



Department of Kinesiology Requirements for B.S.-Sport Management Internships

Course Description: Culminating activity for students in sport management. Students spend the equivalent of full-time employment in an appropriate sport management setting for a total of at least 540 hours. **Prerequisites:** 90 hours of accumulated course credit, and faculty supervisor's permission.

The Internship Information Form must be signed by you, the Site Supervisor, Faculty Supervisor and the Department Head. You must also fill out and sign the Waiver form and complete a Description of academic expectations (Goals of Internship). The **completed** Internship Information Form, Waiver and Description of academic expectations must be filed with your faculty supervisor **PRIOR** to the start of the internship. If your internship is out-of-state or out-of-country, you must also include a copy of your insurance card (both front and back).

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Internship – KINE 499

I. THE INTERNSHIP

Every Sport Management major shall complete an internship in an area related to his/her career goals. Explanations and examples of internship processes and procedures are provided in this manual.

It is important for students to recognize, however, that an internship is a privilege that carries distinct responsibilities. Sport Management internships are available only to seniors (90 credit hours or more) in the Sport Management major. Students shall only be placed in positions if they have demonstrated maturity, competence, and reliability, both in the classroom and in experiential learning activity. Students **MUST** finish a **MINIMUM** of 540 documented hours for the 12-hour internship before an internship requirements are met (students may divide the internship into segments for credit with the approval of their faculty advisor). Finally, because of the competitive selection process, students must realize that they may not secure their top choices of internships. Specific details on the internship application process are available from Sport Management faculty members.

Students serving an internship must remember that performance on the job can either enhance or hinder their career objectives. *Eagerness, reliability, and responsibility shall always be in demand.* An internship presents the opportunity to establish a reputation for these qualities. Recent years have clearly shown that students who carefully plan and successfully complete meaningful internships have much more positive results in launching their career in the sport industry.

II. INTERNSHIP OPPORTUNITIES IN VARIOUS INDUSTRY SEGMENTS

Requirements and compensation can vary dramatically; therefore, it is critical that the student identify areas of interest early and then carefully secure an internship in consultation with a member of the Sport Management faculty. See Appendix B for helpful websites.

III. ENROLLMENT AND ACADEMIC CREDIT

Eligible students must complete a minimum of 12 credits of internship (KINE 499). It should be noted that, depending upon the nature of the position, the time period of the internship could transcend the traditional academic calendar. For example, an internship with a professional baseball team could begin as early as January and last through the conclusion of the season (late August). An internship with a professional basketball team usually begins in September or October and runs until May or the completion of the season. Also, there are times in which a student may not be able to finish the required 540 documented hours at the internship site. Keeping these situations in mind, the prospective interns need to plan their academic schedule and resources accordingly. A 4 ½ year program is not out of the ordinary. Careful planning can prove to be to the student's advantage. For example, a student wishing to enter a career in professional baseball should plan ahead to enable the student to secure an internship in January through August and complete coursework in the fall of the senior year. The student then can attend winter baseball meetings for a career placement in December. At any rate, the enrollment consideration and use

of the academic credit requires a great deal of thought and must be contemplated on an individual basis.

IV. DEADLINES

Advance paperwork, as described in section XIV, must be submitted and approved before the student begins work as an intern. Since the formal affiliation agreement requires multiple signatures, students are advised to submit the required paperwork at least two weeks in advance of their projected start date.

V. FINANCIAL CONSIDERATION

Students need to plan ahead financially as well as academically. While there are many internships that provide a salary or hourly wage, there are also many excellent opportunities that provide no compensation. Internships need to be considered on the merits and opportunities of potential learning experiences. More important than the immediate financial rewards, an internship is an investment in the future. The skills learned, contacts, and references should be the prime consideration in the selection of an internship. For these reasons, financial planning is very important before a student does an internship. Under most circumstances it is not suggested that a student work another job while completing an internship.

VI. INTERNSHIP PHILOSOPHY

The purposes of an internship are as follows:

- A. Provide the student insight into possible requirements and opportunities.
- B. Provide the student with practical work experience.
- C. Provide the student with a laboratory for application of academic coursework.
- D. Provide the student with an opportunity to develop leadership, responsibility, self-confidence, and self worth.
- E. Provide the Internship Coordinator with information about student performance and degree program strengths and weaknesses.

VII. PROCEDURES, REQUIREMENTS AND RESPONSIBILITIES FOR STUDENTS

- A. The student must have completed 90 credit hours of coursework.
- B. The student shall engage in a series of advising meetings with the internship director to determine career aspirations and possible appropriate internship placement.
- C. The student shall prepare a cover letter, and mail appropriate materials to prospective internship employers.
- D. The student shall complete and submit an **Internship Information Form** complete with the site supervisor's signature and the **Internship Placement Application**. Forms may be printed from this manual or picked up from the departmental secretary or a faculty member, or on-line at <http://www.coloradomesa.edu/kinesiology>.
- E. The student must secure appropriate forms from the Sport Management Office or at the Departmental Website: <http://www.coloradomesa.edu/kinesiology>.

1. Bi-Weekly Log Sheets
2. Mid-Term and Final Evaluation forms
3. 5-10 pages review of internship. (See Bi-Weekly Log/Summary – See page 18)

VIII. GUIDELINES FOR SITE ORGANIZATIONS

Introduction

The purpose of this section is to assist the site organizational personnel employing the intern, in guiding the student throughout their internship assignment. The movement of the student from the academic and university-oriented lifestyle into a community agency is challenging to the university, student and the agency or organization. There is a need for careful planning and communication. Students shall be moving from patterns of student life (related to professors and peer groups) into an agency or organization where they shall be working with professionals and dealing with the public at large.

Site Organization Selection

The student has indicated a professional area of interest in Sport Management, and in the opinion of the student and his/her faculty advisor, the placement in the site organization is representative of that area of interest. Every effort is made to match students to the agency that can best fulfill his/her present and future needs.

IX. INTERNSHIP PROGRAM CONDITIONS

The Site Organization shall:

- A. Provide Colorado Mesa University with an Internship job title or position description into which a CMU intern is to be placed.
- B. Assign an Organization Internship Supervisor who shall schedule work assignments that coincide with the Internship Job Description(s) provided by the Organization.
- C. If financial compensation is provided, pay the intern the amount indicated on the Internship Job Description form. Notify the student's faculty supervisor of any changes concerning an Internship Agreement or Job Description form, if the changes take place while an intern is serving at the Organization.
- D. Inform the intern of all organization rules or regulations concerning health and safety, and any other relevant policies or procedures.
- E. Allow the intern to attend, without penalty, any mandatory meetings, seminars, lectures, etc., scheduled by the University, unless a written agreement otherwise is made between the University and the Organization. (When Applicable)

The University shall:

- A. Screen all academic interns placed with the Organization.
- B. Provide the intern with a copy of the **Internship Information Form** and the **Internship Placement Application** applicable to the internship position.
- C. Orient the Organization to the nature and purpose of the internship requirements set forth for any intern placed with the Organization.

- D. Provide the Organization with a copy of the **Internship Information Form** once it has been signed by all required parties.

X. GENERAL REMARKS

The internship program should be utilized by an agency/organization in several ways:

- A. As an opportunity to provide input into the training of future professionals in the field.
- B. As a way to inject enthusiasm and new ideas into current operations.
- C. As an opportunity to undertake projects, valuable to the agency/organization operations, that may have not yet been undertaken.

XI. RESPONSIBILITIES OF SITE ORGANIZATION TO THE STUDENT

- A. The site organization shall provide all necessary forms to be completed by the student (ID, auto-registration, etc. where applicable). Provide any necessary materials needed for the work assignment.
- B. The site organization shall inform student of operational procedures through any brochures, etc.
- C. The site organization should be prepared for the arrival of the student by having in place temporary delegated duties.
- D. The site organization shall familiarize the student with the agency, its objectives, philosophy, policies, and all regulations.
- E. The site organization shall familiarize the student with minor duties, gradually adding more as the student's ability permits.
- F. The site organizations shall familiarize the student with resources and materials used by the agency: books, pamphlets, audio-visual aids, reports, releases, etc.
- G. The site organization should evaluate constructively, objectively, and tactfully and carefully analyze strength and weaknesses.
- H. The site organization supervisor shall return an evaluation form to the student's faculty supervisor. This information shall be made available to the student who was evaluated, unless specifically requested by the site supervisor.

XII. RESPONSIBILITIES OF THE STUDENT TO THE SITE ORGANIZATION

- A. Discuss assignment possibilities with the site organization director. If the student is accepted, a mutual understanding has begun.
- B. Perform the duties in a legal and faithful manner and work with the best interest of all concerned.
- C. Be responsible for transportation between the University and home or place of work.
- D. Solicit input from the site organization regarding their performance.
- E. Evaluate the entire assignment. Guiding principles for evaluation:
 - 1. A cooperative process, joint conferences are necessary.
 - 2. A continuous process, continuous awareness of quality and quantity of work is helpful.
 - 3. The student should be led to analyze their strengths and weaknesses.

XIII. HOW INTERNSHIPS ARE SELECTED

Role of the Student

- A. The student should first determine career objectives, such as: what field they would wish to pursue if given the opportunity free of all restrictions. In other words, if a person could be anything they wanted, what would they be? This encourages the student to set and pursue high goals. The student should then investigate all relevant situations that fit their aspirations.
- B. The student shall complete an informational survey for the purpose of beginning a file. The student shall complete all forms required by Colorado Mesa University (see Section VII)
- C. Upon acceptance of an internship, the student shall perform any and all tasks assigned by the site organization, and be an exemplary representative for their own sake, the employer, and the University.

Role of the Faculty Supervisor

- A. The Faculty Supervisor's role is that of an advisor and evaluator. This is done on an on-site basis whenever possible and practical, but if not, through periodic telephone/e-mail conversations with the site supervisor.
- B. The faculty supervisor shall advise students with regard to their own career aspirations, and help students secure internships that the students feel are meaningful and beneficial to their future careers
- C. During the period of the internship, the faculty supervisor shall attempt to communicate with the student for the purposes of advising and feedback. This provides another opportunity for ensuring the success of the placement.

XIV. NECESSARY FORMS AND PAPERWORK

Forms needed to secure an internship

- A. **Internship Information Form**
- B. **Internship Placement Application**

These forms can be obtained from the student's faculty advisor or downloaded from the Department website: <http://www.coloradomesa.edu/kinesiology>. Any questions concerning these forms should also be directed to your advisor.

Items needed once internship has been secured:

- A. **Bi-Weekly Log Sheets:** To be submitted every two weeks throughout the internship. Describe duties performed and insight or opinions of assigned duties.
- B. **Mid-Term Evaluation:** Site supervisor evaluates intern's performance on the bottom. Both signatures are needed before submitting. This form is to be completed halfway through the internship.
- C. **Final Evaluation:** Supervisor evaluates and describes intern on the basis of their performance over the course of the internship. This form is to be submitted upon completion of the internship with the appropriate signatures.

D. **Letter of Recommendation:** This is a letter from the site supervisor, recommending the intern for employment, based upon their performance with the organization.

E. **Organizational Analysis/Reflection Paper:** Subjects to be included in the paper may include but not be limited to:

1. Living arrangements, transportation, compensation, salary (if any), job description and duties.
2. Organizational Overview
3. Organizational Chart
4. Description of department in which internship was performed
5. Should include interviews and the descriptions from individuals in the department. How did they get to where they are (biographical sketch) and current duties.
6. Public Relations and Marketing
7. What is currently being done?
8. Use of Advertising
9. Use of promotions
10. Publications
11. Finance and Budgeting
 - a. Description of procedures
 - b. How are purchases made?
 - c. Use of trade-outs (if any)
 - d. Accounting procedures
 - e. Annual reports
12. Operations and Event Management
13. Description of duties and procedures
14. Program Planning (Resorts and Recreation Agencies only)
 - a. How are activities chosen?
 - b. How are activities scheduled?
 - c. How are activities evaluated?
15. Facilities
16. Overview and description
17. Student Evaluation of Internship
 - a. Strengths
 - b. Weaknesses
 - c. Opinions
 - d. Recommendations
 - (1) To organization
 - (2) To future interns

*Copies of every required form can be found in Appendix C.

APPENDIX A: HOW TO PREPARE A RESUME AND A COVER LETTER

A resume is a concise, accurate accounting of your personal and educational data and your experience and activities to date. For the purpose of securing an internship your resume **can** utilize the following format:

- A. Name
- B. Campus/Local Address
- C. Campus/Local Phone
- D. Permanent/Home Address
- E. Permanent/Home Phone
- F. Educational Background
 - 1. High School attended-dates
 - 2. Colleges attended-dates and major
 - 3. Coursework
 - a. Mention coursework relevant to the type of internship you wish to secure.
 - b. Scholarships, Honors, Awards
- G. Community/Campus Activities and Organizations
- H. Work History
 - 1. Volunteer Experiences and Related Experience
 - 2. Include past internships (if any) and any relevant experiences.
 - 3. Special Skills and/or Training
- I. Typing, certifications, special courses, computer software proficiency, etc.
- J. Hobbies/Interests, Etc.

WRITING A COVER LETTER

A cover letter should serve several purposes. First it should serve as a brief introduction to the student and why he/she wishes to secure this specific internship. Secondly, it should attempt to relate the skills, coursework and interests of the student to the job description and needs of the employer. Thirdly, it should provide the reader with a reason to read and consider the resume that might be of interest to the employer. Finally, it should close with thanking the reader for their consideration of the student for the internship position.

Note: The following services are currently available at the Career Center on campus (UC 106, 248-1404, <http://www.coloradomesa.edu//career/resume.html>)

APPENDIX A: SAMPLE RESUME AND COVER LETTER

Mary Smith
1234 North Ave
Grand Junction, CO 81501
(970) 248-5678

November 4, 2005

Internship Coordinator
National Football League
280 Park Avenue
New York, NY 10017

Dear Internship Coordinator:

I recently telephoned your office to inquire about the NFL internship program. The person that I spoke with recommended that I submit a resume to be added to your files. With this letter, I wish to apply for an internship position with your program.

I have been involved in sports ever since I was very young. During my high school education I had the opportunity to volunteer with our football team coaching staff. I started out doing whatever odd jobs were needed and by my senior year I was helping in the ticket office. I learned a lot from this position and am thankful for the opportunity that the coaches gave me. This work experience also convinced me that this was the field that I wanted to enter. When I entered college it was not difficult for me to choose a major and I decided on the Sport Management program at Colorado Mesa University.

As part of my education, I am required to do a 12-credit hour internship. I know that the NFL has a strong internship program, and I would like to be a part of that program.

Thank you for accepting my enclosed resume. Please feel free to request further information from me by contacting me at the above address or at (970) 248-5678. I sincerely appreciate any consideration you might give me to participate in the NFL's internship program.

Sincerely,

Mary Smith

Enclosure

Mary Smith
1234 North Ave • Grand Junction, Colorado 81501 • (970) 248-5678
msmith@coloradomesa.edu

Objective:

An internship position with a community recreation program

Education:

Bachelor of Arts/Kinesiology (Sport and Fitness Management Concentration) 2006
Colorado Mesa University GPA 3.7/4.0

Certification:

Certified Cardiopulmonary Resuscitation May 2004

Relevant Course Work:

Sport Marketing	Organization/Administration in Sport	Sport Law and Ethics
Sport Governance and Communication		Marketing Research
Consumer Behavior	Marketing Programs	Management

Professional Work History:

YWCA, Grand Junction, Colorado 2003-2004

Facility Assistant Manager

- Helped with the hiring and training of new employees
- Scheduled employees to teach and operate various programs
- Worked with the maintenance department to assure a clean and neat facility
- Provided excellent customer service to patrons and handled customer complaints

Sport Instructor

- Taught sport activities to individuals and groups
- Explained and demonstrated use of apparatus and equipment

Additional Work History

2001-2003

Target, Grand Junction, Colorado

Customer Service Associate

- Helped customers with purchases including customer complaints
- Stocked and sorted merchandise
- Handled customers' concerns and complaints at customer service counter

Volunteer Experience: Special Olympics, Grand Junction, Colorado

2001-Present

Track and Field Coordinator

- Help arrange for volunteers to help with track and field events
- Schedule volunteers and arrange for volunteer passes
- Assign volunteers to athletes

Computer Skills:

Microsoft Office, Windows 2000, PowerPoint, Microsoft Word, Photo Shop

References are available upon request.

APPENDIX B: INTERNSHIP ORGANIZATIONS AND CAREER OPTIONS

WEBSITES

General Job Sites

www.jobhuntersbible.com

www.monster.com

www.hotjobs.com

www.careerbuilder.com

General Sport Job Sites

www.workinsports.com

www.teamworkonline.com

www.onlinesports.com

www.jobsinsports.com

www.womensportsjob.com

www.pbeo.com

www.thesmn.com

Sport Organization Websites

www.ncaa.org

www.naia.org

www.nirsa.org

www.usolympicteam.com

www.cosida.com

<http://www.pepsicenter.com/jobs/internships.aspx>

Internship Ideas: Go to the site for the organization or the company you are interested in checking. Usually there are internship links or other information through their human resources link.

GOOGLE “sports internships” for a selection of diverse locations and experiences.

Sports Management Career Options

Where Can I Work with a Sports Management Degree?

The career window for sports management is wide, and there are several institutions or settings where you can work. Students who have earned a degree in sports management may find themselves employed in one of the following environments:

The Media

- Newspapers
- Television
- Cable
- Special interest sports/recreation publications

The Olympic Movement

- The IOC & USOC
- National sport governing bodies (more than 40)
- Various state governing bodies

State & City Sports Commissions

- New York City, LA, Indianapolis, New Orleans, etc.
- City & state government sports agencies
- Parks & recreation departments

Sports & Leisure Industry

- Ski resorts
- Tennis & golf resorts
- Major health spas
- Health & fitness clubs
- Racquet clubs

Sports Equipment & Supply Industry

- Wilson, MacGregor, Head, Spalding, etc. (golf, tennis)
- Nike, Reebok, Adidas, New Balance
- Sporting Goods Manufacturers Association
- Leisure, outdoor recreational clothing (skiing, swimwear)

Professional Leagues

- National Football League
- Major League Baseball
- National Basketball Association
- Women's National Basketball Association

- National Hockey League
- Major League Soccer
- Arena Football League
- Women's Professional Softball League

Professional Minor Leagues

- AAA, AA, A baseball leagues
- National Football League-Europe
- Arena Football 2
- National Basketball Developmental League
- Continental Basketball Association
- American Basketball Association

Colleges & Universities

- League or conference offices, e.g. NCAA
- Individual institutions
- Teaching

Major Corporations

- In-house marketing & promotions departments
- Individual companies

Sports Marketing Agencies

- International Management Group (IMG)
- ProServ
- Advantage International
- Del Wilber Associates
- Wilhelmenia Models, Inc.

Player Agent or Representatives

- Usually requires a law degree, as well as financial & investment skills

National Sports Organizations

- National Association of Governor's Councils on Physical Fitness & Sports
- National Association of State Games

- President's Council on Physical Fitness & Sports
- Women's Sports Foundation
- National Association of High School Coaches

Major Advertising/Public Relations Agencies

- Now have in-house sport marketing unit

Special Organizations

- YMCA & YWCA
- Special Olympics
- Senior citizens' groups
- Boys' & Girls' Clubs of America

Sports Management Group

- Managing municipal golf courses for cities
- Running special events for companies & marketing firms
- Conducting venue surveys, etc.

Stadiums & Arenas

- Management positions
- Marketing & public relations
- Design & development

Event Management

- Creating & implementing sports events for sponsors
- Consulting on existing events

Professional Player Associations & Unions

- NFL, MLB, NHL, NBA players' associations
- Various player alumni associations

Individual Sports Associations

- PGA Tour
- LPGA Tour
- Senior PGA Tour
- Nike Tour
- United States Tennis Association

Motor Sports

- NASCAR
- Individual race teams or companies (Joe Gibbs Racing, Dale Earnhardt, Inc.)
- Championship Auto Racing Teams (CART)
- Indy Racing League
- National Hot Rod Association
- Formula One Racing

Where to Go for More Information

American Management Association
1601 Broadway New York, NY 10019
(212) 586-8100
<http://www.amanet.org/>

National Association of Sports Officials
2017 Lathrop Avenue Racine, WI 53405
(262) 632-5448
<http://www.naso.org/>

http://careerplanning.about.com/od/occupations/a/sports_industry.htm

<http://personal.bgsu.edu/~jparks/ExSport/index.html>

<http://web.mit.edu/aeroastro/labs/si/>

<http://www.amstat.org/sections/sis/>

<http://www.apta.org/>

<http://www.chronicle.com>

<http://www.hscoaches.org>

<http://www.jobsinsports.com/index.cfm>

<http://www.nassm.com/>

<http://www.ncaa.org>

<http://www.physicalfitness.org/>

http://www.quintcareers.com/sports_jobs.html
<http://www.sigma.com/>
<http://www.sportandtechnology.com/page/0001.html>
<http://www.sportsbusinessdaily.com/>
<http://www.sportsbusinessjournal.com/>
<http://www.sportscareerfinder.com/sportsmarketing.php>
<http://www.workinsports.com/sports-jobs.asp>
nacda.cstv.com/
www.coasports.org
www.naia.org
www.njcaa.org
<http://www.sportscareers.com>

APPENDIX C: REQUIRED INTERNSHIP FORMS

1. Sample Syllabus
2. Internship Information Form
3. Internship Placement Application
4. Waiver Release Form
5. Bi-Weekly Log
6. Mid-term Evaluation
7. Final Evaluation
8. 5-10 page review of internship (See Bi-Weekly Log/Summary)

INTERNSHIP FORM



INFORMATION

Forms must be completed and on file in the Office of Academic Affairs prior to the start of the internship.

General Information:

Course: KINE 499 - Internship CRN# _____ Section # _____ Credit Hrs: _____

Location (check one): In-State Out-of-State Out-of-Country

Minimum hours of study required:

(For every hour of course credit, 45 clock hours of student work must be completed) _____

Student Information:

Name: _____

Current Address: _____

Student ID# _____ Phone: _____ Email: _____

Major: _____

Program Requirement: Yes No

Semester and Year of Internship: _____

Faculty Intern Supervisor: Dr. Bell

Emergency Contact Name _____ Phone #: _____

Internship Site Information:

Name of Organization: _____

Mailing Address of Organization: _____

Supervisor Name: _____ Title: _____

Phone: _____ Fax: _____ Email: _____

Academic Expectations:

Attach a brief description of the duties and responsibilities of the student intern, the academic outcomes, and methods of assessment. (To be completed by student in collaboration with faculty and site supervisors, i.e., Internship Application Form)

Signatures:

Student: _____ Date: _____

Faculty Supervisor: _____ Date: _____

Site Supervisor: _____ Date: _____

Department Head: _____ Date: _____

Vice President for Academic Affairs* _____ Date: _____

*(Signature only required for out-of-state and out-of-country internships)

Required Attachments:

1. Description of academic expectations. (See above)
2. Proof of health insurance for out-of-state and out-of-country internships
3. Release and Indemnification Agreement for Participants in Internships. (Waiver)



Dr. Bell
KINE 499 SPORT MANAGEMENT INTERNSHIP PLACEMENT
APPLICATION

Student Name: _____ Student ID# _____
Credit Hours Currently Accumulated _____ Current GPA: _____
Local Address: _____
City: _____ State: _____ Zip: _____
Email: _____ Phone #: _____
Semester of Internship: _____
Projected Starting Date: _____ Projected Finish Date: _____
Internship Site: _____
Specific Sub-division of Organization (if Applicable): _____
Address: _____
City: _____ State: _____ Zip: _____
Site Supervisor: _____ Supervisor Title: _____

Please comment here on any issues with internship start-up/completion that you may have discussed with your faculty supervisor.

Faculty Supervisor Methods of Assessment:

- It is imperative that a job description is posted by the beginning of the internship. This allows all who are involved to understand what the student will hope to accomplish and will be a yardstick for measuring student accomplishment. The job description should be made up of work-related learning objectives, experiences, duties, ETC. that have been mutually agreed upon by the student and site supervisor for the length of the internship. Some possible areas of involvement are listed below, but there are other work-related opportunities available.

facility preparation	policy formulation	personnel recruitment
facility maintenance	policy administration	personnel training
budget preparation	concessions management	personnel scheduling
budget management	counseling services	personnel evaluation
insurance policies	prevention & care of injuries	equipment purchase
sports information	athlete recruitment policies	equipment inventory
scheduling	travel	equipment maintenance
ticket sales	spectator control	liability & legal issues
event management	Title IX issues	fund raising
marketing	private sports lessons	sales of equipment/services

Please list YOUR internship responsibilities (e.g. budget preparation):

1	_____	2	_____
3	_____	4	_____
5	_____	6	_____
7	_____	8	_____
9	_____	10	_____

Describe objectively (in list form) what you hope to accomplish (e.g., learn how to properly prepare a budget statement for a large corporation). Academic Expectations

1	_____
2	_____

3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

Student: _____ Date: _____
Signature

Internship Coordinator: _____ Date: _____
Dr. Bell Signature



WAIVER, RELEASE, ASSUMPTION OF RISK, AND INDEMNIFICATION AGREEMENT

Course: KINE 499 – Internship CRN # Term / Year: _____
Activity (if applicable): _____
Instructor: Dr. Bell
Student/Participant Name: _____ Student ID# _____

In consideration of the State of Colorado, Colorado Mesa University, its **Kinesiology Department** granting me permission to participate in the above-referenced course and/or activity, and with the understanding that such participation is conditioned upon my execution of this waiver and release, for myself, my heirs and assigns, I hereby acknowledge, recognize and assume the risks involved in the course and/or the activity and any risks inherent in any other activities connected with the course and/or activity in which I may voluntarily participate. I expressly assume the risk of and accept full responsibility for any and all injuries (including death) and accidents which may occur as a result of my participation in the course and/or activity and release from liability the State of Colorado, Colorado Mesa University, and its **Kinesiology Department**, and all of the officers, directors, agents, representatives, and employees of the foregoing entities.

I HEREBY WAIVE ANY CLAIM I MAY HAVE AS A RESULT OF MY PARTICIPATION IN THE ABOVE-REFERENCED COURSE AND/OR ACTIVITY. I HEREBY AGREE TO INDEMNIFY, DEFEND AND HOLD HARMLESS THE STATE OF COLORADO, COLORADO MESA UNIVERSITY, AND ITS KINESIOLOGY DEPARTMENT, AND ALL OF THE OFFICERS, TRUSTEES, DIRECTORS, AGENTS, REPRESENTATIVES, AND EMPLOYEES OF THE FOREGOING ENTITIES AGAINST ANY AND ALL CLAIMS, INCLUDING ATTORNEYS' FEES AND COSTS, WHICH MAY BE BROUGHT AGAINST ANY OF THEM BY ANYONE CLAIMING TO HAVE BEEN INJURED AS A RESULT OF MY PARTICIPATION IN THE COURSE AND/OR ACTIVITY.

This waiver shall be governed in accordance with the laws of the State of Colorado, and venue for any action related to this waiver shall be in the City and County of Denver, Colorado. This waiver is intended as the complete integration of all understandings between the parties. No prior or contemporaneous addition, deletion, or other amendment hereto shall have any force or affect whatsoever, unless embodied herein in writing.

THIS IS A RELEASE OF LIABILITY. IF STUDENT IS UNDER EIGHTEEN (18) YEARS OF AGE, SIGNATURE OF A PARENT OR GUARDIAN IS REQUIRED. I HEREBY CERTIFY THAT I HAVE READ AND FULLY UNDERSTAND THIS WAIVER, RELEASE, ASSUMPTION OF RISK AND INDEMNIFICATION AGREEMENT.

Signature of Student/Participant

Date

Signature of Parent
(if participant is under 18 year of age)

Date

Bi-Weekly Log / Summary

Bi-weekly log consists of detailed notes about what you did and why. Collect charts, flyers, brochures and any reading material you were asked to look over. This portion of the internship is worth 50% of your grade and is to be e-mailed to me every 2 weeks. If it is not, your grade will be reduced. This is time for feedback from the professor to make sure your journaling is detailed enough. Hard copy material can be turned into me at the end of the internship.

Finally, you will write a 5-10 page paper on what you gained from the internship, how it may help you in the future and if you think it was something that sparked an interest for your future career.

Please include your name and the accumulated hours on each log. Also include the name and telephone number of your immediate supervisor on each log you turn in.

**Department of Kinesiology
Colorado Mesa University
KINE 499 Internship
Mid-term Evaluation**

Student: _____ **Site Supervisor (signature)** _____
Internship Site: _____ **Date of Evaluation:** _____

Instruction to the Site Supervisor: Please evaluate the student objectively, using a scale shown as follows:
 5=Strongly Agree 4=Agree 3=Neutral 2=Disagree 1=Strongly Disagree

1. Work Habits	1	2	3	4	5	N/A
The student is always punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student always gets the work done on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student likes to take initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student is dependable and responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student always finishes tasks without prodding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Abilities	1	2	3	4	5	N/A
The student is able to make good judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student is creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student has exhibited problem solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student can make good decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student can catch on & learn quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student has exhibited leadership ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communication	1	2	3	4	5	N/A
The student can verbally communicate clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student can effectively communicate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Professionalism	1	2	3	4	5	N/A
The student is always dressed appropriately & professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student always behaves professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student has a strong interest in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Personality	1	2	3	4	5	N/A
The student always demonstrates enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student has an outgoing personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student demonstrates self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Relationships	1	2	3	4	5	N/A
The student can get along with co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student can get along with superiors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student respects and accepts authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student accepts criticism and suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student can catch on & learn quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Overall Performance	1	2	3	4	5	N/A
The overall performance of the student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments on the student's performance:						

Strengths of the student:

Areas to improve:

Please return this evaluation form to:
 Sport Management Program
 Department of Kinesiology – Dr. Bell
 Colorado Mesa University
 1100 North Avenue, Grand Junction, CO 81501
 Telephone: (970) 248-1635 • email: rbell@coloradomesa.edu

**Department of Kinesiology
Colorado Mesa University
KINE 499 Internship
Final Evaluation**

Student: _____ **Site Supervisor (signature)** _____
Internship Site: _____ **Date of Evaluation:** _____

Instruction to the Site Supervisor: Please evaluate the student objectively, using a scale shown as follows:
 5=Strongly Agree 4=Agree 3=Neutral 2=Disagree 1=Strongly Disagree

8. Work Habits	1	2	3	4	5	N/A
The student is always punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student always gets the work done on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student likes to take initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student is dependable and responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student always finishes tasks without prodding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Abilities	1	2	3	4	5	N/A
The student is able to make good judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student is creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student has exhibited problem solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student can make good decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student can catch on & learn quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student has exhibited leadership ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Communication	1	2	3	4	5	N/A
The student can verbally communicate clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student can effectively communicate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Professionalism	1	2	3	4	5	N/A
The student is always dressed appropriately & professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student always behaves professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student has a strong interest in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Personality	1	2	3	4	5	N/A
The student always demonstrates enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student has an outgoing personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student demonstrates self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Relationships	1	2	3	4	5	N/A
The student can get along with co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student can get along with superiors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student respects and accepts authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student accepts criticism and suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student can catch on & learn quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Overall Performance	1	2	3	4	5	N/A
The overall performance of the student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments on the student's performance:						

Strengths of the student:

Areas to improve:

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