Recreation and Sport Management Internship Manual

2019-2020

LEI 4940, LEI 4941 and LEI 6922

Recreation and Sport Management Curriculum
Florida International University

School of Education & Human Development
Department of Counseling, Recreation, and School Psychology

Revised May 2019
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Internship Process

Step by Step

Fall / Summer Semester

1. Attend Mandatory Orientation Meeting
   - Early February
   - All prospective Interns must attend one orientation meeting. After attending the meeting, students will receive the FIU Internship Manual via email with all forms to enroll and complete the course.

2. Internship Approval
   - Once the student secures an internship position, the Site Supervisor and Student Intern must complete and return the Internship Proposal Form to the Internship Coordinator (Appendix A)

3. Register for Class
   - Once the Internship Position has been approved, the Internship Coordinator will email the student intern and the student will register for the course; a total of 9 credits.

3. Form Deadlines
   - Appendix A is due February 28th
   - All other form due dates will be in the FIU instructor syllabus

4. Final Grade
   - Once all forms and assignments have been submitted by the Student Intern and Site Supervisor, and reviewed by the internship course instructor, a final grade will be issued.

Spring Semester

1. Attend Mandatory Orientation Meeting
   - Early September
   - All prospective Interns must attend one orientation meeting. After attending the meeting, students will receive the FIU Internship Manual via email with all forms to enroll and complete the course.

2. Internship Approval
   - Once the student secures an Internship position, the Site Supervisor and Student Intern must complete and return the Internship Proposal Form to the Internship Coordinator (Appendix A)

3. Register for Class
   - Once the Internship Position has been approved, the Internship Coordinator will email the student intern and the student will register for the course; a total of 9 credits.

4. Form Deadlines
   - Appendix A is due September 28th for Spring Semester
   - All other form due dates will be in FIU instructor syllabus

5. Final Grade
   - Once all forms and assignments have been submitted by the Student Intern and Site Supervisor, and reviewed by internship course instructor, a final grade will be issued.
Preface

Fieldwork is one of the most important steps a student takes in preparing for a professional career in Recreation and Sport Management. It is the competent professional practitioners in cooperating agencies that make this aspect of the curriculum possible. At Florida International University, we are fortunate to have a number of cooperating agencies that are able to provide qualified Internship Site Supervisors. These supervisors have a thorough knowledge of the field, an interest in fieldwork instruction, and are dedicated to high standards in Recreation and Sport Management. All individuals involved in the internship program should read this packet carefully.

The faculty of Florida International University deeply appreciates the opportunities afforded our students in carrying out their fieldwork assignments. We want to express our sincere thanks and appreciation to all those who help our students achieve their academic and professional goals.

Introduction

The term “internship” is used in this manual to stand for an upper level instructional program that includes supervised pre-professional practice in approved recreation and sport service delivery agencies (“fieldwork”). The practical experience aspect of the program involves observation and participation in planning, conducting, and evaluating at the face-to-face, supervisory, and executive levels of professional responsibility.

INTERNSHIP OBJECTIVES

An internship is one of the most significant components of an entry-level professional. Student interns should find this experience to be one of the most challenging and rewarding of their college education. Specific performance expectations and objectives will vary according to the student’s major and the internship site. Objectives of the internship are to provide each student the opportunity to:

1. Plan, implement, and evaluate programs and operations specific to the student’s major.
2. Observe the organization and administration of the internship site.
3. Develop and refine the necessary skills and competencies of the profession.
4. Develop leadership and supervisory skills needed in coordinating professional programs.

Undergraduate Students majoring in Recreation and Sport Management register for LEI 4940-Internship I during their junior year. All must register for LEI 4941-Internship II during their Senior year. Each Internship is nine (9) semester hours of credit. Following mutual agreement, the student is assigned to an Approved Cooperating Fieldwork Agency for a minimum of 400 hours (LEI 4940) and 440 hours (LEI 4941) of professional practice.

Graduate Students register for LEI 6922 for three to six semester hours of credit in the third or fourth semester. Each student is assigned, following mutual agreement, to an Approved Cooperating Fieldwork Agency for a minimum of 300 hours of professional practice.
Internships maybe completed throughout the academic year, but students should submit all paperwork for approval as early as possible, and at least two weeks before the internship semester starts. Students must attend an internship orientation in the semester preceding the internship semester. Internship should include two distinct aspects:

1. **direct service delivery** (set up, tear down, organizing equipment, customer service, event services, operations, stadium engineering, stadium field-crew, stadium IT, stadium housekeeping, stadium security)

2. **extramural activities** (hearings, board meetings, committee, conferences, workshops, state meetings, etc....)

At the beginning of the internship, students are expected to observe and assist until they are somewhat familiar with the staff, clientele, paperwork, policies, standard operating procedures, organizational pattern, facilities, and equipment, rules, regulations, etc. Students should assume increasing responsibilities over time and eventually, under supervision, be in charge of their own program or events. Keeping individual differences in mind, each student should be led, as soon and as far as practical, into greater and greater responsibility as the semester progresses.

**Purpose of Manual**

This manual serves to enable effective communication among fieldwork interns, cooperating agency site supervisors, and the university. Policies and procedures are suggested as guidelines to assist with placing, supervising, and evaluating fieldwork interns.

**Purpose of Fieldwork**

The overall purpose of the internship is to provide opportunities for students to grow personally and professionally in a professional sport management setting. The overall goal is make each intern “real world” ready. Although specific objectives are expected to vary for each student and each agency, the following general objectives should apply:

- To provide students opportunities for practical experiences in the organization and administration of recreational, leisure, sport management, facility management, event services, facility operations, guest services, team management, team administration, professional sports, collegiate athletics, high school athletics, youth athletics, sport business, sport administration and health care services in various program areas.

- To increase students’ knowledge and skills at the face to face, supervisory and executive levels of leadership.
- To enable students to understand and appreciate the professional duties and responsibilities of those in the field of sport management.

- To help students determine their professional strengths and weaknesses.

- To assist the sport management faculty in evaluating students’ performance, make curricular improvements, and provide opportunities for the faculty to confront practical problems and interact with field professionals.

- To provide opportunities for faculty, agency representatives, and students to exchange communications on the newest and latest developments in technologies and best practices in recreation and sport management, leisure programming, and service delivery.

**Responsibilities**

The Sport Management Faculty Internship Coordinator will:

1. Determine eligibility of students for internship.
2. Select and approve cooperating fieldwork agencies.
3. Approve fieldwork placements in consultation with the student and agency.
4. Provide the agency recommendations upon request and approval.
5. Assist the agency in developing study programs, materials and selecting appropriate experiences to meet the needs of particular students.
6. Assign a university course faculty supervisor to:
   a. Help students prepare for fieldwork.
   b. Visit the agency, observe the student and confer with the student and internship site supervisor if available.
   c. Evaluate fieldwork reports and discuss the reports with the students and the internship site supervisor.
   d. Evaluate and assist the student in self-evaluation of his or her fieldwork performance and professional potential.
   e. Assign the student’s final grade for fieldwork, in consultation with the internship site supervisor.

The Approved Cooperating Fieldwork Agency will:

1. Complete the Internship Proposal Form.
2. Communicate the aims and outcomes of the fieldwork program to the agency’s managing authorities and its community.
3. Communicate with the fieldwork program to the agency staff and help the student gain acceptance as a member of the staff.
4. Interview and select students in consultation with the university.
5. Orient, introduce and identify the student as a staff member and thus place in position in which he or she may expect courtesy, consideration, and respect from colleagues and the clientele of the agency,
6. Assign a qualified Internship Site Supervisor for each student.
7. Assist each student in developing a sound plan of study and experiences to meet his/her individual needs while simultaneously contributing to the agency.
8. Evaluate and assist grading the student in Appendix E at the completion of the semester.
9. Participate in periodic evaluation conferences with university personnel to improve the FIU Recreation and Sport Management internship program.

The Student Intern will:

1. Attend one internship orientation session in the semester preceding the internship.
2. Perform his or her work responsibilities in a professional manner, participate in all training and study sessions, attend scheduled conferences and submit all reports required by the agency.
3. Visit, observe, and participate in all phases of the agency operation, not just those areas of his own or her department.
4. Develop, with the help of supervisors, a plan of study and experience.
5. Prepare and submit fieldwork reports to their university faculty supervisor.
   --Fieldwork Bi-weekly Report. All reports are to be typed in APA format.
6. Be subject to all rules and regulations of the internship site organization, which may include drug screening and background checks.

Policies and Procedures

Fieldwork Agency:
Although it is a distinct honor to be selected as an approved cooperating fieldwork agency, it is not something that should not be entered into without serious deliberation on the part of the agency personal and policy makers. Considerable professional sacrifice, expense, and time are required and necessary to make this contribution of future sport management practitioners. The following criteria and procedures are used in selecting agencies and placing students.

Criteria for Selection:
The following factors are considered in selecting approved cooperating internship sites:
- A sincere desire to participate in an educational program to improve the preparation of quality personnel for the profession.
- Professionally prepared and credentialed staff to supervise students; staff with competence, a thorough knowledge of the field, supervisory experience, an interest in field instruction, ability to analyze and evaluate practice, an understanding of professional preparation curriculum, and an interest in improving and maintaining the specialization areas.
- Evidence of a sound professional philosophy of service delivery
- Adequate resources to afford broad and varied experiences and programs and services to student interns.
- Sound administrative procedures, such as personnel policies including in-service training.
- Evidence of adequate facility and community acceptance and support.
Procedures for selection:
- Agencies desiring “approved status” will indicate that there is policy and administrative approval for participating in the fieldwork program by completing the Agency Agreement Forms (refer to Appendix A).
- Both the Internship Proposal and Affiliation Agreement forms must be submitted to the university at the earliest possible date prior to the placement of student intern.
- Agencies will be informed of their status as soon as possible after application, following consideration by the university.
- Selection as an Approved Cooperating Fieldwork Agency does not ensure that a student will be assigned to the agency, but only that the agency will be on the list for students to contact and possibly select as an internship site.

**Student Intern:**
Students must have completed specific academic requirements and preliminary field experiences prior to internship. These are delineated below:

1. Selection:
   - **Undergraduate students** must:
     - be in good academic standing and not on academic probation
     - be a Junior or Senior at time of Internship Appendix A due date
     - possess a 2.0 GPA at time of Internship Appendix A due date
     - not be enrolled in first two semesters of being a Recreation and Sport Management (RSM) Student

   - **Graduate students** must:
     - have attended for two semesters prior to enrollment in LEI 6922.
     - possess a 3.0 or higher overall GPA prior to enrollment in LEI 6922.

2. Placement:
   - Student Interns will keep their Internship Coordinator informed of all contact with potential fieldwork agencies regarding internships.
   - In consultation with the University Internship Coordinator, the student will contact and interview with at least two agencies. The student’s first contact with an agency should be a formal letter, including resume and cover letter stating why the student is interested in interviewing for an internship placement with the fieldwork site.
   - Student should not give a definite commitment to any agency without first consulting with the University Internship Coordinator.
   - Agencies may interview students for fieldwork positions and decide which students they will accept based upon their own criteria.
- When students learn of their acceptance for fieldwork placement, they are expected to contact the Internship Coordinator to make further arrangements.

**Registration and Evaluation:**
Undergraduate students must register for LEI 4940 Internship I (9 credits), LEI 4941 Internship II (9 credits) and graduate students must register for LEI 6922 (3-6 credits), and pay tuition and fees. Students must obtain written permission from their academic advisors to enroll in any additional courses during the internship.

The Internship Site Supervisor’s evaluation is based on fulfillment of position responsibilities and potential as a future professional in the field. The Internship Evaluation (Appendix F) must be completed by the site supervisor. It does not determine the student’s final grade which considers many factors.

The assigned University Faculty Supervisor will base grades upon written reports, field observations, conferences with university and Internship Site Supervisors, fieldwork, presentations, and internship site supervisors’ final grade.

**Unsatisfactory Performance:**
Students performing unsatisfactory work during the internship receiving a failing grade, and or who have been removed from internship placement for behavioral or reasonable cause will undergo a full review of the circumstances causing internship removal and/or a failing grade. Students will be placed on internship remediation and will have to repeat the internship and attain a passing grade or be subject to removal from the program and will not be able to graduate with a degree in Recreation and Sport Management. Students performing at an unsatisfactory level and or removed for a second time will be removed from the Recreation and Sport Management Program at FIU.

Rationale: It is the responsibility of university faculty to educate students for professional careers while at the same time protecting the health and wellbeing of the consumers, clients, and patrons served by the sport practitioner in training.

**Procedures:**
1. In the event of an unsatisfactory performance report from an agency during an internship, the university supervisor will discuss the situation with the Internship Site Supervisor and develop a plan of corrective action with the student.
2. In the event a student intern’s behavior or actions create concerns for the well-being of the agency’s clients, patrons, or personnel, the university supervisor, program coordinator or departmental chair, and internship site supervisor will meet to determine an appropriate course of action. Behavior or conduct that places clients, patrons, or subordinates at risk is grounds for immediate dismissal. Upon dismissal, the student will forfeit all hours worked.
3. Students receiving an unsatisfactory grade or who are removed for conduct reasons will not be permitted to resume another placement until the next academic year’s summer term internship cycle, and will not be allowed to re-enroll without the permission of the Internship Supervisor and program coordinator or departmental chair.
Conclusion

The purpose of this manual has been to facilitate the three-way understanding between the Internship Students, Cooperating Fieldwork Agencies, and the FIU Recreation and Sport Management Program so that each student majoring in recreation and sport management may become all that he or she is personally and professionally capable of being. The discussions, forms, policies and procedures are intended to serve students and supervisors. Student Interns represent Florida International University, the Department of Counseling, Recreation, and School Psychology, the School of Education and Human Development in the College of Arts Sciences and Education, the Recreation and Sport Management program, and their university instructors and professors and should represent themselves as professionals in the field of recreation and sport management. All individuals involved in the internship program should read this packet carefully.

Please remit all questions and forms to:

Nicholas Smith, M.A.
Instructor, Recreation and Sport Management
Internship Coordinator
Department of Counseling, Recreation, and School Psychology

College of Arts Sciences and Education
School of Education & Human Development
11200 SW 8th Street
Modesto A. Maidique Campus, ZEB-338B, Miami, Florida 33199
Ph: 305.348.2767 | E-mail: nsmith@fiu.edu
APPENDIX A

Internship Proposal form

Please fill out the following information thoroughly. The proposal must be approved two weeks prior to the end of preceding semester of internship before making definite plans for your internship. Typically, Fall and Summer internship proposals must be approved by February and Spring internships must be approved by September.

STUDENT INFORMATION

Name: _____________________________  Panther ID: _____________________________

Phone: _____________________________  FIU Email: ___________________________

Internship (please circle):

LEI 4940  LEI 4941  LEI 6922  

Internship Semester: ________________

AGENCY INFORMATION

Agency Name: __________________________________________________________

Address: ________________________________________________________________

City/State/Post Code: _____________________________________________________

Site Supervisor: __________________________________________________________

Email: ___________________________________________________________________

Supervisor Phone: __________________________________________________________________

Degree & University: __________________________________________________________________

Current position & years in position: __________________________________________________________________

Years of industry experience: __________________________________________________________________
INTERNERSHIP INFORMATION

Job description:

Proposed schedule:

Goals:

Potential Special Project: In Person Presentation to class.

Additional Information/Comments:

Student Signature: ___________________________ Date: ______________________
Supervisor Signature: ___________________________ Date: ______________________
Faculty Signature: ___________________________ Date: ______________________

Please bring a hard copy by February 28 or September 28 to:

Nicholas Smith, M.A.
Instructor, Recreation and Sport Management
Internship Coordinator
Department of Counseling, Recreation, and School Psychology

College of Arts Sciences and Education
School of Education & Human Development
11200 SW 8th Street
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Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to “for-profit” private sector employers.

Background
The Fair Labor Standards Act (FLSA) defines the term “employ” very broadly as including to “suffer or permit to work.” Covered and non-exempt individuals who are “suffered or permitted” to work must be compensated under the law for the services they perform for an employer. Internships in the “for-profit” private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the “for-profit” private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.

The Test For Unpaid Interns

There are some circumstances under which individuals who participate in “for-profit” private sector internships or training programs may do so without compensation. The Supreme Court has held that the term "suffer or permit to work" cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act’s minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA’s definition of “employ” is very broad. Some of the most commonly discussed factors for “for-profit” private sector internship programs are considered below.
Similar To An Education Environment And The Primary Beneficiary Of The Activity
In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer’s actual operations, the more likely the internship will be viewed as an extension of the individual’s educational experience (this often occurs where a college or university exercises oversight over the internship program and provides educational credit). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer’s operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA’s minimum wage and overtime requirements because the employer benefits from the interns’ work.

Displacement And Supervision Issues
If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer’s regular workforce, this would suggest an employment relationship, rather than training.

Job Entitlement
The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

Where to Obtain Additional Information
This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

For additional information, visit our Wage and Hour Division Website: http://www.wagehour.dol.gov and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210

The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors.
APPENDIX B

Internship Project

Students are to complete a project presentation during their internship period. The project provides many benefits and opportunities for personal growth and individual skill development in the intern’s chosen area of interest. The project should be educational in nature and directly apply to the student-intern’s coursework. Because of the nature of each internship site, the student’s schedule of activities and degree of involvement may vary. Generally, activities may include skill development, planning, research, physical training, review of literature/research and discussion of practical application, and educational experiences appropriate for the intern and the internship site.

▪ IT IS HIGHLY RECOMMENDED THAT THE INTERN MEET WITH HIS/HER SITE SUPERVISOR EARLY DURING THE SEMESTER/INTERNSHIP TO PLAN AND CARRY OUT A SATISFACTORY PROJECT.

▪ Should the student not complete a semester presentation, the student will receive “0” points. The student will receive an INCOMPLETE GRADE UNTIL the student presents.

▪ Pamphlets and informational brochures alone will not be accepted as projects or dissemination of projects – these are only accepted as material to help carry out project objectives.

▪ Significant proof of the project having been completed is required. Pictures, videos, etc. are highly recommended for inclusion. A “write-up” (such as in the form of a lab report) has to be submitted to describe the purpose(s), objective(s), and the methodology for any “hands-on” project. A discussion of the learning experience from the project should also be included. A thorough “review of literature” (i.e., research, clinical reports, practical application, etc.) can also be completed in replace of a “hands-on” project, and a discussion of the learning experience should also be included with this project type. Projects cannot be only methodology and results, and if a review of literature is completed sources must be appropriately referenced and in-text cited. The student is to confer with their faculty supervisor about the write-up and presentation format of the project and follow the faculty supervisor’s preference.
Good example of layout for presentation is:

A. TITLE PAGE – Date, name, agency, supervisor, field work dates
B. PREFACE – purpose of the presentation, acknowledgments
C. TABLE OF CONTENTS
D. STUDENT AIMS AND OBJECTIVES
E. FIELD PLACEMENT DESCRIPTION – participants, objectives, organization, program, facilities, leadership, personnel, fiscal, and general administrative procedures
F. STUDENT ACCOMPLISHMENTS – summary of duties and responsibilities, assignments, etc.
G. SELF-ANALYSIS OF PERFORMANCE – strengths, shortcomings, problems, questions
H. CONCLUSIONS AND RECOMMENDATIONS – future career, interests, and needs, type of setting, and level of leadership desired; courses, books institutes, workshops desired; recommendations to the organization
I. APPENDICES – attach copies of materials to illustrate report, such as project reports, flyers, programs, and news releases (especially project materials developed by the student)
J. RESUME
APPENDIX C

Report Cover Sheet

For the weeks of: ____________

Hours this reporting period: ____________

Cumulative hours to date: ____________

Panther I.D. Number: ____________

Address: ______________________________________

Telephone: Internship: (   ) ____________
           Home: (   ) ____________
           Cell: (   ) ____________
           E-mail: ____________________________

Agency: ______________________________________

Student Signature ____________________________ Date ____________

Internship Site Supervisor Signature ____________________________ Date ____________

University Supervisor Signature ____________________________ Date ____________

(Must type all except signatures with appendix D attached)
APPENDIX D

Fieldwork Biweekly Report

INSTRUCTIONS: To be completed by the student every other week, reviewed and discussed with the Internship Site Supervisor and returned to the University Supervisor three days before the end the two week period.

1. The reporting period’s actual assignment and responsibilities:

2. Analysis (your successes and/or problems):
3. Supervisory conferences (Discussion topics, field trips, directed readings, meetings attended, etc.):

4. Next week's primary objectives and proposed plan:
APPENDIX E

Internship Evaluation Form

Instructions: This form should be filled out by the Internship Site Supervisor at midpoint of internship/semester and last week of internship/semester while shared with the student. The rating should be made with care and fairness. Reflect carefully upon the person's work, and make an honest judgment of the qualities of the trainee. Base your judgment on the entire period covered, not upon isolated incidents alone.

Date of Evaluation: ___________________________

Reporting period: From_______ To _______

Internship Site Supervisor: ______________________

Position or Title: ______________________________

Agency: ______________________________________

Agency's Address: ______________________________

Phone number: ________________________________
Please evaluate the student in the categories identified using the following scale.

A  OUTSTANDING  Consistently exceptional in fulfilling requirements
B  COMMENDABLE  Frequently meets and exceeds minimum requirements
C  GOOD  Regularly meets and occasionally exceeds minimum requirements
D  FAIR  Does marginally passable work, but does not extend oneself
F  POOR  Fails to meet minimum requirements.
NA  Not Applicable
DNO  Did Not Observe

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<tr>
<th>Description</th>
<th>Grade</th>
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<td>PROFESSIONAL PERFORMANCE</td>
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<td>PROFESSIONAL PERSONALITY</td>
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<td>Goal setting</td>
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<td>Enthusiasm</td>
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<td>Goal achievement</td>
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<td>Courtesy and tact</td>
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<td>Planning and organization</td>
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<td>Voice quality, speech presentation, tone and inflection</td>
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<td>Timeliness in completing assignments</td>
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<td>Sense of humor</td>
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<td>Ability to evaluate own performance and quality of work</td>
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<td>Maturity in judgment</td>
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<td>Group presentation skills</td>
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<td>Concern for others</td>
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<td>Verbal communication skills</td>
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<td>Written communication skills</td>
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<td>PROFESSIONAL KNOWLEDGE</td>
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<td>PROFESSIONAL ATTITUDE</td>
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<td>Ability to integrate conceptual knowledge and activity skills</td>
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<td>Initiative and imagination</td>
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<td>Knowledge and understanding of program principles and methods</td>
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<td>Enthusiasm for the profession</td>
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<td>Ability to apply knowledge in a practical manner</td>
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<td>Willingness to accept assignments</td>
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<td>Grasp of total field</td>
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<td>Attendance at professional meetings</td>
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<td>Possessing a wide variety of interests</td>
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<td>Adherence to departmental policies</td>
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<td>Acceptance of suggestions, direction and critical evaluation</td>
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</tbody>
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Space is provided below for additional comments for improving performance or correcting deficiencies. If more space is needed, please attach sheet or use the back of this form.

STUDENT COMMENTS:

INTERNESHIP SITE SUPERVISOR COMMENTS:

SUMMARY OF EVALUATION CONFERENCE:

Student Signature ___________________________ Date ___________

Internship Site Supervisor Signature ___________________________ Date ___________

University Supervisor Signature ___________________________ Date ___________

Return this signed form to: Internship class instructor or Internship coordinator, Nicholas Smith, M.A. (11200 SW 8th Street, ZEB-338B, Miami, Florida 33199, Ph: 305.348.2767 | E-mail: nsmith@fiu.edu)
APPENDIX F

School of Education & Human Development
Confidentiality Agreement

As an individual who provides professional care, you may have access to confidential information of clients/students (e.g., biographical information, financial information, medical history, educational records, etc.). You are expected to protect the confidentiality, privacy, and security of these individuals and follow guidelines below as well as those of agencies/schools with which you work. You will use confidential information only as needed to perform duties as a member of the faculty or as a registered student in the programs with the School of Education & Human Development. This means, among other things, that:

• You will only access confidential information for which you have a need to know.
• You will respect the confidentiality of any verbal communication or reports printed from any information system containing clients’/students’ information, and handle, store, and dispose of these reports appropriately at the University and associated agency/school.
• You will not in any way divulge, copy, release, loan, alter, or destroy any confidential information except as properly authorized within the scope of your professional activities.
• You will carefully protect all confidential information. You will take every precaution so that clients, students, their parents, or other persons to not overhear conversations concerning professional care/education or have the opportunity to view records.
• You will comply with all policies and procedures and other rules of the University and associated agencies relating to confidentiality of information and access.
• You understand that the information accessed through all information systems contains that which is sensitive and confidential and should only be disclosed to those authorized to receive it. • You will not knowingly include or cause to be included in any record or report a false, inaccurate, or misleading entry.

You understand that violation of this Confidentiality Agreement may result in disciplinary and legal action with fines. By signing this, you agree that you have read, understand, and will comply with the Agreement.

Print name: ______________ Signature: ___________________ Date: ______________

Witness name: ___________ Witness signature: ___________ Date: ______________

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Addendum to RSM Internship Manual

Selection:

The internship in Sport Management is an extension of the undergraduate experience allowing for practical application on a full-time basis. The Internship must be sport related, in the student's expressed area of interest, and supported by FIU Internship Coordinator. The Internship should provide experiences which will lead to the fulfillment of career goals and provide contacts in the field and/or opportunities for employment.

The internship position should provide experience in the organizational/operational aspects of sport. Sites most likely to receive approval include professional sport, college athletic programs, sport businesses, sport facilities, and community sport programs (either domestic or international). Positions or sites that will not receive approval are those that require preparation outside the Sport Management curriculum. These may include coaching fitness training, coaching, or officiating. Students should select an Internship that directly relates to Parks, Recreation and Sport Management. Students may select sites such as parks, gyms, athletic departments at schools. Coaching and teaching are not eligible for the FIU RSM internship for that is a separate academic endeavor at FIU.

Disciplines in facility management that are acceptable internship sites are finance, operations, facility engineering, facility housekeeping, public safety, event management, sales/marketing, human resources and box office management, food and drink services, hospitality, convention center/stadium & arena management. Professional athletic organizations and teams, Collegiate athletic departments, conferences, bowl games, host committees, amateur sporting events, marathons are all likely to be accepted internship sites. Non-profit organizations that promote sport tourism by way of baseball, basketball, bowling, cross country, football, golf, gymnastics, lacrosse, powerlifting, regatta/sailing, road racing, soccer, softball, swimming, tennis, track & field, volleyball and wrestling are likely to be acceptable internship sites as well.
Recreation and Sport Management Student Eligibility for Internships

In order to be eligible to enroll in LEI 4940 and/or LEI 4941, a student must meet all the following criteria:

- be in good academic standing and not on academic probation
- be a Junior or Senior at time of Internship Appendix A due date
- have a 2.0 GPA at time of Internship Appendix A due date
- not be enrolled in first two semesters of being a Recreation and Sport Management (RSM) Student

A student’s Internship Proposal will be denied and not approved if:

- student has 0 GPA with FIU RSM
- student has less than 2.0 GPA
- student did not enroll in program in prior to Application Date of Appendix A
- student has sophomore standing on Appendix A due date
- student has freshman standing on Appendix A due date
- student does not complete all 2 pages of Appendix A forms including signature lines.

Moreover, due dates in this manual and in the Counseling, Recreation, and School Psychology Department are crucially important. Late Internship Proposal paperwork will be not be processed or accepted. Late Internship Proposal Applications will not be accepted in any form.
APPENDIX I

Locating and Applying for Internships

by Amy Marie Charland and Mary Ann Lawson

An internship allows you to test your career objectives, helps you identify your talents, and directs you toward an appropriate career, while helping you acquire essential practical and professional skills you need in the business world. It also lets you see how well you fit into a specific company’s culture.

But finding an internship takes some preparation. Before setting out to find an internship, ask yourself these questions:

- Where do I want to do an internship? My hometown? Out-of-state?
- What type of work would I like to do? In what field?
- What type of organization would I like to do an internship for?
- What do I want to gain from an internship? What specific skills or experiences do I want to acquire?

**Locating opportunities**

After you’ve answered these questions, you’re ready to start searching for internships. Here are some suggestions for locating employers and internship opportunities:

- Visit your career services office. Many offices have internship listings and may be able to help you locate other resources such as books, employer files and directories, and websites.
- Check with your academic adviser to see if your department maintains listings of internship opportunities in your field of study.
- Attend job fairs. Employers often use fairs to identify students for internships as well as for full-time employment.
- Visit the websites of companies where you might want to do your internship so that you can tailor your resume and cover letter to the employer.
- Contact the Chamber of Commerce of the city where you would like to work to obtain information about local employers.
- Network. Talk with friends, family, co-workers, supervisors, instructors, administrators, and professionals in your field of study, and let them know you are searching for an internship.

**Applying for an internship**

Each employer has its own application process. Does the company want you to apply online? What is the deadline? What will the employer need from you to make your application complete? Start the process early. Here are a few tips to get you started:
• Keep your resume to one page.
• Place contact information at the top of your resume. Include your name, address, and phone number.
• Use an objective near the top of your resume that is general enough to encompass all the opportunities you would consider but specific enough to let the reader know what type of position you seek.
• Your education section should include your degree, major and minor, anticipated graduation date, and name and location of the college you are attending. You may also want to include a list of related course work.
• Describe your related experience using action verbs.
• Visit your career services office for sample resumes and have a career counselor review your resume.

You will also need to write a cover letter to accompany your resume. Structure your letter along these lines:

  o **First paragraph** - State your purpose for writing—your interest in the internship opportunity.
  o **Second paragraph** - Highlight your education, experience, and personal qualities that you can bring to the position.
  o **Final paragraph** - This is your “action” paragraph. Ask for an interview and let the employer know how you plan to follow up. Include information that will help the employer contact you for an interview.
  o **Close** - Thank the employer for considering your application.

• Make your cover letter reflect your personality and unique qualities while also showing off your great writing skills.
• Proofread. Remember that you never get a second chance to make a good first impression.

**Choosing an internship**

Your final task is to select the internship opportunity that is the best match for you. Review your goals for doing an internship and choose the opportunity that best meets those goals.

An internship offers many benefits, including:

• **Valuable experience.** Many employers want to hire people who have experience and can step into the job and be productive right from the start.
• **Information.** An internship will help you make contacts, get ideas, and learn about the field.
• **Practical application.** You will have the chance to apply theories learned in the classroom to a real-world setting. When you return to the classroom after your internship, you will better understand the many nuances of business operations that relate to the theories you study.
• **In many cases, an internship can lead to a job offer.**

Courtesy of the [National Association of Colleges and Employers](https://www.naceweb.org).