

YMCA of Metropolitan Milwaukee



Internship Program Guide

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YMCA of Metropolitan Milwaukee Internship Program Guide

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Section I: ORGANIZATIONAL OVERVIEW

The Young Men's Christian Association is a charitable association and was founded in London, England in 1844 to address the social conditions of the time. The Milwaukee Association was founded in 1858 and since it's founding, the YMCA has responded to the needs of each new generation with a succession of innovative programs and services for:

- Families
- Children
- Youth / Teens
- Adults
- Active Older Adults
- People with Disabilities
- People who need financial Assistance

YMCA's are "a complex of related activities rather than a collection of discrete programs." One way the YMCA accomplishes its mission and vision is by offering the YMCA as an association to belong to for life. From a 6-week old in YMCA childcare to an 86 year-old in a water exercise program, the YMCA has activities that help people of every age live healthier lives and help their communities prosper.

The YMCA of Metropolitan Milwaukee is committed to providing services to build strong kids, families and communities everyday through strong staff and volunteers within:

- three camps (residential and day);
- nine full service facility branches;
- three program center branches
- one arts & humanities focused branch

OUR MISSION:

The YMCA's mission is to put Christian principles into practice through programs that build healthy spirit, mind and body for all.

OUR VISION:

We build strong kids, strong families and strong communities.

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Section II: Internship Program Overview and Objectives

The YMCA Internship Program is designed to provide interns with opportunities to put theory into practice. An internship provides an opportunity to assess, develop and enhance many of the key competencies needed in the professional workplace. By combining academic preparation with the resources of the YMCA of Metropolitan Milwaukee, it is possible to provide a desired blend of theory and practice through interaction with staff, members and volunteers of the YMCA. It is through the provision of fieldwork experiences that an intern is given maximum opportunities to apply theoretical concept to practical situations.

A. Internship Program Objectives:

1. Provides practical experience by observing and participating in day-to day conduct of projects related to fields of interest;
2. To provide opportunities for application and development of professional methods and skills through actual practice. Emphasis is placed on developing competence in basic professional methods such as analysis, fiscal management, planning, record keeping, promotion, programming, teaching, member services, and evaluation. (Each student is required to complete a list of core objectives plus specific track objectives and a related project, which will enhance their personal portfolio.)
3. To provide a wide range of experiences and observations in the chosen area for the internship. This diversification becomes an invaluable guide as the intern chooses a professional path that best reflects his/her career goals.

In partnership with academic and non-profit organizations, the YMCA Internship Program:

1. Aids in the development of a culturally competent workforce by attracting candidates from diverse backgrounds; and
2. Enhances the YMCA's ability to attract candidates who demonstrate professional excellence as potential full-time employees.

B. Definition of Intern

There are three important elements that distinguish an intern from a short-term employee or volunteer worker:

1. Academic or experiential background which an intern brings to the practical experience;
2. Academic or designated internship organization affiliation; and
3. Clearly stated goals and objectives that result in a final project, which demonstrates the learning accomplished as it relates to the intern's academic discipline or expertise area.

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C. Compensation: Paid vs. Non-Paid Internships

Internships may be paid or unpaid depending on the criteria of the partner organization and the capacity of each branch to handle the financial obligation. Non-paid internships provide the candidate with academic course credit and or work experience in a program of academic interest or study.

Paid internships provide candidates with a wage based on academic status and work experience. In the event of a paid internship, interns will be processed through a temporary staffing agency identified by the YMCA and applicable fees will be added to the base wages recommended below. The following are academic levels, experience and wage ranges for all **paid** intern(s):

Academic Level	Years of Experience	Wage range
High School	9 th to 12 th grade academic experience	\$6.00 – 7.00 per hour
Undergraduate Level	Up to 2 years successfully completed academic experience	\$7.00 – 8.00 per hour
	From 2 to 4 year successfully completed academic experience	\$8.00 – 9.00 per hour
Graduate Level	From 1 to 2 yeas successfully completed academic experience	\$9.00 – \$10.00 per hour
	From 2 plus years of successfully completed academic experience	\$10.00 - \$11.00 per hour
Doctoral Level	From 1 to 4 years of successfully completed experience	\$12.00 - \$14.00 per hour
Graduated Non-Student	Will vary depending on academic accomplishment, work experience and referral agency recommendations	\$9.00 – \$12.00 per hour

Payrolling fees will be added on to the base fee rate for each intern. The current rate is 1.17 times the base rate. For example, if an intern is scheduled to receive \$6.00 per hour, the calculated bill rate for the branch would be \$7.02. This option has been selected to minimize unnecessary paperwork and false employment statistics reporting when interns are classified as employees.

D. Benefits

Participating interns are granted individual membership privileges during their tenure as an intern whether paid or unpaid.

E. Promise not to replace Full-time Employees and No-Guarantee for future Employment

The internship experience is not intended to replace full-time workers and there is no guarantee of future employment with the YMCA of Metropolitan Milwaukee.

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Section III: Key Roles & Responsibilities

1) YMCA of Metropolitan Milwaukee – Human Resources Department:

Under the direction of the Director of Internship Programs, this department assumes responsibility for the administration of all internship relations between the YMCA and potential partnership organizations. These responsibilities include, but are not limited to, the following:

- i) Facilitating an informal organizational audit to assess need and identify potential placement opportunities and key staff support within interested Branches
- ii) Manage all administrative aspects of placement including:
 - (1) Securing job descriptions for internship from branch department heads and working with branches to develop “Career Development Plans” for each intern placed within the branch or Association Office.
 - (2) Processing application process
- iii) Establishing relationships and marketing the internship position to potential partnering organizations (i.e. INROADS, Public Allies, Universities, etc.)
- iv) Conduct initial screening & interviews of potential interns (and/or coordinate teams from interested branches); extend offer along with supervisor and finalize administrative paper work.
- v) Facilitate branch supervisor and intern orientations
- vi) Monitor placement of interns which includes but is not limited to monthly meetings with intern candidate(s); and assessment / evaluation of placement
- vii) Assess current outcomes and explore potential future placement opportunities for intern candidates

2) Participating YMCA Branches and Association Office Departments agree to provide each intern with a meaningful learning experience by developing the following:

- a) Identify supervisor to oversee intern placement at the branch. Each supervisor should have a minimum of a Bachelor’s degree and/or experience in the assigned specialty focus area (depending on the requirements of the partnering organization) as well as at least 1 year of supervisor experience;

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- b) A well-established internship plan and program of supervision as a part of its ongoing work with all staff and leaders. This should include description of internship, defined work schedule orientation process;
 - c) Programs and services provided that have sufficient stability, scope and quality to insure guided learning experiences for the student;
 - d) Allow supervisors adequate time to continuously supervise the intern(s), prepare appropriate documentation / records for partnering organizations and HR Department; and provide on-going evaluation and feedback for the intern(s);
 - e) Provide wages (if appropriate) within internship salary ranges found on page 5 of the Guide.
- 3) **Partnering Organizations: Academic Institutions and other Non-profit institutions**
Throughout the internship, the partnering organization or academic institution agrees to assume certain responsibilities to the intern and the YMCA. Some of these include, but are not limited to:
- a) The partnering organization ensures that the intern candidate has fulfilled the course requirements prior to the internship;
 - b) The partnering organization intern coordinator provides the YMCA with guidelines and goals of the internship experience;
 - c) Plans a minimum of one on-site visit during the internship to discuss the experience and progress of the intern with the Intern, Branch Supervisor and the Director of Internship Programs;
 - d) The partnering organization intern coordinator will supply the YMCA with all necessary evaluation forms (weekly, monthly, mid-term and final) as required;
 - e) The partnering organization provides the YMCA with an outline detailing the following:
 - i) Name, mailing address, phone number of partnering organization intern coordinator
 - ii) Time frame for the internship, including specific start / stop dates and required program expectations for training and development facilitated by the Partnering Organization
 - iii) Total number of hours required and credits to be received

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- 4) **Participating Intern(s):** Intern candidates who agree to participate in YMCA internships assume responsibilities for learning about the nature of the work of the YMCA, its aims, policies and procedures. While actively associated with the YMCA of Metropolitan Milwaukee, he/ she agrees to exhibit our core values of caring, honesty, respect and responsibility in all aspect of work as an intern with the YMCA and abide by all YMCA policies, rules and procedures. Additionally, the interns agrees to:
- a) Fulfill all expected tasks assigned to them to the best of their ability, making no significant changes in the established schedule without prior knowledge of the YMCA and partnering organization;
 - b) Provide the YMCA with the following:
 - i) University transcript
 - ii) Professional resume
 - iii) Written outline of general goals and objectives for the internship.
 - c) Feedback on internship experience:
 - i) Written evaluation of internship experience;
 - ii) Participate in an exit interview with the Director of Internship Programs.

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Section IV: Core Objectives and Placement Focus Options

A. Core Objectives

It is expected that each intern should be familiar with the mission, vision, goals and daily operations of the YMCA of Metropolitan Milwaukee. Thus, these core objectives have been developed to assist the intern in gaining knowledge of the general scope of the total Association. These objectives must be completed by all interns at the conclusion of their internship experience with the YMCA:

- 1) Be familiar with and abide by all YMCA personnel policies and general operating procedures.
- 2) Attend department/Branch staff meetings as necessary.
- 3) Attend a YMCA committee / cabinet meeting (as appropriate for specialty focus area).
- 4) Attend a Branch Board meeting as appropriate and with support from Branch Executive.
- 5) Develop an awareness/understanding of procedures by working at Courtesy Counter / Reception
- 6) Develop comfort with the Branch layout of the facility and programs in order to conduct membership tours.
- 7) Gain knowledge of the Branch budget process, monthly spread sheets and be able to interpret the current financial position.
- 8) Learn techniques of advertising and promoting programs and coordinate the promotion of one program.
- 9) Visit and tour other branches in the Association and be able to distinguish the unique qualities of each Branch.
- 10) Observe at least two areas of operations that support knowledge of organization as relevant to area of interest and study.
- 11) Construct measurable performance standards and meet targets.
- 12) Participate in informal discussions with other YMCA staff to learn about other potential career opportunities within the YMCA.
- 13) Attend necessary training to enhance professional capacity as appropriate.

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B. Placement Focus Options

The YMCA of Metropolitan Milwaukee serves over 120,000 members and program participants annually as well as hosts several multi-site facilities. Through our commitment to community outreach and collaborations with other community based organizations, we are able to provide a well-rounded exposure that can assist an intern in developing professional skills to work in any community based organization. Although an intern will be required to select one key focus area during their tenure, there will be potential overlap to broaden the scope and knowledge and educational experience of each intern. Each specialty focus area will provide relevant exposure to develop intern skill set in the following major areas within reasonable time limitations based on intern tenure:

- Fiscal Management
- Program planning, development, analysis and evaluation
- Promotion / marketing techniques
- Teaching Technique / formatting/scheduling
- Staffing / Staff development
- Licensing and documentation
- Member / participant relationships
- Effective communication
- Supervision
- Individual and group Instruction
- Proper orientation to various fitness machines and related equipment

Intern evaluations will focus on satisfactory development of skills within the following areas as appropriate:

- | | |
|--|---|
| <input type="checkbox"/> Customer Service | <input type="checkbox"/> Professionalism |
| <input type="checkbox"/> Time Management | <input type="checkbox"/> Promptness |
| <input type="checkbox"/> Handles Responsibility | <input type="checkbox"/> Relates to Others |
| <input type="checkbox"/> Handles Criticism | <input type="checkbox"/> Friendly |
| <input type="checkbox"/> Accepts Direction From Others | <input type="checkbox"/> Enthusiasm/Energy |
| <input type="checkbox"/> Organization Skills | <input type="checkbox"/> Takes Initiative |
| <input type="checkbox"/> Communication Skills | <input type="checkbox"/> Outgoing |
| <input type="checkbox"/> Leadership Skills | <input type="checkbox"/> Attire/Personal Grooming |
| <input type="checkbox"/> Decision Making Skills | <input type="checkbox"/> Maturity |

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C. Focus Areas

The following is a listing of potential focus areas an intern can explore with the YMCA of Metropolitan Milwaukee. Detailed objectives and experiential scope will be adjusted to meet the needs of the intern and requirements identified through partnering organization specifications:

1. Health and Fitness Focus: a comprehensive fitness management experience encompassing all aspects of directing health and fitness programming of the YMCA.
2. Physical Education Focus: Developing experience in designing, promoting and conducting physical education classes for all ages ranging from toddler through senior citizen and adaptive populations. This internship will also include the management of leagues, tournaments and team affiliations with supervising parent groups.
3. Aquatic Services Focus: a combination experience with primary emphasis on indoor facilities and secondary emphasis on the outdoor programs, which operate in summer. The experience includes managing a seven-day a week operation with instructional classes, recreational time, rental agreements, fitness programming, competitive team practices and community service projects with safety considered for all segments.
4. Art Education or Fine Arts Focus: Art Education or Fine Arts majors will have an opportunity to apply theory to practice in the development and implementation of programs and services related to the field.
5. Human Resource / Staff Development Focus: a combination experience that provides for application on relevant personnel policies and procedures as well as training and development theory based on focus of student interest area.
6. YMCA Child Care Focus: practical hands-on experiences in the delivery and management of child care services. Depending on length of internship, candidates also participate in relevant Child Care Certification programs offered by YMCA.
7. Youth Development Focus: provides candidates with an opportunity to explore career options in the area of Youth Development. Depending on length of internship, interns can experience and participate in relevant training related to working with youth in ages ranging from 5 years to 18 years of age.
8. Community Development Focus: provides candidates with an opportunity to develop experience in community organizing, public policy and community outreach.
9. Recreation Focus: provides candidates with an opportunity to develop experience in recreational programming such as Camping, Safe Place and Youth Sports.
10. Business Operations Focus: Marketing, Accounting, Financial Development or General Business Management

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Section V: Forms

A. Intern Request Form

Please complete and return to:

**Antoinette Mensah – Human Resources Director for Recruitment & Diversity
Association Office – 161 W. Wisconsin Avenue; Suite 4000, Milwaukee WI 53203
Fax: 414-224-0151**

Email: amensah@ymcamke.org

Supervisor / Department: _____

Branch: _____

Phone/Fax: _____

Email: _____

Academic Requirements: High School College Graduate Other _____

Candidate Source: Public Allies INROADS College/University Other _____

Indicate Additional Requirements: Check all that apply.

Driver's License Transportation Age Requirement _____

Required Course Work List: _____

Other: _____

Desired Major: Please indicate the desired major below and include the specific career area.

I. Position(s)

	<u>Desired Major</u>	<u>Career Area</u>
Example:	Accounting	Accounting
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

FOR HR USE ONLY

TOTAL NUMBER OF POSITIONS TO BE FILLED: _____

Authorized by: _____

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**INTERN REQUEST FORM
Guidelines**

ACADEMIC REQUIREMENTS: Intern candidates will be solicited from area high schools, colleges/ universities and technical academic institutions.

DESIRED MAJOR: Indicate the desired major: Business, Fine Arts, Health & Recreation, Fitness, Marketing, Communications, Social Work, Computer,

CAREER AREA: Specify the desired area of concentration.

11. Health and Fitness
12. Physical Education
13. Aquatic Services
14. Art Education or Fine Arts
15. Human Resource
16. Staff Development
17. YMCA Child Care
18. Youth Development
19. Community Development
20. Marketing / Member Services / Communications
21. Financial Development
22. Human Services
23. General Business
24. Facility Management
25. Recreation (Camp / Safe Place, etc.)
26. Active Older Adults Services/Program

TOTAL NUMBER OF POSITIONS: Indicate the total number of positions to be filled.

ADDITIONAL REQUIREMENTS: List other desired qualifications.

- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

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B. Student Intern Evaluation Form

Intern Name _____ Date _____

Evaluator Name _____ Position _____

Period of Evaluation: From _____ To _____

Job Responsibilities _____

Evaluate the intern in the following areas as to whether their performance was:

E-Excellent **S-Satisfactory** **U-Unsatisfactory** **NA-Not Applicable/Did Not Observe**

- ___ Customer Service
- ___ Time Management
- ___ Handles Responsibility
- ___ Handles Criticism
- ___ Accepts Direction From Others
- ___ Organization Skills
- ___ Communication Skills
- ___ Leadership Skills
- ___ Decision Making Skills

- ___ Professionalism
- ___ Promptness
- ___ Relates to Others
- ___ Friendly
- ___ Enthusiasm/Energy
- ___ Takes Initiative
- ___ Outgoing
- ___ Attire/Personal Grooming
- ___ Maturity

Specific comments to support above ratings:

Recommended action to improve performance:

Comment on how prepared this person is to continue in this profession:

Would you consider this intern for permanent placement? Yes ___ No ___
(If no, please explain your response below).

Has this information been shared with the intern? Yes ___ No ___

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C. INTERNSHIP APPLICATION FORM

Name _____ Phone _____

Permanent Address _____ Phone _____

City _____ State _____ Zip Code _____

Name of University / School _____

School Supervisor _____ Phone _____

Major Field of Study _____ Overall GPA _____

Minor or Related Field _____ Year in School _____

Dates Available for Internship _____

I have a strong interest in the following area(s):

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> Facility Management | <input type="checkbox"/> Community Development | <input type="checkbox"/> Recreation | <input type="checkbox"/> Camping Services |
| <input type="checkbox"/> Wellness Programs | <input type="checkbox"/> Family Services | <input type="checkbox"/> Arts Education | <input type="checkbox"/> Business |
| <input type="checkbox"/> Youth Development | <input type="checkbox"/> Exercise Leader | <input type="checkbox"/> Fund Development | <input type="checkbox"/> Marketing |
| <input type="checkbox"/> Management | <input type="checkbox"/> Aquatics | <input type="checkbox"/> Public Health | <input type="checkbox"/> Member Services |
| <input type="checkbox"/> Communications | <input type="checkbox"/> Child Care | <input type="checkbox"/> Finance/Accounting | <input type="checkbox"/> Staff Development |

Other areas: _____

My goals for an internship experience are: _____

List your strongest personal qualities: _____

Indicate related job experience, special skills and training: _____

Please provide three references (professional or academic)

<u>Name</u>	<u>Relationship</u>	<u>Contact Information</u>

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INTERNSHIP APPLICATION (continued)

Name: _____

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Have you ever been convicted of a crime (felony or misdemeanor)? ____ Yes ____ No If yes, explain:

1) the nature of the crime: _____

2) date of conviction: _____

3) state in which convicted: _____

(Convictions are not an automatic bar to internship. However, failure to provide complete and accurate information relating to criminal convictions will result in immediate termination.)

Please read carefully before signing this application:

1. All information contained in this application is true and correct to the best of my knowledge and belief. I understand that misrepresentations or omissions of any kind may result in denial of employment or be cause for subsequent dismissal.
2. I authorize the YMCA of Metropolitan Milwaukee to investigate my responses on this application. I voluntarily and knowingly fully release and hold harmless any person or organization that provides information pertaining to my internship or me.

Signed by Applicant: _____ Date: _____

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**Section VI:
Partner Organizations /Academic
Institutions and Intern Listing**

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A. INROADS/Wisconsin, Inc.



Career Development in Business and Industry for Talented Minorities

INROADS/Wisconsin, Inc.
231 W. Wisconsin Avenue
Suite 1104
Milwaukee, WI 53203
Phone (414) 272-1680
Fax (414) 272-7733

MISSION: INROADS is a national career development organization committed to developing and placing talented minority youth in business and industry, and preparing for corporate and community leadership.

OVERVIEW: INROADS matches college students and sponsoring companies according to the student's career interests and the companies needs. Upon graduation, after 2-5 successive summers, our ultimate goal is to place interns with their corporate sponsors. INROADS is unique because it recognizes "the best and the brightest" have the greatest ability to rise to top corporate levels. Recruiting focuses on students with leadership characteristics and demonstrated academic achievement. Training and development concentrates on management skills. Furthermore, INROADS realizes that companies look for students with resiliency to preserve despite setbacks and to perceive obstacles as opportunity. INROADS, is also unique because of the breadth of involvement among the business, academic and minority communities, as well as the depth of involvement and commitment by companies, interns, parents, educators, and alumni.

RECRUITMENT: After reviewing students' applications and screening students through interviews, we accept them into the "Talent Pool". Over 200 students are recruited per year from local high school and universities in Madison, Milwaukee, Racine, and Beloit high school graduating seniors as well as college freshmen and sophomores. Sponsoring companies then select students from this Talent Pool (generally 3-4 candidates per position available) for internships at the company's location.

SELECTION: Selection criteria are: 3.0+ GPA, graduates in the top 10% of their senior high school class, score 800+ on the SAT or 20+ on ACT, plan to attend or attend a four-year university, have interest in a career in business, engineering, computer science or nursing management participate in extra curricular activities, have a desire to succeed and have demonstrated leadership qualities.

INROADS/Wisconsin 2000-2001 Intern(s)

<u>Intern Name</u>	<u>Branch Placement</u>	<u>Supervisor (Placement Area)</u>
Erin Holloway	Downtown	Pat Buechs / Heidi Olson (Membership)

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B. YMCA ICCP / Non YMCA International Interns

1. YMCA International Camp Counselor Program

The International Camp Counselor Program (ICCP), established in 1959, is a cultural exchange program recognized by the United States Government. ICCP recruits qualified counselors and camp staff members from all over the world and places them according to preference and camp need.

The YMCA of Metropolitan Milwaukee through its involvement in the ICCP has the opportunity to enhance its ability to expose youth and adults to the richness of various cultures around the world. Each branch serves as a host to an international camper who in exchange for sharing skills and culture from their home country has an opportunity to learn about American culture and approaches to camping.

While many people only think of us receiving staff from other countries, the ICCP is also an option for Milwaukee staff that wishes to experience camp in another country. The process is coordinated through Human Resources. For more information contact Antoinette Mensah @ (414) 274-0765.

2. Non YMCA International Internships

From time to time internship opportunities develop because of personal connections with YMCA staff members who travel abroad. In order to insure that experiences are well defined and properly monitored, these relationships must be registered through the Director of Internship programs for the YMCA. The following information will be minimally required on all foreign interns visiting our Association:

1. Full name
2. Address / phone number
3. Emergency contact
4. References of background / character, etc.
5. Visa type (B1 or B2 are acceptable so long as there is no mention of compensation for services rendered.)

The following questions need to be confirmed and documented to provide us the legal protection in this experience:

1. Who is the "sending" Agency or school? Is there a letter of reference outlining the purpose of the visit and expected outcomes for the visit?
2. Who is the official sponsor of the intern (Branch)? The sponsoring entity will need to prepare a letter indicating this fact.
3. Official notification of intern/visitor presented to Jack Lund and Branch Executives for participating branches
4. Who will provide Insurance (major medical expense, life & dismemberment)

Once our guest arrives the following action steps should be implemented. Please note that our guest should be treated as an employee and would be held to the standards outlined in the Employee Handbook while visiting the US.

1. Attend a New Employee orientation (YU) ASAP.
2. Confirm Mentor Assignment: cover 3 months; extra-curricular activities)
3. Confirm Expectations of visit through meeting with sponsor, mentor and intern and develop internship agreement to include

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Non YMCA International Internship procedures (continued):

4. Intern expectations (food/shelter // What shall be learned // what will intern will do)
5. What are the house rules / if intern wants to drive while in the US, then we must secure an Affidavit exonerating the YMCA of responsibility for driving
6. Job description (subject to review after 3 weeks)
7. Secure copies of Resume, passport & visa

International 2000 Intern(s) January –March 2000

<u>Intern Name</u>	<u>Branch Placement</u>	<u>Supervisor (Placement Area)</u>
Heiki Gross	Downtown	Kathy Munson (One-on-One / SAS)

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C. UWM OPPORTUNITIES

1. School of Social Work Field Placement

The YMCA of Metropolitan Milwaukee has been approved as a field placement site for graduate and undergraduate students in the area of Social Work. Criteria for selection of Agencies to provide field practicum includes:

- a. The agency must be committed to social work education and interest in providing relevant field experience.
- b. In interdisciplinary settings the social work program must be a respected and supported activity.
- c. The agency must be recognized as established in the professional community and work in program areas appropriate to student learning needs.
- d. The agency must view students primarily as “learners” and be able to provide appropriate generalist experiences. It must recognize that it is imperative that student assignments include involvement with minority, low-income clients and under served populations.
- e. Students should be provided the proper physical environment and equipment, i.e. phone, desk, etc.
- f. There must be a willingness to include students in appropriate staff meetings, in-service activities, and community service activities.
- g. The agency must provide MSW supervisors who meet the criteria and standards of the School.
- h. MSW professionals designated as field instructors must minimally provide one to two hours per week of formal supervision of field students.
- i. Field instructors should be supported by their agencies to attend the Field Orientation meetings, Field Seminars, and general field related meetings sponsored by the School for field instructors.
- j. The agency must be willing to work collaboratively with the School by maintaining written and verbal communication about the student’s practicum performance.

UWM 2000 Intern(s) June – August 2000

<u>Intern Name</u>	<u>Branch Placement</u>	<u>Supervisor (Placement Area)</u>
Chauna Perry	Downtown	Michelle Moe (One-on-One / Safe Place)

UWM Intern(s) September – November 2000

<u>Intern Name</u>	<u>Branch Placement</u>	<u>Supervisor (Placement Area)</u>
Angela Galeszewski	Association Office	Antoinette Mensah (Staff Development)

UWM 2001 Intern(s) January – August 2001

<u>Intern Name</u>	<u>Branch Placement</u>	<u>Supervisor (Placement Area)</u>
Colleen Richards	North Central	Michelle Moe (Family Services)

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2. Department of Communication – Internship Policy and Procedures

The Department of Communication's Internship is designed to be an education experience that provides students with the opportunity to:

- a) learn how to perform work related tasks while under close supervision of an employee of the sponsoring agency or organization and
- b) apply and evaluate content learned from Communication courses in the workplace.

Prior to enrollment the student must meet the following requirements:

- Have senior status (completion of English composition and mathematics requirement and 86 or more credits earned before the semester of enrollment)
- Have completed Communication 101, 103, and 105 and have earned a minimum of nine hours of 300-level or above Communication course credits.
- Have a cumulative GPA of 3.0 or higher in completed Communication courses.
- Have received written consent from a sponsoring agency or organization.
- Have received written consent from the Communication Internship Director.

Prior to enrollment it will be necessary for the student to perform the following tasks:

- Prior to registering for Communication internship the student must provide the Department of Communication Internship Director with a current official or unofficial student academic transcript. This transcript is used to verify that the student meets the academic requirements. The transcript may be mailed to the Department of Communication or hand delivered to Merrill 144 but must arrive in time to verify academic status before registration.
- Prior to registering the student will need to obtain permission from a sponsoring agency or organization to serve as an intern in the agency or organization
- To begin this process read through the list of potential internship sponsors that the department of Communication has on file in Merrill 144.
- Students are also free to contact an agency or organization to inquire if it has an internship program. However, all sponsors must publicly advertise the availability of the internship in a manner that allows equal and sufficient access to the posting by all communication majors. THE department of Communication will make no exceptions to this rule. If signing up for an internship that is not on file in the Department of Communication the Internship Director must be provided with a copy of the internship posting.
- Students are responsible for making all necessary arrangements to contact and interview prospective agency or organizational internship sponsors.
- Assuming an agency or organization agrees to sponsor, then becomes the students responsibility to arrange and come to an agreement with the sponsoring agency or organization as to the number of hours to be worked, working conditions, compensation, and work assignments. The minimum number of hours required by the Department of Communication for 3 credits is 120 hours. An agency or organization may compensate students for participating as interns. However, under no circumstances should internship activities be a part of a regular employment or job relationship.

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- Prior to registering the agency sponsoring the internship must receive, complete, and return the 245-698 Internship in Communication Student Application. Information on this application will be used to verify that the internship experience will primarily involve training the student to perform work related tasks and will be under close supervision during this instructional process.

- In addition this information will be used to confirm that the sponsoring agency or organization has signed the Affiliation Agreement with the University of Wisconsin Milwaukee. If the agency or organization has not signed an Affiliation Agreement, the University of Wisconsin Milwaukee Office of Risk Management will contact the agency or organization to arrange for an Affiliation Agreement. Students are not permitted to register for internship until this agreement has been verified by the Department of Communication Internship Director.

- Prior to registering student must obtain written permission from the Department of Communication Internship Director. The permission form to do so is available at the Department of Communication, Merrill 144. The internship director will be responsible for supervising the academic portion of the internship experience.

By the end of the second week of classes if the semester the student will enroll in internship, and the student and the internship director must jointly develop a written contract specifying the content and focus of the academic paper to be written at the end of the internship experience. The general purpose of this paper is to reflect on and integrate the actual internship experience with previously learned communication theory. The 245-698 Internship in Communication Student Contract should be used to develop this contract.

The academic paper will serve as the principle means of evaluating student performance in the internship. Students are not graded on the internship itself, but on the learning that occurs through reflection on their internship in relation to their academic course content as evidenced in the internship paper. A copy of the paper must be filed with the Department of Communication at the time a final course grade is given.

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D. PUBLIC ALLIES

Public Allies was born in November, 1991 at a Wingspread Conference sponsored by The Johnson Foundation in Racine, WI. The original vision was that the energy and idealism of young people could transform communities. The idea was to connect young people who wanted to make a difference in their communities. In December 1992, another Wingspread Conference inspired a Milwaukee effort to create a local office of Public Allies. After one and a half years of organizing young people and civic leaders, Public Allies Milwaukee launched its program in September 1994. To date, Public Allies has graduated over 100 Allies and another 21 are on track to graduate in July. In addition to the Milwaukee office, Public Allies has offices in Washington, D.C., Wilmington, DE, Chicago, IL, San Jose, CA, Durham, N.C., Cincinnati, OH, New York City, NY, and Los Angeles, CA.

Vision: Public Allies envisions communities where people of all backgrounds, beliefs and experiences work together and share responsibility for improving their lives and the lives of those around them.

Mission: Public identifies a diversity of talented young adults and creates opportunities for them to practice leadership and strengthen their communities in a new alliance with people from neighborhoods, non-profits, business and government.

To achieve our vision and mission, Public Allies partners with organizations (Partner Organizations) each year to provide young adults (Allies) with ten months positions where the Allies practice leadership and strengthen their communities through service. In addition, the Allies come together one day each week to build their leadership and professional capacities and to participate in team service projects conducted in collaboration with Partner Organizations.

Who are the allies?

- ◆ Young adults, ages 18-30, who have demonstrated both a commitment to improving our community and have proven or potential leadership skills.
- ◆ They are diverse. To date, 48% of the Allies have been African American, 30% Caucasian, 13% Latino, and 9% either Native American, Asian American or Multi-Racial
- ◆ They come from many backgrounds. To date, about 50% of the Allies were college educated, over 30% were parents, and over 65% of the Allies continue to live in the greater Milwaukee area.
- ◆ We identify these young people through outreach to schools, colleges, community centers, houses of worship, businesses, and word of mouth. In addition, we walk door-to-door through Milwaukee neighborhoods every year, asking residents about young people they know who contribute to our community. During the past six years, more than 450 young adults have applied to participate in the Public Allies Milwaukee Apprenticeship Program.

What are partner organizations?

- ◆ **Non-profit organizations with 501(c)(3) status, schools, and government agencies are invited to apply.**
- ◆ A Partner Organization provides an Ally with a position in their agency that provide direct community service or increase their organization's capacity to provide direct community service in Milwaukee.
- ◆ The position must provide the Ally with significant responsibilities and direct supervision.
- ◆ A Partner Organization will also mentor, train, and develop the Ally with learning opportunities during their experience.
- ◆ The Allies work at their Partner Organizations four days a week (at least 34 hours) for ten months. At the end of the program, each Ally must account for at least 1,700 hours of service and learning through training sessions.

PUBLIC ALLIES 2000-2001 Intern(s) September 6, 2000 – July 2, 2001

<u>Intern Name</u>	<u>Branch Placement</u>	<u>Supervisor (Placement Area)</u>
Kari Berg	Holton Youth Center	Shelly Nelson (Teens)
Jason Dinsmore	Parklawn Branch	Detra Kemp (Teens)
Earnest Love	Holton Youth Center	Gloribel Martinez (Safe Place)
Katrin Matushek	Downtown	Sashi DeHaan (One-on-One)
Nicole Penick	Holton Youth Center	Shelly Nelson (Teens)
Lashawndra Vernon	Holton Youth Center	Diane Burnham (Outreach)

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E. TRINITY FELLOW PROGRAM

Program Description:

21-month placement with selected non-profit organizations in urban Milwaukee. Program Coordinators strive to match Fellows interests and experience with the needs of the Non-Profit organization. Fellows candidates will be pursuing Master's degrees in one of the following areas:

- Business
- Communication
- Public Policy
- Politics
- Philosophy

1. Complete Masters Degrees in 2yrs (nine credits per semester)
2. Work in a 21-month community service leadership program (18 hrs/wk for the 18 month academic period and 40 hr/wk for 3months in the summer that links the academic year program)
3. Contribute \$2500 per year (\$5000 over two-year period).

Selection criteria is based on eligibility & acceptance into the Masters Program at MU and prior experience in Peace Corps, Jesuit Volunteers Corps, Americorps, or comparable service is mandatory.

Selected Non-Profits are expected to:

- I. Provide opportunities for Fellows to develop skills in community service leadership w/in an urban environment
- II. Commit to paying \$1200 monthly salary for assigned Fellow

Note: The funder is committed to having Fellows engaged in work that benefits urban communities.

Timeframe for placement: September 2000 – December 2001

Marquette University Trinity Fellow 2000 - 2001

<u>Intern Name</u>	<u>Branch Placement</u>	<u>Supervisor (Placement Area)</u>
Anna Prow	Association Office	Jill Goldberg (Marketing)

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F. UW-Lacrosse Internships in Recreation Management

The purpose of the internship experience is to provide students with a means of making a smooth passage from academic life into their chosen profession. Equally important, it allows students and professionals to form mutually beneficial relationships. Students bring the latest knowledge from the academic arenas and the professionals provide the critical hands-on knowledge. Indeed, it is the kind of hands-on knowledge that can never be duplicated in the university setting. Thus, mutually beneficial bridges are being built between the academic and professional arenas. Within this structured environment and under the mentorship of a qualified professional, the student can make the best transition possible into the professional world. In this work/learning environment he/she works within a supervised environment where he/she will not fear repercussions for the small mistakes everyone makes as they begin their career. In addition, the student comes to his/her first employer with new professional knowledge and previously acquired hand-on work experience that can help enhance the employer's service.

In preparation for internships, students take a pre-internship course. During the course they learn about internships, and make applications to possible internship sites. Once a site offers them a position, they complete the required paperwork to receive final approval from both the internship site and university. The course is taken during either the Fall or Spring semester. Students doing Spring internships take the pre-internship course in the Fall. Those doing a Summer or Fall internship take it in the Spring. For example, a student doing an internship in the Fall must have his/her site approval at the end of Spring semester. Students and internship sites must plan well ahead of time. It provides more time for both parties to plan the internship experience.

Internships can be secured in the following agencies of Recreation Management:

- Commercial
- Governmental
- Not-for-Profit
- Tourism

UW-LaCrosse 2000 Intern(s) August – December 2000

Intern Name	Branch Placement	Supervisor (Placement Area)
Jason Meerindink	South Shore	Chuck Searle

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G. ALVERNO COLLEGE
P.O. Box 343922
Milwaukee, WI 53234-3922

INTERNSHIP PROGRAM

HOW WILL YOU BENEFIT BY MENTORING AN ALVERNO INTERN?

You will have an opportunity to:

- get needed work done that might not otherwise be completed.
- see your work/procedures etc. from the perspective of a fresh pair of eyes.
- recruit/screen possible new hires.
- have the satisfaction of assisting a student in her educational growth and development.
- contribute to the development of qualified workers for the future.
- connect with faculty and bridge the gap between education and the world of work.

AND as an additional bonus:

- Your intern is prepared for work by the rigorous training of Alverno's curriculum.
- Your intern is being supported by Alverno faculty to help her succeed in her internship. She either attends a seminar or is monitored individually by faculty from her discipline department for the duration of the internship.
 - Your intern is highly motivated. She needs to successfully complete her work with you in order to receive academic credit for the internship.

WHAT WILL YOU HAVE TO DO AS A MENTOR?

You will be asked to:

- identify a project or on-going work of a professional nature.
- send us a letter describing the work a student could do, and the skills she would need to have.
- include promotional materials and any other information that would acquaint a student with your organization.
- interview and select an intern (see the process below).
- make arrangements with the intern for dates and times she will work. We require students to work at the site 8 to 12 hours a week for the duration of the semester (or 115 to 165 hours total during the summer).
- orient the intern to the site.
- clearly explain the project or work you wish the intern to do.
- provide the resources she will need.
- provide direction and give feedback on an on-going basis.
- meet with us at your site to review the mentoring process.
- fill out and/or sign four forms which track and document the intern's progress:
 1. a description of the student's work at the site (to be filled out by the mentor).
 2. a description (by the student) of her learning goals for this site.
 3. a mid-term evaluation of the student (to be filled out by the mentor and reviewed with the student).
 4. a final evaluation of the student (to be filled out by the mentor and reviewed with the student).

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ALVERNO COLLEGE

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HOW DOES THE PROCESS WORK?

- Students apply for internships during the April and November registration periods.
- After registration, we help students to investigate suitable sites for placement.
- If a qualified student is interested in a particular site, we call to check on availability of the opportunity and to alert the site to expect a call from the student.
- The student then arranges for an interview at the site.
- If the interview is mutually satisfactory, the placement process begins.
- If not, neither the site nor the student has any obligation to proceed.

Alverno College OCEL 2000 Intern(s) September – June 2001

<u>Intern Name</u>	<u>Branch Placement</u>	<u>Supervisor (Placement Area)</u>
Barbara Duffy	John C. Cudahy	Jennifer LaPorte (Arts & Community Development)
Holly Schwoerer	John C. Cudahy	Jennifer LaPorte (Arts & Community Development)
Rya Novitovic	Association Office	Antoinette Mensah (Human Resources)
Donita Adams	Association Office	Harold Love (Service Learning)

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H. MATC Opportunities

a) Work Study

The Federal Work-Study (FWS) Program encourages the part-time employment of undergraduate and graduate students who need income to help pay for the cost of education, and encourages FWS recipients to participate in community service activities.

FWS jobs may be on or off campus. If a student is employed off campus by a federal, state, or local public agency or by a private non-profit organization, providing jobs related to the student's academic or vocational goals is encouraged, but not required.

However, the work performed **must be in the public interest**. Work in the public interest is defined as work performed for the welfare of the nation or community, rather than work performed for a particular interest or group. Community service defined as those services, which improve the quality of life for community residents, particularly low-income individuals, or help to solve particular problems related to their needs.

These services include, but are not limited to:

- Health care, child care, literacy training, education, welfare, social services, transportation, housing and neighborhood improvement, public safety, crime prevention and control, recreation, rural development and community improvement.
- Service opportunities in youth corps.
- Support for students (other than the institution's own students) with disabilities; and
- Activities in which FWS students serve as mentors for such purposes as:
 - Tutoring
 - Supporting educational and recreational activities
 - Counseling, including career counseling.

MATC Community Work Study General Information

- All MATC FWS students are classified as temporary employees.
- They are not eligible for unemployment compensation at the end of their assignment or termination.
- A student may continue employment during school breaks if they are enrolled for the following semester.
- Students must maintain 6 MATC credits in the Fall and Spring semesters and 3 credits in the Summer semester to continue employment.
- The agency agrees to provide an on-site supervisor to oversee daily tasks and complete timesheets for each student.
- The agency will interview and make final candidate selection for the position. Placement depends on student availability and interest.
- MATC is responsible for compensation; students will be paid at a rate of \$7.50 an hour. MATC will provide time sheets to the agency.
- College staff will be available to the agency for site visits, questions, or problems that arise during student placement.

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MATC Work Study

<u>Intern Name</u>	<u>Branch Placement</u>	<u>Supervisor (Placement Area)</u>
Shointea Alexander (Oct. – Dec. 2000)	Association Office	Antoinette Mensah (International / Staff Development / Human Resources)
Jose Garcia (October – May 2001)	Downtown – Off-site	Velta Hill (Safe Place)

b) Field Placement

In the Joint Seminar/Field Placement Experience, the student is given an opportunity to demonstrate his/her understanding of, and ability to practice Human Service skills and techniques in the seminar and under supervision in a working situation.

General Objectives Field Placement and Seminar:

1. To demonstrate good attendance, a positive attitude and a willingness to fulfill responsibilities and work with others.
2. To develop an understanding of how your agency placement functions
3. To apply theory and skills learned in the HAS classes in the practical work of an agency or school setting.
4. To work effectively and demonstrate satisfactory progress in a designated and supervised role in the placement.
5. To work effectively and demonstrate satisfactory progress in a designated and supervised role in the HAS group seminar.
6. To identify one's own strengths and weaknesses, and address any needs for improvement where necessary
7. To perform satisfactorily according to professional expectations. These include compliance with Human Services Department Student Code of Conduct, and field placement guidelines as well as policies and procedures at the field placement site.
8. To demonstrate professional growth, initiative and responsibility in the seminar and field
9. To demonstrate willingness to collaborate, cooperate and learn from supervisors in the field, as well as from fellow students and faculty supervisors in the Human Services department.

MATC Human Services January – May 2001

<u>Intern Name</u>	<u>Branch Placement</u>	<u>Supervisor (Placement Area)</u>
Marie Opguar	North Central	Hillary Chavez (Family Resources)

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I. MARQUETTE UNIVERSITY



<http://www.mu.edu/chs/es/>

STEPS TO TAKE:

1. Work with the Practicum Coordinator to select an internship site. Your internship should consist of 14 weeks for spring semester. Each work week should be approximately 40 hours.
2. **Register** for EXSC 186 or ATTC 189- (14-16 credit hours) by the end of November of the semester prior to your internship. **You cannot do your practicum if you are not registered!**
3. Turn in your *blue* **STUDENT SITE SELECTION FORM** and **INTERNSHIP POSITION DESCRIPTION** to Practicum Coordinator prior to the start of your internship.
4. Complete and mail the *grey* **STUDENT/SITE INTERNSHIP UPDATE** to Practicum Coordinator during the first week of your internship. **Failure to turn this form in within one week of the start of your internship will result in A) A phone warning followed by B) termination of your registration for this course.**
5. Turn in your completed *white* **INTERN PROGRESS REPORT** forms (one must be received by Marquette the Friday after the third week and another by the Friday after the ninth week of your internship). Have your supervisor initial the sheet before sending.
6. Have your supervisor complete and mail in a completed *gold* **SUPERVISOR'S EVALUATION** forms (one at the midpoint and one at the end of your internship). **It is your responsibility to ensure that these forms arrive at Marquette University in a timely manner. If received late, you could receive an incomplete or failing grade in this course.**

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MARQUETTE UNIVERSITY



7. Turn in completed **MIDTERM and FINAL SELF ASSESSMENT** and **INTERN FINAL REPORT** referencing the *orange* **GENERIC ABILITIES ASSESSMENT** including the **SITE** and **CURRICULUM EVALUATION** forms to Practicum Coordinator prior to the last day of classes.
8. All internship materials must be received on or before the **LAST DAY OF CLASSES FOR THE SEMESTER**. Late materials will result in a failing grade or an incomplete on your internship.
9. **Contact me** immediately if any problems or changes arise during your internship.
10. **YOU ARE DONE!!!** Make sure to keep in contact and let me know what your plans are for future study and employment

PURPOSE OF SENIOR INTERNSHIP

This internship is designed to help you meet the following goals:

1. To **observe professionals** in daily practice in professional settings.
2. To **apply knowledge and skills** acquired in coursework in a professional setting.
3. To **assume responsibility** for individual client/patient care.
4. To utilize and improve **data gathering and assessment skills**.
5. To **share ideas and skills** with fellow employees/professionals.
6. To **educate and motivate** clients/patients.
7. To **gain confidence** in your ability to function in a professional setting.
8. To improve **interpersonal and communication** skills.
9. To **learn and practice what is expected of you** in the workplace.

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MARQUETTE UNIVERSITY



THE INTERNSHIP EXPERIENCE

The senior practicum is a cooperative venture between yourself, Marquette University, and the internship site you choose. This is a **full time position** of 40 hours per week for 14 weeks (560 hours) over one semester.

IMPORTANT!!!! Most internship sites **DO NOT PAY THEIR INTERNS**, so expect to **cover your own expenses** over this time period. Stipends and paid positions are rare, so expect to find your own housing, meals, and means of income.

SELECTING AN INTERNSHIP

Start looking early!!! You should be actively discussing possible internship sites with the Practicum Coordinator by the summer after your Junior year. The earlier you get started, the

earlier you will find a site, the easier it will be for you. Begin to think about areas of interest and a variety of potential internship sites.

Make sure to **discuss your plans with the Practicum Coordinator**. I can help to point you in the right direction and protect you from potential problems. Ask for email addresses from sites so you can contact them quickly. **Do not forget to register** for the course through Marquette University.

A) Exercise science offers a wide variety of opportunities for work experience. These include but are not limited to:

Cardiac/Pulmonary Rehabilitation
Health Club/Private Sector Fitness
Research in Exercise Science
Strength and Conditioning
Youth/Children's Fitness

Corporate Fitness
Power Training
Sports Medicine
Therapeutic Exercise
High School/College/Professional Team Training

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MARQUETTE UNIVERSITY



There are many other areas you can examine to develop an internship. Work with the Practicum Coordinator prior to choosing your site to find an area most interesting to you.

There are many factors that help in deciding on an internship site. Start by deciding what specific internship type or professional setting you want to work in. Then decide what region of the state or country you would like to work in (remember- the further the trip, the higher the cost). Then **consult the Practicum Coordinator** and discuss these opportunities.

- B) When you are ready to look for potential internship sites, you should first **see the Practicum Coordinator and examine the list and descriptions of Marquette Affiliated sites**. By selecting a Marquette Affiliated site, you are far more likely to have a positive and challenging internship experience. Marquette investigates each potential site carefully before affiliating to insure that only sites of the highest quality are included. These sites are familiar with the Marquette's coursework, expectations, and procedures, resulting in an internship tailored to your needs and skills.
- C) Your next step is to **discuss your plans and options with the Practicum Coordinator Have the Practicum Coordinator sign appropriate forms**. This will give you permission to pursue that site. This will also allow us to make sure the site is appropriate for you and any other students who might wish to use it. **AFTER we agree on 3 potential sites, you may attempt to contact them. Phone 3 sites** (mail is slow and unreliable in these circumstances, so use the phone) and ask if they are accepting interns. If they do, express your interest and ask about the application process and pursue it, as plans often fall through and it is good to have a backup. **Apply to at least 3 sites**. Upon communicating with a site and finding a probable match, fill out the information provided to you in this packet.

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J. CARTHAGE COLLEGE

Department of Exercise & Sport Science

EXSS 350 – Field Placement in Recreation, Sports & Fitness Management

Course Requirements:

- Complete daily log of student daily experiences. This should include a description of basic duties and responsibilities, interactions with clients, self-evaluation, etc.
- Complete a research or descriptive project related to your work experience. This could include: development of fitness programs, organizing a recreation or intramural program, etc.

Description:

An off campus practical experience for the Recreation Sport and Fitness Management emphasis. The student will be placed in a recreation, sport or fitness environment to observe, teach and manage under a qualified professional in field.

Outline:

The students will observe and learn:

Appropriate management techniques for conducting a sport/fitness related business.

- 1) Skills necessary for developing and implementing sport and fitness programs.

Requirements:

1. Student will complete a Supervisor's Contract to certify work with a professional supervisor in a recreation, sport, or fitness environment a minimum of 35 hours per week for J-Term or 10 hours per week for fall or Spring Semester. Appropriate signatures required on the supervisor's contract.
2. The student will complete a daily log of student experiences. This should include a description of basic duties and responsibilities, interaction with clients, self-evaluation, etc.
3. Complete a research or descriptive project related to the work experience. This could include: development of fitness programs, organizing a recreation or intramural program, etc.

CARTHAGE COLLEGE INTERN March 2001 – May 2001

<u>Intern Name</u>	<u>Branch Placement</u>	<u>Supervisor (Placement Area)</u>
James Nowack	Association Office	Diana Last (Fitness)

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K. Metropolitan High School Career Institute

The Metropolitan High School Career Institute provides students an opportunity to acquire knowledge in problem solving, technology, and interpersonal communication. These principles will be mastered through collaborating Metropolitan High School with various internships throughout the Milwaukee area. These non-paid internships will begin Fall 2001. Each intern will remain on-site four days (Tuesday through Friday) each week from 1:00 to 3:00 PM.

Your organization has been selected as a potential site for Metropolitan's Career Institute. First, the Career Institute student will be required to send an updated resume and cover letter to their potential site. Second, the student then will be placed into an appropriate site after a formal interview by the Career Institute's internship coordinator. This interview process will assist in guiding the learner to understand their roles and responsibilities.

Meanwhile, the internship coordinator will provide the student with the career/vocational developmental component of the Career Institute. The Institute's curriculum during the semester will provide a foundation to job market trends, networking, career exploration, guest speakers, and interest inventories. In addition, a student portfolio presented at the end of the internship will demand that the learner demonstrate ideas, thoughts, feelings, concepts, opinions, and needs effectively and creatively using varied modes of expression.

Metropolitan High School

<u>Intern Name</u>	<u>Branch Placement</u>	<u>Supervisor (Placement Area)</u>
Dominick Greer (March 5 – April 11)	Association Office	Antoinette Mensah (AO)
Joal Martin March 5 – April 11	Association Office	Antoinette Mensah (AO)
James Neal March 5 – May 31	Holton Youth Center	Kiffany Dunham (Marketing)

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L. New School for Community Service