



Colorado Mesa University
Department of Kinesiology
Requirements for Internships
Fitness & Health Promotion
Adapted Physical Education
Exercise Science

Course Description: Culminating activity for students enrolled in internships. Students spend the equivalent of 45 hours per credit hour in an appropriate setting. 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 Academic Affairs **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 student 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. Internships are available only to seniors (90 credit hours or more) in the Fitness & Health Promotion, Adapted Physical Education and the Exercise Science majors. 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 45 documented hours per credit hour before 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 Dr. Cordova, Dr. Leadbetter or Dr. Heumann.

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 Exercise Science, Fitness and Health Promotion, and Adapted Physical Education.

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 Dr. Cordova, Dr. Leadbetter or Dr. Heumann. See Appendix B for helpful websites.

III. ENROLLMENT AND ACADEMIC CREDIT

Eligible students must complete a minimum of 45 hours per credit hour for Internship (KINE 499) in an appropriate setting.

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 complete and submit an **Internship Information Form** complete with the site supervisor's signature. Forms may be printed from this manual or picked up from the departmental secretary or a faculty member.
- D. The student must secure appropriate forms from this manual. Many of these forms are available at the Departmental website: <http://coloradomesa.edu/kinesiology> or www.coloradomesa.edu/academics/internships.html.
 1. Bi-Weekly Log Sheets
 2. Final Evaluation form
 3. 3-5 page review of internship. (See Bi-Weekly Log/Summary – See page 12)

VIII. GUIDELINES FOR SITE ORGANIZATIONS

A. 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.

B. Site Organization Selection

The student has indicated a professional area of interest in Fitness & Health Promotion, Adapted Physical Education and Exercise Science, 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

A. The Site Organization shall:

1. Provide Colorado Mesa University with an Internship job title or position description into which a CMU intern is to be placed.
2. Assign an Organization Internship Supervisor who shall schedule work assignments that coincide with the Internship Job Description(s) provided by the Organization.
3. 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.
4. Inform the intern of all organization rules or regulations concerning health and safety, and any other relevant policies or procedures.
5. 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)

B. The University shall:

1. Screen all academic interns placed with the Organization.
2. Provide the intern with a copy of the **Internship Information Form** applicable to the internship position.
3. Orient the Organization to the nature and purpose of the internship requirements set forth for any intern placed with the Organization.

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.

XIII. HOW INTERNSHIPS ARE SELECTED

A. Role of the Student

- 1. 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.
- 2. 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)
- 3. 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.

B. Role of the Faculty Supervisor

1. 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.
2. 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
3. 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**

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. **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.

General Summary

After the student has completed all of the necessary forms with the University, he/she is then under the supervision of the faculty supervisor. The forms and items described above must be on file with the faculty supervisor to receive a final grade for the internship. A grade shall be assigned on the same day that the requirements are completed.

Appendix A

REQUIRED INTERNSHIP FORMS/DIRECTIONS (Following pages)

1. Internship Information Form
2. Waiver, Release Form
3. Description of Academic Expectations (Goals of Internship)
4. Bi-Weekly Log/Summary
5. Final Evaluation from Immediate Supervisor
6. Internship Summary (Page 12)

Appendix B INTERNSHIP ORGANIZATIONS

ADAPTED PHYSICAL EDUCATION CAREER OPTIONS

- Activities Director (Assisted Living Centers, Rehab Centers, Hospitals)
- Adapted Physical Education Teacher*
 - Private and Public Schools
- After-School Coordinator
- Coaching (Special Olympics)
- Consulting
- Instructional Aide
- Program Director
 - Non-profit organizations
- Occupational Therapists*
- Parks & Recreation Departments
- Physical Activity Consultants
- Physical Therapists*
- Research*
- Specialized Camps
- Teaching abroad
- Tutoring
- Writing

*May require further education.

ADAPTED PHYSICAL EDUCATION Related Websites:

For More Information: Achievable Concepts	http://www.achievableconcepts.com.au
Adapted Physical Education National Standards (Apens) Project	http://www.apens.org
American Association For Physical Activity And Recreation (AAPAR)	http://www.aahperd.org/aapar/careers/adapted-physical-education.cfm
Camp Abilities	http://www.campabilitiesbrockport.org
CertificationMap	www.certificationmap.com
Development Of Assistive Living Devices	http://www.janusdevelopment.com
Disabled Online	http://www.disabledonline.com
Disabled Sports, USA	http://www.dsusa.org
Dwarf Athletic Association Of America	http://www.daaa.org/DAAA_home.html
EducationCrossing	www.educationcrossing.com
Electronic State Council On Adapted Physical Education (E-Scape)	http://sc-ape.org
General Wheelchair Sports	http://www.wsusa.org
Individuals With Disabilities Education	http://idea.ed.gov
LD Online	http://www.ldonline.org
Making Money On The Sidelines	http://www.aahperd.org/aapar/careers/makingMoney.cfm
Motor Opportunities Via Education (Move)	http://www.move-international.org
National Center On Physical Activity And Disability (NCPAD)	http://www.ncpad.org
National Consortium On Physical Education And Recreation For	http://www.ncperid.org

EXERCISE SCIENCE and FITNESS & HEALTH PROMOTION CAREER OPTIONS

- What do graduates in Exercise Science and Fitness & Health Promotion do?
- The short answer to the question is that they work in health promotion, fitness development, colleges and universities, clinical rehabilitation, and sport and athletic programs.
- Here are some of the occupations/professions:
- sports and wellness program instructors and directors;
- strength coaches for college, university and professional sports programs;
- teachers at institutions of higher learning*;
- researchers in sports medicine and adult fitness programs*;
- managers and exercise leaders in corporate wellness programs;
- instructors in health and fitness clubs;
- supervisors of specialized health, fitness, wellness, or lifestyle programs in correctional services, police, fire, and emergency response organizations;
- fitness directors/instructors in YMCAs, spa and resort centers;
- exercise specialists in cardiopulmonary rehabilitation programs*;
- fitness directors and managers in the military (such as the air force and army);
- exercise technologists in cardiology suites*; and
- fitness instructors and supervisors at the state, regional, and national levels in sports and athletic programs including,
 - sports management*,
 - sports psychology*,
 - sports biomechanics*, and
 - nutritional consultation*.
- Group Exercise Instructor
- Club Manager
- Coach
- Exercise Physiologist*
- Outdoor Guide
- Personal Trainer
- Sports Psychologist*
- Nutritionist*
- Physical Education Teacher*
- Physical Therapist (PT)*
- Occupational Therapist (OT)*
- Medical Physician*
- Athletic Trainer*
- EMT or Paramedic*

*May require further education

EXERCISE SCIENCE and HEALTH & FITNESS Related Websites:

- <http://www.aahperd.org>
- <http://www.abmp.com/home>
- <http://www.acatoday.org>
- <http://www.ace-ergocanada.ca>
- <http://www.acefitness.org>
- <http://www.acsm.org>
- http://www.acsm.org/AM/Template.cfm?Section=home_page&Template=/CM/ContentDisplay.cfm&ContentID=1340
- <http://www.aft.org>
- <http://www.akta.org>
- <http://www.americankinesiology.org>
- <http://www.americankinesiology.org/careers-in-kinesiology>
- <http://www.amssm.org>
- <http://www.amtamassage.org/index.html>
- <http://www.aoassn.org>
- <http://www.aota.org>
- <http://www.apa.org>
- <http://www.apta.org//AM/Template.cfm?Section=Home>
- <http://www.asbweb.org>
- <http://www.asep.org>
- <http://www.bocatc.org>
- <http://www.chiropracticcanada.ca/en-us/home.aspx>
- <http://www.cmaa.org>
- <http://www.csmta.ca/index.html>
- <http://www.eatright.org>
- <http://www.gssiweb.com>
- <http://www.healthcareerweb.com/jobs/search/?q=exercise+science>
- <http://www.hscoaches.org>
- <http://www.ideafit.com>
- <http://www.ifpa-fitness.com>
- http://www.issponline.org/p_codeofethics.asp?ms=3
- <http://www.massagetherapyfoundation.org>
- http://www.mcdaniel.edu/Files/EPE_Careers_Brochure.pdf
- <http://www.medscape.com>
- <http://www.mymajors.com/sport-kinesiology-health-sciences-major>
- <http://www.nata.org>
- <http://www.nbpts.org>
- <http://www.ncate.org>
- <http://www.nea.org>
- <http://www.neamb.com>
- <http://www.nhsca.com>
- <http://www.nasca-lift.org>
- <http://www.sportsmed.org/tabs/Index.aspx>
- <http://www.wcpt.org>
- www.sportsmedicine.com



INTERNSHIP INFORMATION FORM

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

General Information:

Course Number: _____ CRN# _____ Section # _____
Location (check one): In-State Out-of-State Out-of-Country

Student Information:

Name: _____
Current Address: _____
Student ID# _____ Phone: _____ Email: _____
Major: _____
Program Requirement: Yes No
Semester and Year of Internship: _____
Faculty Intern Supervisor: _____
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: _____
VPASA or designee; _____ Date: _____
(VPASA signature only required for out-of-state and out-of-country internships. File copy with Academic Affairs if in-state internship).

Required Attachments:

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

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 3-5 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.



WAIVER, RELEASE, ASSUMPTION OF RISK, AND INDEMNIFICATION AGREEMENT

Course: KINE 499 – INTERNSHIP CRN# _____ Term / Year: _____
Activity (if applicable): _____
Instructor: _____
Student/Participant Name: _____ 700# _____

In consideration of the State of Colorado, Colorado Mesa University and 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 effect 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



COLORADO MESA
UNIVERSITY
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

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 Supervising Faculty Member:

Department of Kinesiology

1100 North Avenue, Grand Junction, CO 81501

Telephone: (970) 248-1635; Fax: (970) 248-1980

Dr. Jill Cordova **Dr. Gig Leadbetter** **Dr. Kristin Heumann**