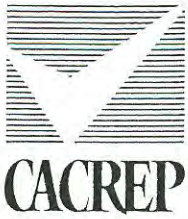

CACREP

COPY

Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510 • Alexandria, VA 22314 • (703) 535-5990 • fax (703) 739-6209 • www.cacrep.org
CACREP is a corporate affiliate of the American Counseling Association (ACA).

July 25, 2008

Dr. Alvin Goldfarb
Office of the President
Western Illinois University
1 University Circle
209 Sherman Hall
Macomb, Illinois 61455

Dear President Goldfarb:

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) met July 16-19, 2008, for the purpose of rendering accreditation decisions. Two programs housed in the College of Education and Human Services at Western Illinois University were reviewed under the 2001 Standards. The following decisions were made:

Community Counseling (M.S.Ed. degree)
Accredited: Eight-Year Period through October 31, 2016

School Counseling (M.S.Ed. degree)
Accredited: Eight-Year Period through October 31, 2016

The above accreditation decisions were based on the Board's extensive review of the self-study document, the addendum to the self-study, the visiting team's report, and your institution's response to the visiting team's report.

Programs receiving accreditation for an eight-year period deserve to be commended for the work they completed throughout the accreditation process. This is indeed a worthy achievement. Congratulations! Please note that a certificate of accreditation will be enclosed with Dean Smith-Skripps' copy of this letter.

COPY

On behalf of the CACREP Board, I would like to extend my thanks to you and your administration for the support provided to these programs. Such support is considered vital to the process of continuous improvement of higher education programs. Once again, congratulations are extended to all of those involved in making this a successful accreditation review process.

Sincerely,

Carol L. Bobby
Executive Director

cc: Dr. Bonnie Smith-Skripps, Dean, College of Education and Human Services
Dr. Frank Main, Chair, Counselor Education Department (via e-mail only)
Dr. William McFarland, CACREP Liaison (via e-mail only)

COPY

PHVP - Ken

COUNCIL ON SOCIAL WORK EDUCATION

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Leadership in Research, Career Advancement, and Education

1725 Duke Street, Suite 500, Alexandria, VA 22314-3457 TEL 703.683.8080 FAX 703.683.8099 www.cswe.org

OFFICE OF SOCIAL WORK ACCREDITATION AND EDUCATIONAL EXCELLENCE (OSWAEE)

COMMISSION ON ACCREDITATION (COA)

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PRESIDENT, BOARD OF DIRECTORS
Ira C. Colby, D.S.W.
University of Houston

February 14, 2009

PROVOST OFFICE RECEIVED FEB 23 2009 WIU

RECEIVED 2009 FEB 23 AM 8:30 PRESIDENT'S OFFICE

Alvin Goldfarb, Ph.D.
President
Western Illinois University
Office of the President
1 University Circle
Macomb, Illinois 61455

Dear Dr. Goldfarb:

At its February 2009 meeting, the Commission on Accreditation (COA) reviewed materials submitted by the baccalaureate social work program in support of the request for restoration to full-accredited status. The COA voted to restore the program to full-accredited status. This action, in combination with the COA review of the program in June 2008 for reaffirmation of accredited status, means that the program is now accredited through June 2016.

The COA accepted the program's documentation of corrective action taken to address two (2) area(s) of noncompliance and three (3) area(s) of concern cited in the COA letter of June 14, 2008.

Procedures regarding the process for the next reaffirmation are included with this letter. Should you wish additional information or clarification, please contact Dr. Marvin C. Arnold, Accreditation Specialist in the Office of Social Work Accreditation and Educational Excellence.

Sincerely,

Wynne Sandra Korr

Wynne Sandra Korr, Ph.D., Chair
Commission on Accreditation

WK/MA

Enclosure: Procedures for Reaffirmation

cc: Michael Fimmen, Ph.D.
Interim Chair
Western Illinois University-Department of Social Work

National
Association of
Schools of
Art and
Design

COPY

May 13, 2010

RECEIVED
2010 MAY 18 PM 1:56
PRESIDENT'S OFFICE

PROVOST OFFICE
RECEIVED
MAY 18 2010
WIU

Charles A. Wright
Chair, Department of Art
Garwood Hall 32
Western Illinois University
One University Circle
Macomb, IL 61455

Dear Professor Wright:

The NASAD Commission on Accreditation, at its April 2010 meetings, voted to grant Associate Membership to Western Illinois University. The enclosed Commission Action Report provides the official description of this action and, if applicable, any requests for additional information. A copy of the Commission Action Report is being sent to the individuals listed below, along with a notice of NASAD policies regarding strict confidentiality.

This action is taken upon review of Western Illinois University according to accreditation standards in effect in April of 2010. As a member of NASAD, the institution is responsible for participating in all revisions and additions to the standards as well as maintaining its curricular programs in the visual arts and design current with NASAD standards as these are developed.

Please accept our congratulations on behalf of the Association.

With best wishes for the success of your program, I remain

Sincerely yours,

Samuel Hope
Executive Director

SH:ms
Enclosure

cc: ✓Alvin Goldfarb, President
Western Illinois University
Robert Milnes, President, NASAD
Johanna Branson, Chair
NASAD Commission on Accreditation
William W. Lew, NASAD Visitor
Annette Stott, NASAD Visitor

11250 Roger Bacon Drive
Suite 21
Reston, Virginia 20190
Tel. 703 437 0700
Fax 703 437 6312

COPY

National Association of Schools of Art and Design
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

May 13, 2010

WESTERN ILLINOIS UNIVERSITY
Department of Art

Action:

The Commission voted to accept the response and grant Associate Membership with the degree listing indicated below.

The Commission requests a progress report addressing the issues cited below.

The Commission also took action regarding new curricula, as outlined elsewhere in this report.

NASAD Degree Listing:

Bachelor of Arts – 4 years: Studio Art.
Bachelor of Arts – 5 years: Art Teacher Certification.
Bachelor of Fine Arts – 4 years: Art (Ceramics, Drawing, Graphic Design, Painting, Printmaking, Sculpture).
Master of Arts – 1 year: Museum Studies.

Next Full Review:

2015-2016 Academic Year

Items for Progress Report:

1. The Commission requests a timetable for moving the printmaking studio to the MAEDCO warehouse (see Commission Action Report dated November 12, 2009; Spring 2010 Response; Optional Response, page 16; Visitors' Report, page 24; Self-Study, page 45; NASAD *Handbook 2009-2010: October 2009 Edition,* section II.F.).

2. The Commission recognizes measures that the institution has taken to improve health and safety in Garwood Hall. The Commission requests follow-up data indicating the means and results of efforts to ensure that air quality meets safety standards and thus ensure that the institution can remain in

COPY

compliance with NASAD standards (see Commission Action Report dated November 12, 2009; Spring 2010 Response; Optional Response, page 16; Visitors' Report, page 24; Self-Study, page 45; NASAD *Handbook 2009-2010: October 2009 Edition,* section II.F.).

Due Date for Progress Report:

September 1 for consideration at the Commission meetings of October 2010.

The *Procedures for Submitting Responses and Progress Reports* may be downloaded from the NASAD Web site at http://nasad.arts-accredit.org (see "Publications," "Accreditation Procedures and Documents," and beneath that "Other Procedures Related to the Accreditation Process").

New Curriculum:

The Commission voted to grant Plan Approval for the following degree:

Master of Arts – 1 year: Museum Studies.

When two transcripts are available for this program, the institution should submit an application for Final Approval for Listing. Instructions for submitting Final Approval for Listing applications are found in *Policies and Procedures for Reviews of New Curricula*. This document may be downloaded from the NASAD Web site at http://nasad.arts-accredit.org (see "Publications," "Accreditation Procedures and Documents," and beneath that "Other Procedures Related to the Accreditation Process").

Recommendation:

In addition to and separate from the accreditation action outlined above, the Commission wishes to transmit the following recommendation:

The institution notes that it will include language in the next catalog revision to clarify the liberal arts emphasis of the degree Bachelor of Arts – 4 years: Studio Art. Since this revision will not occur until October, the institution is encouraged to include the revised language on its Web site.

This recommendation is made in order to assist the development of the art/design program at Western Illinois University. The institution is under no obligation to respond to the Commission concerning the above recommendation.

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Commendations:

The Commission commends the institution for its response to the health and safety concerns raised in the Visitors' Report. The Commission further commends the institution for its allocation of funds to improve its digital art resources.

Samuel Hope
Executive Director

SH:mm

RECEIVED JAN 3 1 20

COPY

Jack,
FYI

December 9, 2008

Jennifer Jones, PhD, MT-BC
Director of Music Therapy
Western Illinois University
School of Music
1 University Circle
Macomb, IL 61455

AMERICAN MUSIC THERAPY ASSOCIATION

Dear Dr. Jones:

The Academic Program Approval Committee of the American Music Therapy Association has completed its review of your application for continuing approval for the BA degree in Music Therapy at Western Illinois University.

The AMTA Board of Directors is pleased to grant renewal of AMTA approval. The official approval date is November 21, 2008.

Western Illinois University shall maintain its AMTA approval until its next scheduled review by NASM. ← 2016-17

If you have any questions, please do not hesitate to contact Marilyn Sandness, MM, Academic Program Approval Committee Chair. Thank you for your cooperation in this matter.

Sincerely,

Andrea H. Farbman

Andrea H. Farbman, Ed.D.
Executive Director

cc: Marilyn Sandness, MM, Academic Program Approval Committee Chair

8455 Colesville Road
Suite 1000
Silver Spring, MD 20910

Phone (301) 589-3300
Fax (301) 589-5175
E-mail info@musictherapy.org

COPY

OFFICE OF THE EXECUTIVE DIRECTOR
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC
11250 ROGER BACON DRIVE, SUITE 21
RESTON, VIRGINIA 20190
TELEPHONE (703) 437-0700
FACSIMILE (703) 437-6312

RECEIVED
2008 JUN 30 PM 1:33
W.I.U.
PRESIDENT'S OFFICE

June 26, 2008

PROVOST OFFICE
RECEIVED
JUN 30 2008
WIU

Bart Shanklin
Director, School of Music
BR 122
Western Illinois University
1 University Circle
Macomb, IL 61455

Dear Professor Shanklin:

The NASM Commission on Accreditation, at its June 2008 meetings, voted to continue Western Illinois University in good standing. The enclosed Commission Action Report provides the official description of this action and, if applicable, any requests for additional information. A copy of the Commission Action Report is being sent to the individuals listed below, along with a notice of NASM policies regarding strict confidentiality.

This action is taken upon review of Western Illinois University according to accreditation standards in effect in June of 2008. As a member of NASM, the institution is responsible for participating in all revisions and additions to the standards as well as maintaining its curricular programs in music current with NASM standards as these are developed.

Please accept our congratulations on behalf of the Association.

With best regards, I remain

Sincerely yours,

Samuel Hope
Executive Director

SH:rg
Enclosure

cc: √Alvin Goldfarb, President
Western Illinois University
Paul K. Kreider, Dean, College of Fine Arts and Communication
Western Illinois University
Daniel P. Sher, President, NASM
Charlotte A. Collins, Chair
NASM Commission on Accreditation
Sue Haug, Associate Chair
NASM Commission on Accreditation
Ronald D. Ross, NASM Visitor
Jamal J. Rossi, NASM Visitor

COPY

National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

June 26, 2008

WESTERN ILLINOIS UNIVERSITY
School of Music

Action:

The Commission voted to accept the response and continue the institution in good standing with the degree listing indicated below.

The Commission requests a progress report addressing the issues cited below.

The Commission also took action regarding new curricula, as outlined elsewhere in this report.

NASM Degree Listing:

Bachelor of Arts in Music.
Bachelor of Arts in Music Therapy.
Bachelor of Arts with an Emphasis in Music Business.
Bachelor of Music in Composition.
Bachelor of Music in Jazz Studies.
Bachelor of Music in Music Education.
Bachelor of Music in Performance.
Master of Music in Composition.
Master of Music in Conducting.
Master of Music in Music Education.
Master of Music in Music History.
Master of Music in Performance.
Master of Music in Piano Pedagogy.

Next Full Review:

2016-2017 Academic Year

COPY

National Association of Schools of Theatre

RECEIVED
2009 APR 20 AM 8:30
W.I.U.
PRESIDENT'S OFFICE

11250 ROGER BACON DRIVE, SUITE 21
RESTON, VIRGINIA 20190
Telephone (703) 437-0700
Facsimile (703) 437-6312

April 14, 2009

David E. Patrick
Interim Chairperson, Department of Theatre and Dance
101 Browne Hall
One University Circle
Macomb, IL 61455

Dear Professor Patrick:

The NAST Commission on Accreditation, at its March 2009 meeting, voted to grant Membership to Western Illinois University. The enclosed Commission Action Report provides the official description of this action and, if applicable, any requests for additional information. A copy of the Commission Action Report is being sent to the individuals listed below, along with a notice of NAST policies regarding strict confidentiality.

This action is taken upon review of Western Illinois University according to accreditation standards in effect in March of 2009. As a member of NAST, the institution is responsible for participating in all revisions and additions to the standards as well as maintaining its curricular programs in theatre current with NAST standards as these are developed.

Please accept our congratulations on behalf of the Association.

With best wishes for the success of your program, I remain

Sincerely yours,

Samuel Hope
Executive Director

SH:ms
Enclosure

cc: ✓Al Goldfarb, President
Western Illinois University
Alan MacVey, President, NAST
R. Terrell Finney, Jr., Chair
NAST Commission on Accreditation
Lee Byron, NAST Visitor
Susan Hallman, NAST Visitor

COPY

National Association of Schools of Theatre
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

April 14, 2009

WESTERN ILLINOIS UNIVERSITY
Department of Theatre and Dance

Action:

The Commission voted to accept the response and grant Membership with the degree listing indicated below.

The Commission requests a progress report addressing the issue cited below.

The Commission also took action regarding new curricula, as outlined elsewhere in this report.

NAST Degree Listing:

Master of Fine Arts – 3 years: Acting; Design; Directing.
Bachelor of Arts – 4 years: Theatre (Acting, Directing, Production/Design).
Bachelor of Fine Arts – 4 years: Musical Theatre.

Next Full Review:

2014-2015 Academic Year

Item for Progress Report:

The Commission requests a Progress Report on proposed construction of a new Performing Arts Center (see Response, pages 4-5; Visitors' Report, pages 6-7; NAST *Handbook 2009-2010*, item II.F).

Due Date for Progress Report:

February 1 for consideration at the Commission meetings of March 2010.

The *Procedures for Submitting Responses and Progress Reports* may be downloaded from the NAST Web site at http://nast.arts-accredit.org (see "Publications," "Accreditation Procedures," and beneath that "Other Procedures Related to the Accreditation Process").

COUNCIL ON ACCREDITATION
For Recreation, Park Resources
and Leisure Serivces

National Recreation and Park Association
22377 Belmont Ridge Road
Ashburn, Va 20148-4501
Tel 703.858.0784
Fax 703.858.0794
www.nrpa.org/coa

COPY

RECEIVED
2009 NOV 30 AM 8:20
PRESIDENT'S OFFICE

PROVOST OFFICE
RECEIVED
NOV 30 2009
WIU

November 24, 2009

Dr. Al Goldfarb
Office of the President
Western Illinois University
1 University Cir. Sherman Hall 209
Macomb, IL 61455

Dear Dr. Goldfarb:

This is to report that the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions, at its meeting on October 11, 2009 in Salt Lake City, UT acted to remove conditions on the accreditation of Western Illinois University's Department of Recreation, Park and Tourism Administration, placing the program in good standing.

Your institution's accreditation by the Council on Accreditation is valid until the program's next review in fall 2013. The program should expect an on site visit in spring 2013. To maintain accreditation, the institution must also comply with the Council's requirements for timely submission of annual fees and reports.

The Council is pleased to maintain Western Illinois University on the list of accredited institutions in recreation, park resources, and leisure services education. Please contact me at (703) 858-2150 or joconnor@nrpa.org if I can be of any assistance.

Sincerely,

James O'Connor
Accreditation Manager

cc: Dr. Dale Adkins, Professor and Chair

Commission on
English Language Program
Accreditation

1725 Duke Street, Suite 500 * Alexandria, VA 22314-3457

COPY

May 1, 2008

Murali Venugopalan, Director
WESL Institute
Western Illinois University
CIS 210 Seal Hall
Macomb, IL 61455

Dear Dr. Venogopalan:

At its April 2008 meeting, the Commission on English Language Program Accreditation reviewed the one-year re-accreditation of the WESL Institute at Western Illinois University. I am pleased to inform you that the Commission has granted 9-year continued accreditation to the program for the period April 2008 to April 2017. The enclosed Certificate of Accreditation signifies the program's achievement in meeting the *CEA Standards for English Language Programs and Institutions.*

In reviewing a program or institution, the Commission seeks to determine that the mission and educational objectives are being communicated and met; that the program or institution is organized so that its mission and educational objectives are supported by adequate human and fiscal resources; and that there is evidence of sufficient financial stability for the site to carry out its educational objectives.

In addition, for a review of one-year accreditation, the Commission thoroughly evaluates the response to the provisions of the one-year accreditation. The WESL Institute submitted responses to the following requirements:

1. Submit a document showing curricular objectives which are stated in terms of academic readiness or practical application and which are both observable and measurable. (Curriculum Standard 2)

2. Submit evidence that the program has a consistent and reliable means for assessing student success relative to the stated learning objectives. (Student Achievement Standard 2)

3. Submit a proficiency scale that indicates expected student outcomes for each course or level and is clear and useful to outside parties. (Student Achievement Standard 3)

4. Provide copies of relevant pages in a revised *Teachers Policy and Procedure Manual* that show that the manual has been updated to accurately reflect current copyright law and document steps taken to ensure compliance of all personnel with copyright laws. (Curriculum Standard 3)

5. Submit a revised written plan for development and modification of the curriculum that specifies completely the specific evaluation tasks to be performed, the processes whereby the information is gathered, the responsible parties for each task, timelines for gathering information and analyzing results, and the systems for the recording and documentation of issues raised and actions taken. (Curriculum Standard 4)

COPY

6. Submit a revised written plan for program development that specifies more completely the specific evaluation tasks to be performed, the process whereby the information is gathered, the responsible parties for each task, timelines for gathering information and analyzing results, and the systems for the recording and documentation of issues raised and actions taken.
   (Administrative and Fiscal capacity Standard 9)

7. Submit a revised written plan for regular review and revision of student services policies and activities that specifies more completely the specific evaluation tasks to be performed, the process whereby the information is gathered, the responsible parties for each task, timelines for gathering information and analyzing results, and the systems for the recording and documentation of issues raised and actions taken.
   (Student Services Standard 9)

8. Submit a revised written plan for review and modification of assessment and reporting practices that specifies more completely the specific evaluation tasks to be performed, the process whereby the information is gathered, the responsible parties for each task, timelines for gathering information and analyzing results, and the systems for the recording and documentation of issues raised and actions taken.
   (Student Achievement Standard 5)

Future reporting requirements

All requested reporting requirements were adequately responded to by the site, indicating that the site is currently in compliance with the CEA standards. Thus, the Commission has granted 9-year continued accreditation to the WESL Institute with no annual reporting requirements.

Public Announcement

Within 30 days following the decision by the Commission, CEA will make the accreditation status public through distribution to various professional groups. The program will continue to be listed on the CEA web site with a link to your web site. CEA encourages you to display your accredited status on your web site and in promotional materials as a way to not only promote your program, but also to promote CEA accreditation and the quality it exemplifies. At the time of initial accreditation, CEA sent you a linked logo. Please update the logo with the current period of accreditation. Also, you may announce your accredited status in promotional or informational literature using the following wording:

The WESL Institute at Western Illinois University is accredited by the Commission on English Language Program Accreditation (CEA) for the period April 2008 – April 2017 and agrees to uphold the CEA Standards for English Language Programs. CEA is recognized by the U.S. Secretary of Education as a national accrediting agency for English language programs and institutions in the U.S. For further information about this accreditation, please contact CEA, 1725 Duke St., Suite 500, Alexandria, VA 22314 (703.519.2070), www.cea-accredit.org).

COPY

Constituent Council

As a member of the Constituent Council, you have a number of obligations to CEA:

- to maintain the *CEA Standards* (available on the CEA web site)
- to adhere to CEA policies and procedures (available on the CEA web site)
- to post the *CEA Standards* in a public place, along with the document "Filing a Complaint Against an Accredited Program," (copy enclosed)
- to report any proposed substantive changes (as described in the *Policies and Procedures*)
- to submit an annual report each year of accreditation
- to submit an interim report in place of the annual report in the 5th year of a 10-year accreditation period

The 2008 annual meeting of the Constituent Council will be at the CEA office in Alexandria VA on Tuesday, May 27, from 12:30 – 2:30 during the NAFSA conference in Washington D.C. You will receive specific information about the meeting soon. We hope someone from the program will be able to attend.

Annual reports and the interim report

Annual reports and annual sustaining fees are due at the beginning of each calendar year of accredited status. Your next annual report will be due in February 2009. For 9-year accreditation, a longer interim report will be submitted in place of the annual report in February 2012. A copy of the Interim Report form is attached for your information.

You will receive a template and directions for completing the interim report a year prior to the due date.

Fees

Fees continue to be payable by February 15 of every year. You have paid fees for 2008, and no further fees are due at this time.

The Commission acknowledges that accreditation is an intensive process of self-evaluation and review. It cannot be successfully accomplished without the professional commitment on the part of each faculty and staff member. On behalf of the Commission, thank you for putting your confidence in the CEA accreditation review process. CEA strives to promote the maintenance of the highest standards for English language programs and institutions.

Congratulations on your achievement. Please contact Terry O'Donnell at the CEA National Office if you have questions.

Sincerely,

Deanna Hochstein

Deanna Hochstein, Chair 2008

Enclosures: Certificate of Accreditation, *CEA Standards,* Filing a Complaint against an Accredited Program, Constituent Council Governing Rules, Interim Report Form

Commission on
English Language Program
Accreditation

COPY

CERTIFICATE OF ACCREDITATION

This certificate acknowledges that the

WESL Institute
Western Illinois University

is in compliance with the

CEA Standards for English Language Programs and Institutions

and is accredited by

the Commission on English Language Program Accreditation

for the period April 2008 through April 2017.

Deanna Hochstein
Chair

Teresa D. O'Donnell
Executive Director

Commission on English Language Program Accreditation
1725 Duke St., Suite 500, Alexandria VA 22314

Attachment D
Records Management

- Western Illinois University *Records Management Policy*

File code: ADM.RECORDS.POL
Approval Date: 5/31/11
Approved By: President

Records Management Policy

Western Illinois University is required by the State of Illinois to follow a retention schedule for all departmental records as defined by the State Records Commission.

Records of Western Illinois University include documentation of all business transactions of the University as defined by the Illinois State Records Act (5 ILCS 160/2, Ch. 116, par. 43.5) Sec. 2.:

> *"Record" or "records" means all books, papers, digitized electronic material, maps, photographs, databases, or other official documentary materials, regardless of physical form or characteristics, made, produced, executed or received by any agency in the State in pursuance of state law or in connection with the transaction of public business and preserved or appropriate for preservation by that agency or its successor as evidence of the organization, function, policies, decisions, procedures, operations, or other activities of the State or of the State Government, or because of the informational data contained therein. Library and museum material made or acquired and preserved solely for reference or exhibition purposes, extra copies of documents preserved only for convenience of reference, and stocks of publications and of blank forms are not included within the definition of records as used in this Act."*

As such, Western Illinois University departmental records are the property of the University and must be maintained and disposed of according to the following protocols:

Records still within their retention period as defined by the Retention Schedule must be maintained by the originating office until the retention period has passed.

Once the retention period has passed, records are to be disposed of according to the Retention Schedule's specifications.

© 2011 Western Illinois University. All Rights Reserved. View our Web Privacy Policy.

WESTERN ILLINOIS UNIVERSITY
Sherman Hall / 1 University Circle
Macomb, IL 61455 USA
309•298•1414

Attachment E
Internships and Practicums

- Western Illinois University *Museum Studies Internship Contract*
- Western Illinois University *Museum Studies Student Intern Performance Evaluation*
- Western Illinois University *Museum Studies Practicum Form*
- Western Illinois University *Museum Performance Evaluation*
- Western Illinois University *University 490 Bachelors of Art in General Studies (BGS) Section Syllabus*
- Western Illinois University *IDT Current Graduate Students* (bottom of page describes departmental internships)
- Western Illinois University *Internship (IDT) 620 Guidelines*
- Western Illinois University *Course Syllabus Policy*

MASTER OF ARTS IN MUSEUM STUDIES

WESTERN ILLINOIS UNIVERSITY
QUAD CITIES

INTERSHIP CONTRACT

CONTACT INFORMATION

STUDENT NAME:_____ ID #:_____
PHONE #:_____ E-MAIL:_____
ADDRESS WHILE ON INTERNSHIP: _____
TERM/TERMS OF INTERNSHIP: _____
COURSE NUMBER: _____NUMBER OF CREDIT HOURS:_____
PAID INTERSHIP RATE: _____
WIU CONTACT:_____PHONE #:_____
E-MAIL:_____

Students, instructors, and supervisors need to work together to develop learning objectives. Setting objectives ensures that the training received on the job is related to the student's major or career objectives and helps determine potential new or expanded learning opportunities and responsibilities available on the job. The internship will provide the student with the ability to integrate classroom theory with workplace practice. Specific and measurable objectives will help to determine the learning or educational value of the experience.

Students are required to complete an internship of at least ten weeks & 200 hours in a museum or related organization. As a part of the internships, students will undertake and complete a special project approved by the host museum and the program director, and make periodic reports to the program director on the experience. Students are responsible for finding their own internships, although the program director assists by informing them about opportunities. The program reserves the right to reject any student-arranged internship. The overall internship program is coordinated by the program director, but museum professionals at the host institution supervise individual interns.

This agreement is entered into by Western Illinois University, the above student and:

ORGANIZATION/INSTITUTION:_____
INSTITUTION CONTACT/SUPERVISOR:_____
ADDRESS: _____
PHONE #:_____E-MAIL:_____

INTERNSHIP SCHEDULE:
START DATE:_____END DATE:_____
HOURS PER WEEK: _____NO. OF WEEKS:_____

JOB DESCRIPTION (ATTACH ADDITIONAL PAGES IF NECESSARY):

INTERNSHIP GOALS AND OBJECTIVES (ATTACH ADDITIONAL PAGES IF NECESSARY):

MEANS OF EVALUATION (ATTACH ADDITIONAL PAGES IF NECESSARY):

ADDITIONAL COMMENTS:

FINAL SUMMARY (AFTER COMPLETION OF COURSE)-

5-7 PAGE SUMMARY OF WORK/PROJECT TO INCLUDE:

- OVERVIEW OF INTERNSHIP
- JOB DESCRIPTION
- INTERNSHIP'S GOALS AND OBJECTIVES
- RESULTS OF WORK/PROJECT

DAILY JOURNAL REQUIREMENT- SEE SEPARATE JOURNAL FORM

STUDENT SIGNATURE_____ **DATE**_____

WIU SUPERVISOR SIGNATURE_____ **DATE**_____

INSTITUTION SIGNATURE_____ **DATE**_____

TITLE: _____

FURTHER INSTRUCTIONS:

INSURANCE: The Western Illinois University permits the University to accept responsibility only for the acts of its officers, employees, and agents. Since a student does not qualify as any of these persons, the University is prohibited from accepting any liability for the acts, omissions, and conduct of its students. Workers' compensation coverage is provided ***only*** if the student is being paid for the internship. Western Illinois University provides only health insurance (for a fee) to its students.

Student read statement below and initial that you read and understand here: _____

I understand that Western Illinois University provides health insurance at student rates. I may elect out of the insurance if I have other health insurance coverage. I also know that Western Illinois University will not provide professional liability nor workers' compensation coverage for me. I will be responsible for providing my own insurance if it is not provided by the agency for which I am performing my practicum. If federal work-study monies are paying me while on this practicum, I will be covered by workers' compensation insurance through the university. I must secure the signature of the Financial Aid Director/Counselor to verify that I am being paid on work-study funds.

Financial Aid Director/Counselor:_____

AGENCY RESPONSIBILITIES: The agency will provide a learning/working site where the student will be able to accomplish the agreed upon learning objectives in a safe site free of discrimination and harassment.

DISCRIMINATION: The parties listed on the first page shall not engage in discrimination in the treatment of any participant connected with the internship/practicum. Discrimination means any act that unreasonably differentiates selection and treatment intended or unintended based on age,

handicap, national origin, race, marital status, religion, sex, or sexual orientation.

SEXUAL HARASSMENT: Sexual harassment is illegal. Sexual harassment includes unwelcome sexual advances and requests for sexual favors. It also includes other verbal or physical conduct of a sexual nature. Sexual harassment is prohibited between the student and any client and is prohibited between the student and the supervisor, and the student and the faculty member.

TERMINATION PRIOR TO END OF THE PLACEMENT: The agency may request Western Illinois University to withdraw the student who is not performing satisfactorily or who refuses to follow the organization's administrative and operating policies, procedures, rules, and regulations. The student may request to leave the practicum/internship if he/she believes there are irreconcilable differences or if the student believes he/she is in any danger. In both instances, the professor should be notified immediately and an attempt at resolution should be made.

WESTERN ILLINIOS UNIVERSITY RESPONSIBILITIES: WIU is responsible for working with the supervisor and/or agency to place a student who is at the level needed by the agency. The faculty member will make a mid-term contact to discuss how the practicum is progressing. Should there be an issue, the faculty member will attempt to resolve the issue immediately or place the student into another placement and work through any credit hour issues.

STUDENT RESPONSIBILITIES: The student will sign up for credit for the internship if that is what the faculty member and the student have agreed upon. The student will treat the position as any job, will complete the assignments as spelled out in this contract, will keep the hours agreed upon by the student and the supervisor, and will notify that supervisor should he/she be absent. The student will keep the advisor informed if there is a potential problem developing. The student will conduct him/herself in a professional manner remembering that this may be a confidential site and treat it as such. In addition to the requirements for the course, the student will keep and sign a time sheet and turn it in to the professor at the end of the term.

PUBLIC RELEASE AUTHORIZATION: In order for the agency to use your name, photograph or quotes you must sign a release form and vice-versa. With a signed consent the agency may use these in any form of publicity. If the student is to use information from or about the agency, he/she must have the appropriate consent forms signed by the agency and or student.

MASTER OF ARTS IN MUSEUM STUDIES

WESTERN ILLINOIS UNIVERSITY- QUAD CITIES

WESTERN ILLINOIS UNIVERSITY
QUAD CITIES

STUDENT INTERN PERFORMANCE EVALUATION

Please rate the job your student/intern did in the areas listed below on a scale of 1 to 5, where 1 represents POOR and 5 represents EXCELLENT. Check the box in front of the number that best expresses your opinion.

STUDENT INFORMATION:	
Name:	Employee ID: (If applicable)
Job Title:	Date:
Department:	Supervisor:
Review Period: to	

EVALUATION QUESTIONS:	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Attended scheduled work sessions.	☐	☐	☐	☐	☐
Comments					
Interacted well with museum colleagues and staff.	☐	☐	☐	☐	☐
Comments					
Followed directions.	☐	☐	☐	☐	☐
Comments					
Accomplished tasks in a timely manner.	☐	☐	☐	☐	☐
Comments					
Took initiative with provided project(s).	☐	☐	☐	☐	☐
Comments					
Exhibited a willingness to learn.	☐	☐	☐	☐	☐
Comments					
Overall Rating *(average the rating numbers above)*					

EVALUATION:

STUDENT INFORMATION:	
Name:	Employee ID: (If applicable)
Job Title:	Date:
Department:	Supervisor:
Review Period: to	
DID YOUR STUDENT/INTERN WORK IN AN ORGANIZED AND EFFICIENT MANNER?	
HOW DID HE/SHE DISPLAY KNOWLEDGE OF ACADEMIC DISIPLINE? (ART HISTORY, MUSEUM EDUCATION, ETC)	
HOW WERE HIS/HER COMMUNICATION SKILLS?	
DID HE/SHE UNDERSTAND THE MUSEUM AND DEPARTMENT OPERATIONS?	
WERE THE GOALS YOU AND YOUR STUDENT/INTERN AGREED UPON MET?	
OVERALL PERFORMANCE SUMMARY (CONTINUE ON BACK IF NECESSARY)	
	Please discuss the evaluation with the student/intern at the end of the internship period, obtain the student/intern's signature, and provide a copy to the student/intern and a copy to the Internship Director. Thank you.
STUDENT INTERN COMMENTS (CONTINUE ON BACK IF NECESSARY):	

VERIFICATION OF REVIEW:	
Museum Supervisor Signature	Date
Intern Student Signature	Date
WIU Internship Director	Date

MASTER OF ARTS
IN
MUSEUM STUDIES

WESTERN ILLINOIS UNIVERSITY
QUAD CITIES

PRACTICUM FORM

CONTACT INFORMATION

STUDENT NAME:_____ ID #_____
PHONE #_____ E-MAIL:_____
ADDRESS DURING PRACTICUM: _____
TERM/TERMS OF PRACTICUM: _____
COURSE NUMBER: _____NUMBER OF CREDIT HOURS:_____
PAID PRACTICUM RATE: _____
WIU CONTACT_____PHONE #_____
E-MAIL_____

Students, instructors, and supervisors need to work together to develop learning objectives. Setting objectives ensures that the training received on the job is related to the student's major or career objectives and helps determine potential new or expanded learning opportunities and responsibilities available on the job. The practicum will provide the student with the ability to integrate classroom theory with workplace practice. Specific and measurable objectives will help to determine the learning or educational value of the experience.

FINAL SUMMARY (AFTER COMPLETION OF COURSE)-

3-5 PAGE SUMMARY OF WORK/PROJECT TO INCLUDE:

- OVERVIEW OF PRACTICUM
- JOB DESCRIPTION
- PRACTICUM'S GOALS AND OBJECTIVES
- RESULTS OF WORK/PROJECT

DAILY JOURNAL REQUIREMENT- SEE SEPARATE JOURNAL FORM

This agreement is entered into by Western Illinois University, the above student and:

ORGANIZATION/INSTITUTION:_____
INSTITUTION CONTACT/SUPERVISOR:_____
ADDRESS: _____
PHONE #:_____E-MAIL_____

PRACTICUM SCHEDULE:
START DATE_____END DATE_____
HOURS PER WEEK _____NO. OF WEEKS_____

JOB DESCRIPTION (ATTACH ADDITIONAL PAGES IF NECESSARY):

INTERNSHIP GOALS AND OBJECTIVES (ATTACH ADDITIONAL PAGES IF NECESSARY):

MEANS OF EVALUATION (ATTACH ADDITIONAL PAGES IF NECESSARY):

ADDITIONAL COMMENTS:

STUDENT SIGNATURE_____ **DATE**_____

WIU SUPERVISOR SIGNATURE_____ **DATE**_____

INSTITUTION SUPERVISOR SIGNATURE_____ **DATE**_____

MASTER OF ARTS IN MUSEUM STUDIES

WESTERN ILLINOIS UNIVERSITY- QUAD CITIES

WESTERN ILLINOIS UNIVERSITY

QUAD CITIES

MUSEUM PERFORMANCE EVALUATION

The Museum Internship exists to help students and the Museum Studies Program to attain our mutual goals in education. Your feedback helps us to improve the internship program. Please be honest in your evaluation and remarks. This evaluation will have no effect on your performance rating or grades.

Please rate the job your museum supervisor did in the areas listed below on a scale of 1 to 5, where 1 represents POOR and 5 represents EXCELLENT. Check the box in front of the number that best expresses your opinion.

STUDENT INFORMATION:	
Name:	Employee ID: (If applicable)
Job Title:	Date:
Department:	Supervisor:
Review Period: to	

EVALUATION QUESTIONS:	1 = Poor	2 = Fair	3 = Satisfactory	4 = Good	5 = Excellent
Description of your project(s).	☐	☐	☐	☐	☐
Comments					
Clarification of the skills needed for your project(s).	☐	☐	☐	☐	☐
Comments					
Realistic goals were set for your project(s).	☐	☐	☐	☐	☐
Comments					
Explanation of your project(s) was clear.	☐	☐	☐	☐	☐
Comments					
Appropriate workspace was available to you.	☐	☐	☐	☐	☐
Comments					
Open communication of new ideas and information were welcome.	☐	☐	☐	☐	☐
Comments					
Overall Rating *(average the rating numbers above)*					

EVALUATION:
WAS YOUR SUPERVISOR AVAILABLE TO ASSIST YOU IF NEEDED?
DID YOUR SUPERVISOR PROVIDE A SUFFICIENT CHALLENGE FOR YOUR PROJECT(S)?
DO YOU FEEL YOU HAVE A BETTER UNDERSTANDING OF THE DEPARTMENT REQUIREMENTS?
WERE THE GOALS YOU AND YOUR SUPERVISOR AGREED UPON MET?
ADDITIONAL COMMENTS:

VERIFICATION OF REVIEW:	
By signing this form, you confirm that you have provided accurate feedback regarding your museum/organization experience.	
Student Signature	Date
WIU Supervisor Signature	Date

Career Internship
University 490 – Bachelor of Arts in General Studies (BGS) Section
Syllabus

I. Introduction

The Internship provides qualified students with a supervised program of practical experience in various career fields. This syllabus contains the guidelines for the course and is intended to clarify the student's requirements. Internship credits are available only for pre-approved work experiences that serve to expand the range of the student's college level employment duties and responsibilities.

II. Objectives

An Internship is a unique educational experience and offers specific goals relative to student achievement as follows:

1. Provides the intern with relevant information about the intended career field.

2. Acquaints the intern with the physical, technical, academic, and environmental requirements of a new and possible future position.

3. Develops the intern's writing and communication skills. *It is expected that writing development, utilizing professional writing standards and expectations will be integral to a student's evaluation. This course qualifies as a BGS Writing course.*

4. Allows the intern to plan an academic program which will expand his or her learning and career options.

III. Internship Application Requirements

1. Have a minimum 2.00 GPA and Junior or Senior standing.

2. Accept the satisfactory – unsatisfactory grading basis.

3. Discuss internship requirements and application procedures with your BGS advisor (in person, phone, or email).

4. Submit to the Director, Bachelor of Arts in General Studies
a) University 490 Application
b) Proposed Internship Training Schedule
Each intern must formulate, in cooperation with the participating company, a Proposed Training Schedule that will include a detailed summary of the college level duties and responsibilities of the intern. This Schedule should follow the Univ 490 Internship Semester Hour Credit Ratio: <u>one week full-time college level employment, 40 hours</u>

equals 1 semester hour credit. An internship cannot be granted for current job duties and responsibilities.

The Internship Coordinator's approval of the Proposed Internship Training Schedule is required prior to registration.

IV. Requirements

The intern must complete all of the following requirements in a timely and acceptable manner. Failure to complete any of the requirements, without written permission from the Internship Coordinator will result in a grade of unsatisfactory for the course.

A. Site Duties

The intern is to perform the assigned college level duties and professional responsibilities as outlined in the Proposed Training Schedule for the appropriate number of weeks as determined in agreement with the company supervisor and Internship Coordinator.

B. Weekly Assignments

Weekly assignments will consist of two items:
1. A Weekly Activity Log (see directions below)
2. A Weekly Report (see directions below)

1. Weekly Activity Logs

An Activity Log must be submitted each week using the form on page 8. The sample on pages 9 and 10 may be used as a guide. This form should be neatly typed. Activities should be entered daily with all columns completed as accurately as possible. Multiple entries should be made for each day, separated by type of duty. Your supervisor must sign the Activity Log before you send it to the Internship Coordinator. You can email the activity log to the Internship Coordinator at BGS@wiu.edu

2. Weekly Reports

Each intern is responsible for completing one professional business report for each week of the internship using the format provided on page 6 and the sample on page 7. All reports must be neatly typed on company letterhead, if available. Your supervisor must sign the report before you send it to the Internship Coordinator. Reports must be mailed no later than Wednesday following the week documented. If a report is to be mailed late, inform the Internship Coordinator by the Wednesday it is due to be mailed. Indicate why it is late and the expected date the report will be mailed. Keep copies of all reports. **Send**

all reports to: Dr. Richard W. Carter, Director, Bachelor of Arts in General Studies via email BGS@wiu.edu or via surface mail at Horrabin Hall 6, Western Illinois University, 1 University Circle, Macomb, IL 61455.

The Internship Coordinator will review your reports and may return them to you requesting that the reports be revised to meet professional writing standards. The revised reports are required to be resubmitted to the Internship Coordinator for appropriate credit. In addition, the Internship Coordinator will review your reports and may return them to you with comments. Incorporate these comments, as appropriate, in subsequent reports.

A. First Weekly Report

The first Weekly Report should be a description of the company/agency using the format provided on page 5. This should include such information as products and/or services provided, type of customers, and methods of operations. If the company has a general booklet covering this information, a copy should be included with the first Weekly Report.

B. Weekly Reports for the Second Week through the End of the Internship

Weekly Reports do not have to necessarily reflect the past week's work, rather the reports should reflect processes or procedures that you have experienced in your work. Reports may also cover any area within the scope of your internship company/agency. As you work, keep a list of potential topics that you may want to include in future Weekly Reports.

C. Map and Written Directions

With your first Weekly Report, mail a map and written directions to your place of employment for a possible visit from the Internship Coordinator. Here are a few pointers for drawing maps:

1. Assume the Internship Coordinator will be coming from Macomb.
2. Maps are always drawn with North at the top of the page.
3. Give approximate distances (i.e., 3 miles past McDonalds).
4. Good routes to your site without detours are appreciated.
5. Generally, the town is not hard to find, but details in town are what is needed.
6. Include written instructions to correspond with the map.

D. Final Report

The Final Report, in addition to the final Weekly Report, is to be written no later than the last week of the internship. The Final Report should be a self-analysis of the intern's experiences and knowledge gained during the internship. See page 11 for format and

questions. The Final Report must be received no later than one week following completion of the final week of the internship.

V. Coordinator Visit/Interview

Interns may receive a personal visit by the Internship Coordinator before the end of the internship period. There will be no unannounced visits. The intern will receive a letter or telephone call announcing the time and date of the visit and requesting a brief conference with the supervisor and any other personnel the company or intern believes the Coordinator should meet. Upon receipt of this letter/telephone call, the intern must arrange the conference with the supervisor and within two days send written confirmation of the date and time to the Coordinator. Confirmation may also be made by telephone call or email to the Coordinator. A short tour of the company facilities is expected as part of the visit. If there is a conflict with the proposed visit by the Coordinator, the intern should call the Coordinator immediately and reschedule the visit. At the request of the Coordinator, a telephone call interview, a conference call, or a video link may be scheduled in place of a personal visit.

VI. Evaluation

The intern will be graded on a satisfactory/unsatisfactory basis. The following criteria will be used in determining the intern's final grade:

1. Accuracy, quality, and promptness of the Weekly Activity Logs, Weekly Reports, and Final Report.
2. The recommendation of the company supervisor.
3. The recommendation of the Internship Coordinator.

The Internship Coordinator will mail an evaluation form to the intern's supervisor before the end of the internship.

VII. Exceptions

Any requests for exceptions to the requirements stated in this syllabus must be made in writing to the Coordinator.

VIII. Optional Text

Grammar Smart A Guide to Perfect Usage. 4th ed. New York: Random House, Inc., 2004

IX. Online Writing Resources

An online style guide is available at http://www.dianahacker.com/resdoc/ or an online writing lab is available at http://owl.english.purdue.edu/owl

(First Weekly Report)

Company Name
(use company letterhead if available)

To: *(Supervisor)*
(Supervisor's Title)

Dr. Richard W. Carter, Director
Bachelor of Arts in General Studies

From: *(Your Name)*

Date: *(Date of Submission)*

Re: Report #1
(Week Dates)
Company Description

Provide the following information regarding your internship company:

A brief description of the company, to include at a minimum:

A. Products produced or services provided

B. Type of customers

C. Process or procedures utilized by the company

Also include a company brochure and/or promotional material.

Format for Additional Weekly Reports
(Reports must be typed on company letterhead)

To: ***(Supervisor)***
(Supervisor's Title)

Dr. Richard W. Carter, Director
Bachelor of Arts in General Studies
Western Illinois University

Date: ***(Date of submission)***

Re: Report #
(Week Dates)
(Subject of Report)

From: ***(Your Name)***

The above heading must be used; no exceptions or variations will be accepted. In the areas enclosed with parentheses, place the appropriate names, titles or dates. See the following page for an example of a good report.

REPORTS MUST BE SUBMITTED WEEKLY

The purpose of each report is to develop your written communication skills by explaining what you have learned during the past week. Be prepared to write down ideas for your reports as events occur during the week. Include copies of any reports, charts, illustrations, etc., that will clarify your reports. You must obtain your supervisor's permission to send materials to the Coordinator. Western respects the confidentiality of some of the material that you may work with (i.e., OSHA reports, financial data, or proprietary information). Do not focus only upon details but relate principles and concepts of what you are learning. Your supervisor must initial or sign these reports before you send them to the Coordinator. **NOTE: The purpose of these reports is not to restate the information contained in the Activity Log, but to fully describe a process or procedure.**

Your supervisor should designate another person to sign reports in his or her absence. If no one is available to sign the report, contact the Coordinator to explain why your report will be late.

When writing your reports, use passive voice (write without personal pronouns: I, you, he, she, it, we, they, me, him, her, them, and us). In business report writing, the author of the report is assumed to be doing the action or making the recommendation. Therefore, sentences like "I learned that a mark sheet, which is simply a sheet of goldenrod, should be used when making a book?" should read, "A marked sheet, which is simply a sheet of goldenrod, should be used when making a book."

Top Notch Design, Inc.

123 W. Smith Street
Hatfield, IL 62323
Telephone: 309/333-3333

To: Dr. Richard W. Carter
Internship Coordinator
Western Illinois University

May 19, 2008

From: Ima Student

Re: Report #10
Human Resource Planning

Benchmarking provides organizations with an opportunity to conduct business re-engineering in a fashion which results in the identification of the practices for the core processes of the business. This helps the organization to simultaneously meet world class performance standards and determine opportunities for making a beak-through performance. Benchmarking practices go beyond the competitive analysis approach because they require the assessment of the process performance of not only direct competitors but also major companies across all industries. To successfully conduct a benchmarking process, organizations must follow six steps: identifying what to improve, pinpointing what to benchmark, creating a benchmark team, looking for benchmark partners, gathering and examining information gathered, and implementing action of improvement.

The fundamental objective of any business re-engineering effort is the creation of a profitable and substantial competitive advantage. For the business manager, this presents a basic question of operation strategy. There are three basic operating strategies for creation of competitive advantage. A business can pursue a cost strategy by being the low-cost producer with quality, or the company can embrace a value strategy by offering more value to the customer than the competition is able or willing to provide while maintaining proximity on cost. The third choice is a hybrid of the first two. Business re-engineering demands process for identifying "best practices" for the core processes of business. This requires setting world class performance targets while also identifying break-through opportunities for achieving those targets. Benchmarking is a process that will satisfy this demand. Benchmarking has been defined in a number of ways such as: a process for identifying and learning from the best practices in the world; "a search for, and application of significantly better practices that lead to superior competitive performance," and a process of comparing the business performance of one organization against another to gain information about the "best practices" which will lead to superior performance.

Benchmarking is not just a new name for the conventional analytical activities that might be gathered under the name of the competitive analysis. Benchmarking goes beyond competitive analysis leading the business to evaluate the process performance of leading-edge companies, rather than just direct competitors.

The objective of benchmarking is to accelerate the process of business re-engineering and achieve quantum performance improvements through adapting best practices of recognized organizations. In a way that leads to break through improvements in products, services, and processes; and results in total customer satisfaction and profitable competitive advantage. There are many areas that should be considered as potential candidates for application of the benchmarking process. Such as: the organization's core competencies, significant problem area, areas of customer satisfaction or dissatisfaction, and core business processes.

The purpose of benchmarking is to accelerate the process of change through adapting the best practices of recognized excellent organizations. The objective is not just to search for what is out there, but to act upon what is found and produce improved bottom line results. Benchmarking is a powerful tool for organizations looking for break-through improvements and is an essential part of the business re-engineering process.

Name: _____

Weekly Activity Log
(to be mailed with weekly report)

Week _____ starting _____ ending _____

Day of Week	Description and analysis of duties performed (new information learned, new skills, results or completion of tasks or projects)	Time spent in specific job duties

1. What challenges did you face this week? How did you handle the situation?
2. Give a description of the most interesting incident or experience you had during the week.

Place responses to questions on reverse side or use a separate sheet of paper

Name: Joe Smith

EXAMPLE
Weekly Activity Log
(to be mailed with weekly report)

Week 3 starting 6-2-03 ending 6-6-03

Day of Week	Description and analysis of duties performed (information learned, new skills, results or completion of tasks or projects)	Time Spent in Specific Job Duties
Monday	Quality control inspection of part #894578 (metal hinge) Learned use of GO-NO GO gauges. Learned how to read specification prints and procedures	4 hrs.
	Entered quality control results into shop records Learned how ABC Manufacturing records quality control data	4 hrs.
Tuesday	Quality control inspection of part #876935 (locking pins) Continued use of GO-NO Go gauges. 98.9% of parts passed.	2 hrs
	Revised drawings of part #874839 to reflect recent engineering Learned to follow ABC's drafting guidelines	3 hrs
	Assisted Chief Engineer in packing Tool Show Display material Material was shipped to Chicago as directed.	5 hrs.
Wednesday	Attended operations meeting with supervisor Learned that production in shop is three days behind schedule	2.5 hrs.
	Operated Humbart Vertical Mill. Produced 520 end plates.	7.5 hrs.
Thursday	Operated Humbart Vertical Mill. Produced 735 end plates	8 hrs
Friday	Operated Humbart Vertical Mill. Produced 200 end plates	3 hrs.
	Assisted Set-Up with job set up on spot welders. Learned how to set up spot welders for welding hinge parts.	5 hrs
	Total Hours	40

1. What challenges did you face this week? How did you handle the situation?

2. Give a description of the most interesting incident or experience you had during the week.

Place responses to questions on reverse side or use a separate sheet of paper

EXAMPLE
Weekly Activity Log
Week 3, June 2 - June 6, 2003

1. What challenges did you face this week? How did you handle the situation?

I encountered several mistakes/problems trying to alphabetize and print out an itemized version of the job bag list. Every single client had to be printed out individually; the itemized list was not printed out all at once. The reason for so many problems was because I was unfamiliar with those functions on the program. Eventually, I was able to do both, the alphabetizing aided tremendously setting up for the itemization.

For a long time, I tried to find a way to print out the entire itemized version in one shot, but I was unable to find an option to do so. Therefore, taking the only way out, I set a page break after each individual client and then printed. Furthermore, I had to use the print function before printing each page. Due to the fact the document was so large, it took quite some time to produce the itemized version.

2. Give a description of the most interesting incident or experience you had during the week.

The most interesting part of my week was producing the job bag documents. Coming to understand the necessary organizational work that takes place just to prepare jobs for disposal was incredible. Working on the documents, I became more familiar with the Microsoft Excel application, and in turn, continuing to expand my software knowledge.

Final Report

(Company name, letterhead)

To: (*Supervisor's name*)
(*Supervisor's Title*)

Dr. Richard W. Carter, Director
Bachelor of Arts in General Studies
Western Illinois University

Date: *(date of submission)*

Re: Final Report
(Dates of entire internship)

From: (*Your Name*)

Provide a self-analysis of your internship experiences containing the following:

1. A summary of what you learned during the internship.
2. A discussion of the special highlights of your internship.
3. A discussion of any areas in which you believe you need improvement.
4. A discussion of areas of academic study that helped you in your internship.
5. Suggestions for improving the BGS internship experience.
6. Your thoughts concerning the overall strengths of the internship program.
7. Your thoughts concerning the overall strengths of the BGS degree program.
8. Any other pertinent information concerning your internship or the BGS program that you believe should be brought to the attention of the Coordinator.

IDT Current Graduate Students

Quick Page Links

- Degree Program
- Graduate Courses
- Course Registration
- Course Schedules
- Graduate Advising
- Graduate Degree Plan

Related Links

- Portfolio Information
- Graduate Internship Guidelines
- Graduate Independent Study

"The graduate program in the Department of Instructional Design and Technology (IDT) offers two emphasis areas: General Instructional Design and Technology Emphasis or the Technology Specialist Emphasis.

IDT Graduate Courses
The IDT curriculum contains a basic core of courses that provides a strong foundation for the variety of directed elective courses in the three major study options. Internship and independent studies provide valuable work experience and opportunities to explore some of the careers open to graduates. A capstone portfolio showcases your professional work from your IDT courses. Course descriptions can be viewed here.

Program Planning and Course Sequence
Steps to planning your program are listed here.

Course Registration and Schedules
Course registration and current class schedules are available online via STARS.

Capstone Exit Options
Each MS degree candidate must select and complete one of the three capstone exit option projects: portfolio, applied project, or thesis.

Option One: Portfolio A portfolio is comprised of one or more items that showcase the knowledge and skills learned by the student in the IDT program. Students interested in this option are often interested in production-oriented careers and wish to create a professional-quality portfolio to feature their accomplishments. Items for the portfolio must demonstrate skills learned in at least four courses in the program. Students choosing the portfolio must sign up for IDT 603 and complete 35 hours of coursework. Please see the "IDT Graduate Portfolio Requirements" for more information.

Option Two: Applied Project. An applied project often involves the development of an instructional unit or product, testing it with a group of learners or other relevant population, and performing formative and summative evaluation of it. The applied project can also focus on applied research, in which it focuses on solving or investigating a site-specific problem; or on an applied evaluation project in which it focuses on evaluating a large-scale program (school-based, industry-based, or software-based) in order to make a judgment about its merit. Students choosing an applied project must complete 29 hours of coursework, plus the 3-hour applied project (IDT 600).

Option 3: Thesis. Thesis:A thesis is an experimental or qualitative research study. Students wishing to continue their education in an EdD or PhD program should choose this option. It is recommended that the student confer with the anticipated degree program regarding its expectations about the nature of the thesis (e.g., quantitative or qualitative research methodology). Students choosing a thesis must complete 29 hours of coursework, plus the 3-hour thesis (IDT 605).

Independent Study (IDT 591)
An independent study may be selected if the student has specialized interests not addressed by regular courses or to explore topics leading to your final project. A student may register for 1, 2, 3, or four semester credit hours. Up to six hours can count towards your degree.

A student must have completed at least 15 hours of IDT coursework (including IDT 500, IDT 505, and IDT 510). Student must submit an Independent Study Form to the department prior to enrolling in IDT 591. The student needs to contact and gain permission for an IDT faculty member to be the supervising faculty for the independent study. Consultation with the supervising faculty is also required in order to assure that the proper details and specific plans and end products are included on the form. The form must be signed by the supervising faculty member before submission to the department chair for final approval.

Internship (IDT 620)
The IDT 620 Internship is available to graduate students who have completed at least 15 hours of IDT course work and wish to gain practical

experience with a company, school district, or other institution involved with instructional technology. See IDT 620 Internship Guidelines for detailed information and requirements.

Incomplete Coursework

The determination of a grade awarded to a student is the sole responsibility of each instructor. The grade assigned is based upon such elements as timely completion of assignments, contributions to class discussions, performance on examinations, quality of oral and written reports, or technology-based products, and the quality and appropriateness of the student's overall performance. The grade awarded is subject to the Grade Appeal Policy of the School of Graduate Studies.

It is the department policy that an incomplete grade ("I") may only be assigned when warranted by special or unusual circumstances beyond the control of the student, as long as it is consistent with the "incomplete" policy stated on the course syllabus. If the instructor approves the "I," then the student must complete a contract with the sponsoring faculty member to complete the work by an agreed-upon date. All incomplete coursework appearing on a student's degree plan must be completed before a student can commence the final project for graduation or participate in an internship.

Course Revalidation

The School of Graduate Studies requires that courses older than six years must be revalidated or removed from the graduate plan. Students must contact the faculty member who taught the course or the IDT Graduate Advisor. Course revalidation is accomplished when the course's faculty member reviews the student's work history and professional experiences to determine the best method for validation. This may include a competency examination, portfolio development, additional course work, etc. When revalidation is successfully completed, the evaluator will write a letter to the IDT Department recommending revalidation approval. The department will act on the request and so inform the School of Graduate Studies.

Graduate Advisor

Contact Dr. Hoyet Hemphill, IDT Graduate Advisor, for assistance in planning your coursework for either the online or blended graduate programs. He answers questions from prospective students on the IDT graduate program. He counsels current students on the following items: 1) selecting graduate-level courses, 2) petitioning to transfer appropriate graduate coursework completed at other institutions or departments, 3) formulating and submitting a Graduate Study Plan, 4) selecting the appropriate exit option (portfolio, applied project, or thesis), and 5) filling out the Request for Graduate Advising Committee form.

You can contact Dr. Hemphill by email (HH-Hemphill@wiu.edu) or phone (309-298-1952).

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Internship (IDT 620) Guidelines

Internship Eligibility/Application Process

The internship in Instructional Design and Technology (IDT) is designed to provide an opportunity for practical application of classroom theory in a professional setting. The student involved in an internship will share in the responsibilities of the experience. To be eligible for an IDT internship, the student must:

- be a graduate student in the IDT program.
- have earned a GPA of 3.4 or better in graduate coursework.
- have completed a minimum of 15 hours of coursework in the IDT program prior to beginning the internship (more is advised).
- demonstrate competencies for an internship for use in identifying appropriate internship placement.
- submit FORM 1: IDT 620 Internship Application at least three months prior to the anticipated date when the internship would begin. Earlier applications are encouraged for some competitive internship opportunities.

Internship Requirements

The student should acquire experience in instructional design, technology applications, project management and personnel in varied settings at the internship location. Specific duties and opportunities are negotiated between the intern and the on-site mentor.

- The intern will spend no less than 200 hours in professional field work for which s/he will receive 4 semester hours of credit.

- The intern will participate in planning the internship program with the on-site mentor. The internship should include multiple experiences with more than one facet of the sponsoring organization in order to provide an understanding of the total scope of its instructional technology operations. Interns could be given opportunities to plan, organize, and lead activities as well as opportunities to observe and participate in other activities. A project designed to provide valuable experience to the intern while benefiting the sponsoring organization is recommended.

- The intern is expected to follow the rules, regulations and policies of the sponsoring organization as if s/he is an employee.

- The intern will prepare any forms, records, or reports required by the IDT department. See the Student Responsibilities section elsewhere in this document.

Selection of Internship Location and On-Site Mentor

- Students are responsible for locating their own internship location. However, a list of locations where former students have done internships is available from the Internship Coordinator. Also, companies and other entities may list themselves with the Internship Coordinator expressing a desire to have interns.

- Once the student has received approval to do an internship, and a potential location has been identified, the student may contact the sponsoring organization to determine necessary application procedures. Some organizations provide outstanding opportunities but they are filled through a competitive application/interview process.

- Once accepted, the IDT Department and the sponsoring organization must read and sign FORM 4: Internship Agreement. When necessary the sponsoring organization may alter the specific statements on FORM 4 to make the requirements appropriate to the institutional setting or to meet the individual intern's needs. However, the Department of Instructional Design & Technology must be made aware of these changes when the form is signed.

The Internship Experience: Student Responsibilities

The Intern will:

- Complete all forms (FORMS 2, 3, 4) and arrangements regarding the setup of the internship. Forms must be filed with the Internship Coordinator.

- Prepare a statement that delineates the philosophy and objectives of the internship; the progression and scope of the internship; and any policies and procedures agreed to by the sponsoring organization. The faculty advisor must approve this statement before the student can begin his/ her internship experience. A copy of the completed "Internship Statement" will be given to the On-site Mentor.

- The intern will submit FORM 5: Biweekly Activity Log to the IDT faculty advisor on a biweekly basis.

- The intern will schedule periodic conferences with the on-site mentor, including midterm and final evaluation meetings.

- The intern will submit a final report and FORM 8: Evaluation of Internship Experience to the faculty advisor.

The Internship Experience: Faculty Advisor Responsibilities

The Advisor will:

- Keep a copy of all forms signed by students, the internship sponsoring organization, and the IDT department.

- Receive, respond to and file student and on-site mentor documents.

- Visit the internship location at least once during the internship experience.

- Review all intern and mentor documents in order to evaluate the internship.

- File an S/U grade.

The Internship Experience: On-site Mentor Responsibilities

The Mentor will:

- Negotiate with the prospective intern the goals and objectives of the internship experience as well as specific arrangements such as scheduling, parking, etc.

- Read and sign Form 4: Internship Agreement.

- Provide supervision throughout the internship experience.

- Consult with the intern on a regular basis regarding progress. Review and revise the learning experience as needed.

- Complete FORM 6: On-site Mentor Midterm Report of Intern, at the appropriate time, and FORM 7: On-site Mentor Final Assessment of Intern upon completion of the internship. These forms should be sent to the intern's Faculty Advisor.

Internship Forms (see Graduate Manual's Table of Contents to get forms)

FORM 1: IDT 620 Internship Application

FORM 2: Internship Waiver and Release

FORM 3: Internship Statement of Insurance Coverage

FORM 4: Internship Agreement

FORM 5: Biweekly Activity Log

FORM 6: On-site Mentor Midterm Report of Intern

FORM 7: On-site Mentor Final Assessment of Intern

FORM 8: Evaluation of Internship Experience by Intern

Graduate Internship Checklist

GRADUATE INTERNSHIP CHECKLIST

Getting Started

____	If 3.4 GPA and at least 15 hours of IDT coursework completed, file **Form 1: IDT 620 Internship**.
____	Upon notification of internship approval, establish internship location.
____	Negotiate internship activities with sponsoring organization.
____	Secure signatures on **Form 4: Internship Agreement**
____	Complete **Form 2: Internship Waiver and Release** and **Form 3: Internship Statement of Insurance Coverage**
____	Prepare Internship Statement for faculty advisor approval and give a copy to the on-site mentor.

During internship:

____	Complete at least 200 hours of professional fieldwork (internship).
____	File **Form 5: Biweekly Activity Log** on a biweekly basis.
____	Meet periodically with On-site Mentor to discuss progress and plan continued internship experiences.
____	Make sure the On-site Mentor has a copy of **Form 6: On-site Mentor Midterm Report of Intern** to complete and return to the Faculty Advisor at the midterm of the internship.

At conclusion of internship:

____	Make sure the On-site Mentor has a copy of **Form 7: On-site Mentor Final Assessment of Intern** to complete and return to the Faculty Advisor at the end of the internship.
____	Write thank you notes to sponsoring organization and On-site Mentor.
____	Submit **Form 8: Evaluation of Internship Experience by Intern** and a report of your experiences by the due date agreed upon with your Faculty Advisor.