of service quality and guest satisfaction, how would the student improve quality or sustain quality at the internship organization? Please indicate specific areas of the organization where the resources should be used to improve quality.

A quality project is important for a high grade in the student's internship. In addition, a quality project will provide evidence of the student's work for future employers. Students should save a copy of their project to add to their portfolio.

7. **Internship Site Final Evaluation Form**
8. **Arrange a site visit** with University supervisor (if located within 150 miles which is the approximate distance that BGSU supervisors may travel)
9. **Exit interview** with agency supervisor (This is separate from the two evaluations above). Student should request recommendation letters for his/her portfolio and other documents.
10. **Submission of Assignments.** Assignments should be submitted electronically via email. Documents requiring signatures must be scanned and submitted. Papers may be submitted as attachments in Word format. Documents may also be faxed to the supervisor's attention (419-372-0383). Individual supervisors may require different submission methods. All papers and the project must be typed or computer generated. All written work will be held to the same standards as if on campus.
11. **Biweekly Contact.** Students are required to maintain regular contact with their University internship supervisor. Phone calls to the supervisor must be made every 10-14 days. Individual supervisors may require different contact methods

TLEP 4880 Internship Grading

Students are required to hand in all course work on the due dates designated by the University supervisor. Papers and reports are evaluated by the University supervisor. Both the agency supervisor and University supervisor conduct the midterm and final evaluations. The University supervisor has the responsibility to assign all grades.

A. Students will be assigned their grades using the following scale:

- A = 100-90 points
- B = 89-80 points
- C = 79-70 points
- D = 69-60 points

F = 59 and below

- B. All paperwork should be turned in at the end of the designated term so that a final grade may be reported even when there is an extra 7-10 days of time for completion of the internship.
- C. Papers received late will have $\frac{1}{2}$ letter grade points deducted:

Orientation Report	-	14 points
Biweekly Logs	-	3 points each – 21 points total
Research paper	-	10 points
Project proposal	-	5 points
Midterm Evaluation	-	10 points
Agency Final Evaluation	-	10 points
Student Final Evaluation	-	10 points
Project	-	20 points

TLEP FIELDWORK
FAX COVER SHEET
TLEP FAX: 419-372-0383

Date: _____

To: _____

From: _____

Number of Pages Including Cover Sheet: _____

Comments: _____

**TLEP 3870/4870 PRACTICUM IN TOURISM
INTENT TO REGISTER FORM**

Term for Practicum	Completed Intent form to advisor
Summer	February 15
Fall	April 15
Spring	September 15

Directions:

1. Please type or print clearly.
2. Submit the **signed original** to your faculty advisor by the specified due date. Faculty mailboxes are located in the School of HMSLS mailroom, C110 Eppler Center.
3. Make a copy for yourself.
4. Practicum **must** be approved **prior** to the experience to receive credit.

Student Name _____ BGSU ID# _____

Local Address _____

Cell Phone _____ Email _____

Permanent Address _____

Practicum Term: Summer _____ Fall _____ Spring _____ Year _____

ONE academic credit is equal to 45 work hours. Each course is repeatable to a maximum of six academic credits.

TLEP 3870 – Number of credit hours _____ (*Minimum 2 credits; Maximum 5 credits*)

OR

TLEP 4870 – Number of credit hours _____ (*Minimum 2 credits; Maximum 5 credits*)

Indicate completion of the following prerequisites:

Tourism Major _____ TLEP 1900 (grade) _____ **OR** TLEP 2100 (grade) _____

TLEP 2150 (grade) _____ Overall GPA _____ (2.5 or higher)

TLEP 3870 (grade) _____ (if applying for TLEP 4870)

Student Signature _____ Date _____

Faculty Advisor _____ Date _____

**TLEP 3870/4870 PRACTICUM IN TOURISM
SITE CONFIRMATION/REGISTRATION FORM**

NOTE: Prior to submitting this form, an Intent to Register form must have been approved by the required due date.

Term for Practicum	Completed Site Confirmation form to advisor by
Summer	April 15
Fall	July 20
Spring	November 15

Practicum Term: Summer_____Fall_____Spring_____Year_____

TLEP 3870 – Number of credit hours_____ (*Minimum 2; Maximum 5*)

OR

TLEP 4870 – Number of credit hours_____ (*Minimum 2; Maximum 5*)

Student Name_____BGSU ID#_____

Name of Organization_____

Address_____

Phone_____Fax_____

Supervisor Name _____

Title_____Email_____

Organization’s Website for information on the practicum_____

Please list the responsibilities for the student during this field experience

Start date_____ End date_____ Approximate hours per week_____

Required Signatures:

Agency Supervisor_____ Date_____

Student_____ Date_____

Faculty Advisor_____ Date_____

Routing of Form: (1) Agency signature; (2) Student signature; (3) Faculty advisor signs and gives approved form to the TLEP Fieldwork Coordinator for processing.

Revised 9/21/14

TLEP 3870/4870 PRACTICUM IN TOURISM
Practicum Biweekly Log # _____

Check one: TLEP 3870 _____ TLEP 4870 _____

Student: _____

Agency: _____

Dates: From _____ To _____

Contact Hours for two weeks

Day of Week	Mon: Total Hours Worked	Tues: Total Hours Worked	Wed: Total Hours Worked	Thurs: Total Hours Worked	Fri: Total Hours Worked	Sat: Total Hours Worked	Sun: Total Hours Worked	Total Hours
Week 1 of biweekly								
Week 2 of biweekly								

Supervisor's initials to verify hours _____

Write or type a brief description of the kinds of activities and tasks you experienced.

What are some new skills you learned or experiences you were exposed to?

Reflect about your professional fit and satisfaction.

MIDTERM EVALUATION OF STUDENT PRACTICUM (TLEP 3870/4870)

(Completed by Agency Supervisor)

Person Completing This Form _____

Student's Name _____ Term/Year _____

Name of Agency Supervisor _____ Name of Agency _____

Agency Address _____ Agency Supervisor Phone Number _____

City/State/Zip _____ Agency FAX Number _____

University Supervisor _____ University Supervisor Phone Number _____

Please Note: The Tourism, Leisure, and Event Planning program at Bowling Green State University focuses on tourism, but program faculty perceive leisure and event planning to fall under the tourism organizational umbrella. In the Knowledge (K1-K3), Skill (S1-3), Affective (A1-4), and Learned Abilities (LA1-3) Outcomes below, the term "tourism," therefore, is used to represent all program foci.

KNOWLEDGE Learning Outcomes

Criterion	Target Progress (Above Average Progress) (Range=10-9)	Acceptable Progress (Range=8-7)	Unacceptable Progress (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>K1: Demonstrates understanding of how to develop, maintain, and sustain tourism operations in different segments of the tourism industry</i>	Knowledge consistently exceeds expectations; Student is able to apply knowledge regarding different marketing segments	Knowledge is at the expected level; Student is able to identify characteristics of different marketing segments	Knowledge is below expectations; Student is unaware or has limited knowledge of marketing segments	
<i>K2: Is able to identify the positive and negative impacts associated with tourism development</i>	Knowledge consistently exceeds expectations; Student is able to evaluate impacts on tourism	Knowledge is at the expected level; Student is able to recognize impacts on tourism	Knowledge is below expectations; Student has limited or no awareness of impacts on tourism	
<i>K3: Can explain basic concepts, principles, and models of tourism</i>	Knowledge consistently exceeds expectations; Student applies knowledge to the study of tourism	Knowledge is at the expected level; Student can identify basic concepts, principles, and models of tourism	Knowledge is below expectations; Student does not appear to know or has limited understanding of basic tourism concepts, principles, and/or models	

Comments:

SKILL Learning Outcomes

Criterion	Target Progress (Above Average Progress) (Range=10-9)	Acceptable Progress (Range=8-7)	Unacceptable Progress (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>S1: Can plan, organize, coordinate, and monitor tourism</i>	Skills consistently exceed expectations; Student demonstrates advanced planning, organizing, coordinating, and monitoring tourism skills	Skills are at the expected level; Student demonstrates beginning planning, organizing, coordinating, and monitoring tourism skills	Skills are below expectations; Student does not demonstrate needed basic skills to plan, organize, coordinate, and/or monitor tourism	
<i>S2: Displays skills in tourism, marketing, and management</i>	Skills consistently exceed expectations; Student demonstrates more advanced tourism, marketing and management skills	Skills are at the expected level; Student displays initial tourism, marketing, and management skills	Skills are below expectations; Student does not demonstrate needed initial tourism, marketing, and/or management skills	
<i>S3: Apply cutting-edge technologies in tourism</i>	Skills consistently exceed expectations; Student can adapt skills to use specialized tourism software and/or technologies	Skills are at the expected level; Student has basic technological capabilities as word processing and spreadsheets skills	Skills are below expectations; Student demonstrates limited or no technological skills	

Comments:

AFFECTIVE Learning Outcomes

Criterion	Target Progress (Above Average Progress) (Range=10-9)	Acceptable Progress (Range=8-7)	Unacceptable Progress (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>A1: Demonstrates a service-oriented perspective on tourism</i>	Demonstrated affect exceeds expectations; Student practices reflect a greater service-oriented perspective on tourism than product-oriented	Demonstrated affect is at the expected level; Student demonstrates awareness that tourism is a service-oriented industry	Demonstrated affect is below expectations; Student has limited or no appreciation of tourism as a service-oriented industry	
<i>A2: Has a positive appreciation of the global community, as it is learned/ understood through tourism, travel exchanges, and tourism education</i>	Demonstrated affect exceeds expectations; Student entertains a personal global perspective on tourism	Demonstrated affect is at the expected level; Student is receptive to the international character of tourism	Demonstrated affect is below expectations; Student has not embraced a global perspective of tourism or has only a limited appreciation	
<i>A3: Demonstrates values and ethics that organizations and community promote through tourism</i>	Demonstrated affect exceeds expectations; Student has adopted positive values and ethics of organizations and community regarding tourism	Demonstrated affect is at the expected level; Student has a basic appreciation for the positive values and ethics promoted by tourism	Demonstrated affect is below expectations; Student does not demonstrate responsiveness to the positive values and ethics associated with tourism organizations or community	

Criterion	Target Progress (Above Average Progress) (Range=10-9)	Acceptable Progress (Range=8-7)	Unacceptable Progress (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>A4: Demonstrates an appreciation for diversity, multiculturalism, and professional ethics</i>	Demonstrated affect exceeds expectations; Student openly embraces diversity, multiculturalism, and professional ethics	Demonstrated affect is at the expected level; Student models acceptance of the diversity, multiculturalism, and professional ethics associated with tourism	Demonstrated affect is below expectations; Student demonstrates in a limited manner an appreciation for diversity, multiculturalism, and professional ethics	

Comments:

LEARNED ABILITIES Learning Outcomes

Criterion	Target Progress (Above Average Progress) (Range=10-9)	Acceptable Progress (Range=8-7)	Unacceptable Progress (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>LA1: Displays competence in the tourism workplace</i>	Learned Abilities exceed expectations; Student demonstrates consistent competence in learned abilities in the tourism workplace	Learned Abilities are at the expected level; Student demonstrates beginning competence in learned abilities in the tourism workplace	Learned Abilities are below expectations; Student demonstrates limited or no competence in learned abilities in the tourism workplace	
<i>LA2: Applies knowledge, skill, and values toward innovative practices</i>	Learned Abilities exceed expectations; Student is able to use problem-solving skills to create practical and innovative solutions to tourism problems	Learned Abilities are at the expected level; Student demonstrates initial attempts to use personal knowledge, skills, and values to innovate or improve tourism practices	Learned Abilities are below expectations; Student demonstrates little or no efforts/skills to improve tourism practices	
<i>LA3: Demonstrates leadership potential in tourism field placements</i>	Learned Abilities exceed expectations; Student shows emerging leadership skills	Learned Abilities are at the expected level; Student demonstrates awareness of entry level leadership opportunities	Learned Abilities are below expectations; Student demonstrates no or low leadership potential	

Comments:

Additional Information:

1. At midterm, in what ways was the practicum student adequately or inadequately prepared/qualified for this placement?

2. At midterm, how has the practicum student's professional performance changed over the course of this field experience?

3. At midterm, what further academic course work and/or experience(s) would you recommend the practicum student pursue in preparing for her/his professional career?

4. At midterm, did you discuss this evaluation with the practicum student? Yes No

Midterm Grade Recommended (Agency Supervisor)/ Midterm Anticipate Grade (University Supervisor) _____

Evaluator's Signature _____

Date of Evaluation: _____

Student Signature _____

Please return to *University Supervisor c/o:*
School of HMSLS
C109 Eppler Center
Bowling Green State University
Bowling Green, OH 43403-0249

FINAL EVALUATION OF STUDENT PRACTICUM (TLEP 3870/4870)

(Completed by Agency Supervisor)

Person Completing This Form _____

Student's Name _____ Term/Year _____

Name of Agency Supervisor _____ Name of Agency _____

Agency Address _____ Agency Supervisor Phone Number _____

City/State/Zip _____ Agency FAX Number _____

University Supervisor _____ University Supervisor Phone Number _____

Please Note: The Tourism, Leisure, and Event Planning program at Bowling Green State University focuses on tourism, but program faculty perceive leisure and event planning to fall under the tourism organizational umbrella. In the Knowledge (K1-K3), Skill (S1-3), Affective (A1-4), and Learned Abilities (LA1-3) Outcomes below, the term "tourism," therefore, is used to represent all program foci.

KNOWLEDGE Learning Outcomes

Criterion	Target Progress (Above Average Progress) (Range=10-9)	Acceptable Progress (Range=8-7)	Unacceptable Progress (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>K1: Demonstrates understanding of how to develop, maintain, and sustain tourism operations in different segments of the tourism industry</i>	Knowledge consistently exceeds expectations; Student is able to apply knowledge regarding different marketing segments	Knowledge is at the expected level; Student is able to identify characteristics of different marketing segments	Knowledge is below expectations; Student is unaware or has limited knowledge of marketing segments	
<i>K2: Is able to identify the positive and negative impacts associated with tourism development</i>	Knowledge consistently exceeds expectations; Student is able to evaluate impacts on tourism	Knowledge is at the expected level; Student is able to recognize impacts on tourism	Knowledge is below expectations; Student has limited or no awareness of impacts on tourism	
<i>K3: Can explain basic concepts, principles, and models of tourism</i>	Knowledge consistently exceeds expectations; Student applies knowledge to the study of tourism	Knowledge is at the expected level; Student can identify basic concepts, principles, and models of tourism	Knowledge is below expectations; Student does not appear to know or has limited understanding of basic tourism concepts, principles, and/or models	

Comments:

SKILL Learning Outcomes

Criterion	Target Progress (Above Average Progress) (Range=10-9)	Acceptable Progress (Range=8-7)	Unacceptable Progress (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>S1: Can plan, organize, coordinate, and monitor tourism</i>	Skills consistently exceed expectations; Student demonstrates advanced planning, organizing, coordinating, and monitoring tourism skills	Skills are at the expected level; Student demonstrates beginning planning, organizing, coordinating, and monitoring tourism skills	Skills are below expectations; Student does not demonstrate needed basic skills to plan, organize, coordinate, and/or monitor tourism	
<i>S2: Displays skills in tourism, marketing, and management</i>	Skills consistently exceed expectations; Student demonstrates more advanced tourism, marketing and management skills	Skills are at the expected level; Student displays initial tourism, marketing, and management skills	Skills are below expectations; Student does not demonstrate needed initial tourism, marketing, and/or management skills	
<i>S3: Apply cutting-edge technologies in tourism</i>	Skills consistently exceed expectations; Student can adapt skills to use specialized tourism software and/or technologies	Skills are at the expected level; Student has basic technological capabilities as word processing and spreadsheets skills	Skills are below expectations; Student demonstrates limited or no technological skills	

Comments:

AFFECTIVE Learning Outcomes

Criterion	Target Progress (Above Average Progress) (Range=10-9)	Acceptable Progress (Range=8-7)	Unacceptable Progress (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>A1: Demonstrates a service-oriented perspective on tourism</i>	Demonstrated affect exceeds expectations; Student practices reflect a greater service-oriented perspective on tourism than product-oriented	Demonstrated affect is at the expected level; Student demonstrates awareness that tourism is a service-oriented industry	Demonstrated affect is below expectations; Student has limited or no appreciation of tourism as a service-oriented industry	
<i>A2: Has a positive appreciation of the global community, as it is learned/ understood through tourism, travel exchanges, and tourism education</i>	Demonstrated affect exceeds expectations; Student entertains a personal global perspective on tourism	Demonstrated affect is at the expected level; Student is receptive to the international character of tourism	Demonstrated affect is below expectations; Student has not embraced a global perspective of tourism or has only a limited appreciation	
<i>A3: Demonstrates values and ethics that organizations and community promote through tourism</i>	Demonstrated affect exceeds expectations; Student has adopted positive values and ethics of organizations and community regarding tourism	Demonstrated affect is at the expected level; Student has a basic appreciation for the positive values and ethics promoted by tourism	Demonstrated affect is below expectations; Student does not demonstrate responsiveness to the positive values and ethics associated with tourism organizations or community	

Criterion	Target Progress (Above Average Progress) (Range=10-9)	Acceptable Progress (Range=8-7)	Unacceptable Progress (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>A4: Demonstrates an appreciation for diversity, multiculturalism, and professional ethics</i>	Demonstrated affect exceeds expectations; Student openly embraces diversity, multiculturalism, and professional ethics	Demonstrated affect is at the expected level; Student models acceptance of the diversity, multiculturalism, and professional ethics associated with tourism	Demonstrated affect is below expectations; Student demonstrates in a limited manner an appreciation for diversity, multiculturalism, and professional ethics	

Comments:

LEARNED ABILITIES Learning Outcomes

Criterion	Target Progress (Above Average Progress) (Range=10-9)	Acceptable Progress (Range=8-7)	Unacceptable Progress (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>LA1: Displays competence in the tourism workplace</i>	Learned Abilities exceed expectations; Student demonstrates consistent competence in learned abilities in the tourism workplace	Learned Abilities are at the expected level; Student demonstrates beginning competence in learned abilities in the tourism workplace	Learned Abilities are below expectations; Student demonstrates limited or no competence in learned abilities in the tourism workplace	
<i>LA2: Applies knowledge, skill, and values toward innovative practices</i>	Learned Abilities exceed expectations; Student is able to use problem-solving skills to create practical and innovative solutions to tourism problems	Learned Abilities are at the expected level; Student demonstrates initial attempts to use personal knowledge, skills, and values to innovate or improve tourism practices	Learned Abilities are below expectations; Student demonstrates little or no efforts/skills to improve tourism practices	
<i>LA3: Demonstrates leadership potential in tourism field placements</i>	Learned Abilities exceed expectations; Student shows emerging leadership skills	Learned Abilities are at the expected level; Student demonstrates awareness of entry level leadership opportunities	Learned Abilities are below expectations; Student demonstrates no or low leadership potential	

Comments:

Additional Information:

2. In what ways was the practicum student adequately or inadequately prepared/qualified for this placement?

3. How has the practicum student's professional performance changed over the course of this field experience?

4. What further academic course work and/or experience(s) would you recommend the practicum pursue in preparing for her/his professional career?

5. Did you discuss this final evaluation with the practicum student? Yes No

6. Would the agency like to have additional TLEP practica students in the future? Yes No

Final Grade Recommended (Agency Supervisor) _____

Assigned Grade (University Supervisor) _____

Evaluator's Signature _____

Date of Evaluation: _____

Student Signature _____

Please return to *University Supervisor c/o:*
School of HMSLS
C109 Eppler Center
Bowling Green State University
Bowling Green, OH 43403-0249

APPLICATION FOR AGENCY AS A NEW INTERNSHIP SITE

(This form must be completed and submitted at least one month prior to the registration deadline)

The goals of an agency wishing to become a new internship site shall be congruent with the Tourism, Leisure, and Event Planning program at Bowling Green State University and include:

1. Securing qualified personnel with an educational background in Tourism services.
2. Fulfilling a responsibility to University students by providing them with a professional experience prior to their graduation in order to prepare them for their career.

Name of Student _____

Name of Agency _____

Address _____

Contact Person _____ Title _____

Phone _____ Fax _____ Email _____

Organization's Website for information on the internship _____

Please complete the following information:

- A. The agency has been in existence for _____ years.
- B. The agency employs _____ full-time, year-round supervisory personnel who will aid in training and supervising of the student intern.
- C. The agency provides the following areas and facilities for its clientele:

- D. Have you previously accepted interns from other programs? ____ Yes ____ No
- E. University supervisors will be permitted to call during work hours? ____ Yes ____ No
- F. I have attached an agency brochure for review. ____ Yes ____ No
- G. I have intern liability insurance available. ____ Yes ____ No
- H. Please attach the **intern's job description**. ____ Yes
- I. Please attach a resume of the intern's direct supervisor. ____ Yes

Signed _____ Date _____

(Administrative Officer)

Title _____ Internship Semester _____

**TLEP 4880 INTERNSHIP
INTENT TO REGISTER FORM**

Term for Internship	Completed Intent form submitted to faculty advisor by
Summer	February 15
Fall	April 15
Spring	September 15

Directions:

1. Please type or print clearly.
2. Submit the **signed original** to your faculty advisor by the specified date. Faculty mailboxes are located in the School of HMSLS mailroom, C110 Eppler Center.
3. Make a copy for yourself.
4. All internships **must** be approved **prior** to the experience to receive credit.
5. The site must be a tourism organization.

Student Name _____ BGSU ID# _____

Local Address _____

Cell Phone _____ Email _____

Permanent Address _____

Permanent Phone Number _____ Email _____

Internship Term: Summer _____ Fall _____ Spring _____ Year _____

Indicate completion of the following prerequisites:

Tourism Major _____ Overall GPA _____ (must be 2.5 or higher)

TLEP 3250 (grade) _____ **OR** TLEP 3840 (grade) _____ TLEP 3870 (grade) _____

TLEP 3860 (grade) _____ (Internship Preparation course)

Student Signature _____ Date _____

Faculty Advisor _____ Date _____

Revised 9/21/14

**TLEP 4880 INTERNSHIP
SITE CONFIRMATION/REGISTRATION FORM**

NOTE: Prior to submitting this form, an Intent to Register form must have been approved by the required due date.

Term for Internship	Completed form submitted to faculty advisor by
Summer	April 15
Fall	July 20
Spring	November 15

Internship Term: Summer _____ Fall _____ Spring _____ Year _____

Student Name _____ BGSU ID# _____

Local Address _____

Phone _____ Email _____

Agency Name _____

Agency Address _____

Phone _____ Fax _____

Organization's Website for information on the internship _____

Supervisor _____

Title _____ Email _____

Start date _____ End date _____ Approximate hours per week _____

Required Signatures:

Agency Representative and Title _____ Date _____

Student _____ Date _____

Faculty Advisor _____ Date _____

Routing of Form: (1) Agency signature; (2) Student signature; (3) Faculty advisor signs and gives approved form to the TLEP Fieldwork Coordinator for processing.

Required Detailed List of Responsibilities for the Intern

Please be as detailed as possible for the student to understand the responsibilities of the internship and so the faculty advisor can approve this work experience as an internship.

	Approximate % of Internship
Responsibility 1 _____ _____	_____
Responsibility 2 _____ _____	_____
Responsibility 3 _____ _____	_____
Responsibility 4 _____ _____	_____
Responsibility 5 _____ _____	_____
Responsibility 6 _____ _____	_____
Responsibility 8 _____ _____	_____

Required Signatures:

Agency Representative _____ Date _____

Title _____

Student _____ Date _____

Faculty Advisor _____ Date _____

**TLEP 4880 – Internship
Biweekly Log # _____**

Student: _____

Agency: _____

Dates: From _____ To _____

Hours _____

Day of Week	Mon: Total Hours Worked	Tues: Total Hours Worked	Wed: Total Hours Worked	Thurs: Total Hours Worked	Fri: Total Hours Worked	Sat: Total Hours Worked	Sun: Total Hours Worked	Total Hours
Week 1 of biweekly								
Week 2 of biweekly								

Supervisor's initials to verify hours _____

Write or type a brief description of the kinds of activities and tasks you experienced.

What are some new skills you learned or experiences you were exposed to?

Reflect about your professional fit and satisfaction.

6. In terms of the overall quality of the professional preparation program of the Tourism Major at BGSU please rate from 1 (Low) to 5 (High) how well each one of the following was accomplished.

	LOWEST		HIGHEST		
	1	2	3	4	5
Understanding of the conceptual foundations of tourism for diverse populations and destinations.					
Understanding of and ability to implement principles and procedures related to operation and care of resources, areas, and facilities.					
Understanding of various techniques of financing, budgeting, and fiscal accountability.					
Understanding of and ability to implement public relations marketing, and promotion strategies.					
Ability to utilize effectively the tools of communication, including technical writing, speech, and audio-visual techniques.					
Ability to utilize computers for basic functions, including word processing, spreadsheets, specialized programs related to tourism services.					
Knowledge of the legal foundations and responsibilities of tourism service agencies, and of the legislative process and the impact of policy formation on leisure and tourism behaviors and service in all levels of government, community organizations, and business enterprise.					
Understanding of legal concepts, including contracts, human rights, property, and torts, as applied to leisure and tourism service agencies.					
Understanding of the principles of risk management planning, and the ability to participate in the development and implementation of a risk management plan.					
Field experience such as practicum prior to internship.					
Internship, essentially a full-time continuing experience in a tourism services assignment, of at least 600 clock hours over an extended period of time, not less than 10 weeks.					
Understanding of the psychological, sociological, and physiological significance of tourism from an historical perspective for diverse populations and destinations.					
Understanding of the technological, economic, and political impact of tourism and leisure in contemporary society.					
Understanding of the significance of leisure and travel throughout the life cycle relative to the individual's attitudes, values, behaviors, and use of resources.					
Knowledge of the interrelationship between tourist behavior and the natural environment.					
Understanding of environmental ethics, the relationship of environmental ethics to the philosophy of planning, design and development, and the potential impact of planning, design and development upon the environment.					
Understanding of the history and development of the leisure and tourist services profession.					
Understanding of contemporary professional issues and how they impact the delivery of tourist services.					
Understanding of the concept of a profession and professional organization as related to tourist services.					
Understanding of ethical principles and professionalism as applied to all professional practices, attitudes and behaviors in tourism and services delivery for the tourist.					

	LOWEST		HIGHEST		
	1	2	3	4	5
Understanding of the importance of and resources for professional development.					
Understanding of and ability to use diverse community, institutional, natural, cultural and human service resources to promote and enhance the tourist experience.					
Understanding of the roles and interrelationships of diverse tourist service delivery systems, including such specialties as recreation, leisure, and the economic development.					
Knowledge of the responsibility of the tourist service profession to make available opportunities for leisure and travel experiences for all populations of travelers and customers.					
Ability to promote, advocate, interpret, and articulate the impacts of the tourist service systems for all populations of travelers, host community, and tourism partnerships.					
Knowledge of the role and content of tourism services and events.					
Ability to organize and conduct tourism events and services in a variety of settings.					
Understanding of and the ability to facilitate the concept of travel lifestyle for continued individual development and expression throughout the human life span.					
Understanding of and the ability to use various leadership techniques and strategies to enhance the individual's leisure and travel experiences for all populations.					
Understanding of the concept and use of leisure and tourism resources to facilitate participant involvement.					
Understanding of and the ability to analyze events, services, and resources in relationship to participation requirements.					
Understanding of procedures and techniques for assessment of leisure and travel needs.					
Understanding of principles and procedures for planning tourism services and events and assessing and evaluating, resources, areas, and facilities, and the associated environmental impacts.					
Knowledge of principles and procedures for proper social, cultural and environmental design of leisure and tourism services, areas, and facilities.					
Knowledge of the purpose, basic procedures and interpretation, and application of research and evaluation methodology related to leisure and tourist services.					
Ability to apply computer and statistical techniques to destination management, assessment, planning, and evaluation processes.					
Understanding of principles and procedures for evaluation of leisure and tourist events and services.					
Ability to formulate, plan for implementation, and evaluate extent to which objectives for quality tourism services and events have been met.					
Knowledge of marketing techniques and strategies.					
Understanding of the concepts of organizational behavior, accountability, interpersonal relations, and decision-making strategies.					
Understanding of and ability to apply personnel management techniques, including job analysis, recruitment, selection, training, motivation, career development and evaluation of staff and volunteers.					

Please indicate your future plans. Check mark an answer and add your comments.

- a) _____ I have a full-time job
Please provide title of the your position _____
Name of the organization and address _____

Job finding resources used in your search _____

- b) _____ I will be returning to BGSU to complete my degree
Please indicate the title of a career position that interests you _____

- c) _____ TLEP 4880 was my last requirement and I **will be** looking for a full-time career position.
Please indicate the title of the career position that you are pursuing _____

- d) _____ I will be attending graduate school after my internship
What subject will you study in your graduate program (e.g. tourism)? _____

What is the name of the college or university you will attend? _____

- e) _____ Other - Please Explain _____

Please feel free to make any additional comments concerning the professional preparation curriculum of the Tourism Major.

Signature of Student _____ Date _____

MIDTERM TLEP Internship Agency Evaluation of Student Performance (TLEP 4880)

Person Completing This Form _____ (Both Supervisors Complete Separate Copies of Form)

Intern's Name _____

Term/Year _____

Name of Agency Supervisor _____

Name of Agency _____

Agency Address _____

Agency Supervisor Phone Number _____

City/State/Zip _____

Agency FAX Number _____

University Supervisor _____

University Supervisor Phone Number _____

Please Note: The Tourism, Leisure, and Event Planning program at Bowling Green State University focuses on tourism, but program faculty perceive leisure and event planning to fall under the tourism organizational umbrella. In the Knowledge (K1-K3), Skill (S1-3), Affective (A1-4), and Learned Abilities (LA1-3) Outcomes below, the term "tourism," therefore, is used to represent all program foci.

KNOWLEDGE Learning Outcomes

Criterion	Target Progress (Above Average Progress) (Range=10-9)	Acceptable Progress (Range=8-7)	Unacceptable Progress (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>K1: Demonstrates understanding of how to develop, maintain, and sustain tourism operations in different segments of the tourism industry</i>	Knowledge consistently exceeds expectations; Intern is able to apply knowledge regarding different marketing segments	Knowledge is at the expected level; Intern is able to identify characteristics of different marketing segments	Knowledge is below expectations; Intern is unaware or has limited knowledge of marketing segments	
<i>K2: Is able to identify the positive and negative impacts associated with tourism development</i>	Knowledge consistently exceeds expectations; Intern is able to evaluate impacts on tourism	Knowledge is at the expected level; Intern is able to recognize impacts on tourism	Knowledge is below expectations; Intern has limited or no awareness of impacts on tourism	
<i>K3: Can explain basic concepts, principles, and models of tourism</i>	Knowledge consistently exceeds expectations; Intern applies knowledge to the study of tourism	Knowledge is at the expected level; Intern can identify basic concepts, principles, and models of tourism	Knowledge is below expectations; Intern does not appear to know or has limited understanding of basic tourism concepts, principles, and/or models	

Comments:

SKILL Learning Outcomes

Criterion	Target Progress (Above Average Progress) (Range=10-9)	Acceptable Progress (Range=8-7)	Unacceptable Progress (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>S1: Can plan, organize, coordinate, and monitor tourism</i>	Skills consistently exceed expectations; Intern demonstrates advanced planning, organizing, coordinating, and monitoring tourism skills	Skills are at the expected level; Intern demonstrates beginning planning, organizing, coordinating, and monitoring tourism skills	Skills are below expectations; Intern does not demonstrate needed basic skills to plan, organize, coordinate, and/or monitor tourism	
<i>S2: Displays skills in tourism, marketing, and management</i>	Skills consistently exceed expectations; Intern demonstrates more advanced tourism, marketing and management skills	Skills are at the expected level; Intern displays initial tourism, marketing, and management skills	Skills are below expectations; Intern does not demonstrate needed initial tourism, marketing, and/or management skills	
<i>S3: Apply cutting-edge technologies in tourism</i>	Skills consistently exceed expectations; Intern can adapt skills to use specialized tourism software and/or technologies	Skills are at the expected level; Intern has basic technological capabilities as word processing and spreadsheets skills	Skills are below expectations; Intern demonstrates limited or no technological skills	

Comments:

AFFECTIVE Learning Outcomes

Criterion	Target Progress (Above Average Progress) (Range=10-9)	Acceptable Progress (Range=8-7)	Unacceptable Progress (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>A1: Demonstrates a service-oriented perspective on tourism</i>	Demonstrated affect exceeds expectations; Intern practices reflect a greater service-oriented perspective on tourism than product-oriented	Demonstrated affect is at the expected level; Intern demonstrates awareness that tourism is a service-oriented industry	Demonstrated affect is below expectations; Intern has limited or no appreciation of tourism as a service-oriented industry	
<i>A2: Has a positive appreciation of the global community, as it is learned/ understood through tourism, travel exchanges, and tourism education</i>	Demonstrated affect exceeds expectations; Intern entertains a personal global perspective on tourism	Demonstrated affect is at the expected level; Intern is receptive to the international character of tourism	Demonstrated affect is below expectations; Intern has not embraced the global perspective of tourism or has only a limited appreciation	
<i>A3: Demonstrates values and ethics that organizations and community promote through tourism</i>	Demonstrated affect exceeds expectations; Intern adopts the positive values and ethics of organizations and community regarding tourism	Demonstrated affect is at the expected level; Intern has an appreciation of the positive values and ethics promoted by tourism	Demonstrated affect is below expectations; Intern does not demonstrate responsiveness to the positive values and ethics associated with tourism organizations or community	

Criterion	Target Progress (Above Average Progress) (Range=10-9)	Acceptable Progress (Range=8-7)	Unacceptable Progress (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>A4: Demonstrates an appreciation for diversity, multiculturalism, and professional ethics</i>	Demonstrated affect exceeds expectations; Intern openly embraces diversity, multiculturalism, and professional ethics	Demonstrated affect is at the expected level; Intern models acceptance of the diversity, multiculturalism, and professional ethics associated with tourism	Demonstrated affect is below expectations; Intern does not demonstrate or demonstrates in a limited manner an appreciation for diversity, multiculturalism, and professional ethics	

Comments:

LEARNED ABILITIES Learning Outcomes

Criterion	Target Progress (Above Average Progress) (Range=10-9)	Acceptable Progress (Range=8-7)	Unacceptable Progress (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>LA1: Displays competence in the tourism workplace</i>	Learned Abilities exceed expectations; Intern demonstrates consistent competence in learned abilities in the tourism workplace	Learned Abilities are at the expected level; Intern demonstrates beginning competence in learned abilities in the tourism workplace	Learned Abilities are below expectations; Intern demonstrates limited or no competence in learned abilities in the tourism workplace	
<i>LA2: Applies knowledge, skill, and values toward innovative practices</i>	Learned Abilities exceed expectations; Intern is able to use problem-solving skills to create practical and innovative solutions to tourism problems	Learned Abilities are at the expected level; Intern demonstrates initial attempts to use personal knowledge, skills, and values to conceptualize innovations to improve tourism practice	Learned Abilities are below expectations; Intern demonstrate little or no efforts/skills to improve tourism practices	
<i>LA3: Demonstrates leadership potential in tourism field placements</i>	Learned Abilities exceed expectations; Intern shows emerging leadership skills	Learned Abilities are at the expected level; Intern demonstrates awareness of entry level leadership opportunities	Learned Abilities are below expectations; Intern does not demonstrate leadership potential	

Comments:

Additional Information:

- 5. At midterm, in what ways was the intern adequately or inadequately prepared/qualified for this placement?

- 6. At midterm, how has the intern's professional performance changed over the course of this field experience?

- 7. At midterm, what further academic course work and/or experience(s) would you recommend the intern pursue in preparing for her/his professional career?

- 8. At midterm, did you discuss this evaluation with the intern? Yes No

Midterm Grade Recommended (Agency Supervisor)/ Midterm Anticipated Grade (University Supervisor)_____

Evaluator's Signature_____

Date of Evaluation:_____

Student Signature_____

Please return to *University Supervisor c/o:*
School of HMSLS
C109 Eppler Center
Bowling Green State University
Bowling Green, OH 43403-0249

FINAL TLEP Internship Agency Evaluation of Student Performance

Person Completing This Form _____ (Both Supervisors Complete Separate Copies of Form)

Intern's Name _____

Term/Year _____

Name of Agency Supervisor _____

Name of Agency _____

Agency Address _____

Agency Supervisor Phone Number _____

City/State/Zip _____

Agency FAX Number _____

University Supervisor _____

University Supervisor Phone Number _____

Please Note: The Tourism, Leisure, and Event Planning program at Bowling Green State University focuses on tourism, but program faculty perceive leisure and event planning to fall under the tourism organizational umbrella. In the Knowledge (K1-K3), Skill (S1-3), Affective (A1-4), and Learned Abilities (LA1-3) Outcomes below, the term "tourism," therefore, is used to represent all program foci.

KNOWLEDGE Learning Outcomes

Criterion	Target (Range=10-9)	Acceptable (Range=8-7)	Unacceptable (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>K1: Demonstrates understanding of how to develop, maintain, and sustain tourism operations in different segments of the tourism industry</i>	Knowledge consistently exceeds expectations; Intern is able to apply knowledge regarding different marketing segments	Knowledge is at the expected level; Intern is able to identify characteristics of different marketing segments	Knowledge is below expectations; Intern is unaware or has limited knowledge of marketing segments	
<i>K2: Is able to identify the positive and negative impacts associated with tourism development</i>	Knowledge consistently exceeds expectations; Intern is able to evaluate impacts on tourism	Knowledge is at the expected level; Intern is able to recognize impacts on tourism	Knowledge is below expectations; Intern has limited or no awareness of impacts on tourism	
<i>K3: Can explain basic concepts, principles, and models of tourism</i>	Knowledge consistently exceeds expectations; Intern applies knowledge to the study of tourism	Knowledge is at the expected level; Intern can identify basic concepts, principles, and models of tourism	Knowledge is below expectations; Intern does not appear to know or has limited understanding of basic tourism concepts, principles, and/or models	

Comments:

SKILL Learning Outcomes

Criterion	Target (Range=10-9)	Acceptable (Range=8-7)	Unacceptable (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>S1: Can plan, organize, coordinate, and monitor tourism</i>	Skills consistently exceed expectations; Intern demonstrates advanced planning, organizing, coordinating, and monitoring tourism skills	Skills are at the expected level; Intern demonstrates beginning planning, organizing, coordinating, and monitoring tourism skills	Skills are below expectations; Intern does not demonstrate needed basic skills to plan, organize, coordinate, and/or monitor tourism	
<i>S2: Displays skills in tourism, marketing, and management</i>	Skills consistently exceed expectations; Intern demonstrates more advanced tourism, marketing and management skills	Skills are at the expected level; Intern displays initial tourism, marketing, and management skills	Skills are below expectations; Intern does not demonstrate needed initial tourism, marketing, and/or management skills	
<i>S3: Apply cutting-edge technologies in tourism</i>	Skills consistently exceed expectations; Intern can adapt skills to use specialized tourism software and/or technologies	Skills are at the expected level; Intern has basic technological capabilities as word processing and spreadsheets skills	Skills are below expectations; Intern demonstrates limited or no technological skills	

Comments:

AFFECTIVE Learning Outcomes

Criterion	Target (Range=10-9)	Acceptable (Range=8-7)	Unacceptable (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>A1: Demonstrates a service-oriented perspective on tourism</i>	Demonstrated affect exceeds expectations; Intern practices reflect a greater service-oriented perspective on tourism than product-oriented	Demonstrated affect is at the expected level; Intern demonstrates awareness that tourism is a service-oriented industry	Demonstrated affect is below expectations; Intern has limited or no appreciation of tourism as a service-oriented industry	
<i>A2: Has a positive appreciation of the global community, as it is learned/ understood through tourism, travel exchanges, and tourism education</i>	Demonstrated affect exceeds expectations; Intern entertains a personal global perspective on tourism	Demonstrated affect is at the expected level; Intern is receptive to the international character of tourism	Demonstrated affect is below expectations; Intern has not embraced the global perspective of tourism or has only a limited appreciation	
<i>A3: Demonstrates values and ethics that organizations and community promote through tourism</i>	Demonstrated affect exceeds expectations; Intern adopts the positive values and ethics of organizations and community regarding tourism	Demonstrated affect is at the expected level; Intern has an appreciation of the positive values and ethics promoted by tourism	Demonstrated affect is below expectations; Intern does not demonstrate responsiveness to the positive values and ethics associated with tourism organizations or community	

Criterion	Target (Range=10-9)	Acceptable (Range=8-7)	Unacceptable (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>A4: Demonstrates an appreciation for diversity, multiculturalism, and professional ethics</i>	Demonstrated affect exceeds expectations; Intern openly embraces diversity, multiculturalism, and professional ethics	Demonstrated affect is at the expected level; Intern models acceptance of the diversity, multiculturalism, and professional ethics associated with tourism	Demonstrated affect is below expectations; Intern does not demonstrate or demonstrates in a limited manner an appreciation for diversity, multiculturalism, and professional ethics	

Comments:

LEARNED ABILITIES Learning Outcomes

Criterion	Target (Range=10-9)	Acceptable (Range=8-7)	Unacceptable (Range=6-0)	Evaluation Score (Indicate one score: 10-0)
<i>LA1: Displays competence in the tourism workplace</i>	Learned Abilities exceed expectations; Intern demonstrates consistent competence in learned abilities in the tourism workplace	Learned Abilities are at the expected level; Intern demonstrates beginning competence in learned abilities in the tourism workplace	Learned Abilities are below expectations; Intern demonstrates limited or no competence in learned abilities in the tourism workplace	
<i>LA2: Applies knowledge, skill, and values toward innovative practices</i>	Learned Abilities exceed expectations; Intern is able to use problem-solving skills to create practical and innovative solutions to tourism problems	Learned Abilities are at the expected level; Intern demonstrates initial attempts to use personal knowledge, skills, and values to conceptualize innovations to improve tourism practice	Learned Abilities are below expectations; Intern demonstrate little or no efforts/skills to improve tourism practices	
<i>LA3: Demonstrates leadership potential in tourism field placements</i>	Learned Abilities exceed expectations; Intern shows emerging leadership skills	Learned Abilities are at the expected level; Intern demonstrates awareness of entry level leadership opportunities	Learned Abilities are below expectations; Intern does not demonstrate leadership potential	

Comments:

Additional Information:

- 7. In what ways was the intern adequately or inadequately prepared/qualified for this placement?

- 8. How has the intern's professional performance changed over the course of this field experience?

- 9. What further academic course work and/or experience(s) would you recommend the intern pursue in preparing for her/his professional career?

- 10. Did you discuss this final evaluation with the intern? Yes No

- 11. Would the agency like to have additional TLEP interns in the future? Yes No

Final INTERNSHIP Grade Recommended (Agency Supervisor) _____

Assigned Grade (University Supervisor)_____

Evaluator's Signature_____

Date of Evaluation:_____

Student Signature_____

Please return to *University Supervisor c/o:*
School of HMSLS
C109 Eppler Center
Bowling Green State University
Bowling Green, OH 43403-0249