

# University of Louisville Sport Administration Program

## 2018-2019 Internship Handbook



### SPAD 402/692 Internship in Sport Administration

#### Graduate Internship Director

Anita M. Moorman, J.D.  
Professor, Sport Administration  
SAC East 104R  
Tel: 502-852-0553  
Email: [amm@louisville.edu](mailto:amm@louisville.edu)

#### Faculty Supervisor

Adam Cocco  
Lecturer, Sport Administration  
SAC East 104H  
Tel: 502-852-2326  
Email: [adam.cocco@louisville.edu](mailto:adam.cocco@louisville.edu)

#### UG Internship Director

Regina (Gin) Presley  
Instructor, Sport Administration  
SAC East 104L  
Tel: 502-852-8297  
Email: [rgpres01@louisville.edu](mailto:rgpres01@louisville.edu)

#### Teaching Assistant

Jessica Murfree, Graduate Asst.  
Sport Administration  
SAC East 104T  
Tel: 502-852-2326  
Email: [monica.meek@louisville.edu](mailto:monica.meek@louisville.edu)

**NOTE: Faculty Supervisors & TAs may vary based on semester, please consult the Syllabus and Blackboard for your assigned Faculty Supervisor.**

#### **Information Website:**

<http://louisville.edu/education/departments/hss/spad/internships>

## ***TABLE OF CONTENTS***

Introduction	3
Criteria for Evaluation	3
Graded Elements	4
Course Text(s)	4
Course Requirements	5-6
Responsibilities of the Student Intern	7
Responsibilities of the Site Supervisor	8
Responsibilities of the Faculty Internship Supervisors	9
Timesheet Form	10
Activity Log Instructions & Examples	11-12
Organizational Overview & Major Project Proposal	13
Major Project Progress Report	14
Major Project Portfolio Contents & Guidelines	15
Sample Major Projects	16
Exit Meeting and Presentation Guidelines	17
Student Final Evaluation and Reflection	18
Major Project Grading Rubric	19

## OVERVIEW

Welcome to the Internship experience for Sport Administration students at the University of Louisville. This course integrates valuable supervised working experience with professional development academic assignments. This internship is designed to provide the student with a closely supervised real world hands-on experience working with a successful sport organization. Students should focus on experiences that will help them to improve their professional business skills and prepare them for their chosen career paths. Your SPAD 402 Internship requires you to complete a minimum number of hours working for an approved sport organization AND to successfully complete several professional development assignments demonstrating each student's business, professional, and academic skills and knowledge.

## REQUIRED ON-SITE WORK HOURS

All **undergraduate students** must work at least 200 hours at their pre-approved internship site for every 4 hours of academic credit they will receive. Undergraduate students are required to complete 8 credit hours for their degree program resulting in 400 contact hours. Students may complete all 8 credit hours in a single academic semester, or they may split 4 credit hours in one semester and complete a second internship for 4 credit hours in another semester. Students may complete their internship at two different intern locations if desired, but should discuss the advantages and disadvantages of separate intern locations with the Internship Coordinator or one of the Faculty Internship Supervisors.

## CRITERIA FOR EVALUATION

This internship course is graded on a standard letter grade basis. In order to receive a passing grade, students must complete all assignments **AND** turn in bi-weekly timesheets and activity logs reflecting the required number of work/contact hours for their internship and describing their internship activities.

**Reminder: ALL ASSIGNMENTS AND COURSE EXPECTATIONS MUST BE COMPLETED IN ORDER TO RECEIVE A PASSING GRADE REGARDLESS OF THE POINT VALUES FOR ANY INDIVIDUAL ASSIGNMENT. ANY STUDENT WHO FAILS TO COMPLETE ANY REQUIRED ASSIGNMENT OR FAILS TO MEET THE EXPECTATIONS OF A SPORT INDUSTRY PROFESSIONAL WILL RECEIVE A FAILING GRADE FOR THE INTERNSHIP.**

Incomplete (I) grades will only be available to students who have satisfactorily completed all assigned work, but were unable to accumulate enough intern work hours during the defined semester dates. The intern must complete the necessary hours by the end of the semester immediately following the semester in which he/she enrolled in the internship or the (I) will automatically convert to a failing grade (F).

## Graded Elements

### Assignments & Activities

Mandatory Orientation Meeting	20
Organizational Overview and Major Project Proposal	20
Time Sheets, Activity Logs, & Article Summaries	40
Site Supervisor Evaluations (2 @ 20 points each)	40
Faculty Site Visit	20
Major Project Progress Report	10
Major Project Executive Summary; Portfolio; & Reflection	50
Exit Meeting, Presentation & Revised Resume	30
Student Final Site Assessment	20
<b>Total Points</b>	<b>250</b>

### COURSE TEXT

- *SportsBusiness Journal* – 12-week or 16-week subscription, Due dates are stipulated in the syllabus. Go to [sbjcollege.com/subscribe](http://sbjcollege.com/subscribe) to purchase.

### COURSE REQUIREMENTS

The internship is a closely supervised academic experience that is intended to provide a student with practical work experience together with relevant class assignments and projects. These assignments and projects should stimulate the intern to maximize his or her internship experience and integrate classroom learning with real world application.

#### Mandatory Internship Orientation

Students **must** attend the Mandatory Internship Orientation at the beginning of the semester in which they are completing an academic internship, SPAD 402. The date/time/location of the orientation is always posted on the online schedule of classes. **All students registered for SPAD 402 must attend the orientation in order to begin the internship and be eligible to receive academic credit for their internship experience. Students who plan on completing an internship out of state should contact the faculty internship supervisor well in advance to ensure that they attend the orientation session prior to departing.**

During the Mandatory Internship Orientation we will review course requirements, establish internship goals and expectations, and conduct professional development self-assessments.

#### E-Mail

Each student is required to have Internet access and to check his or her University of Louisville e-mail account frequently. Notification of assignments is often sent via e-mail. Students are required to use Blackboard to access announcements, class materials, the Intern Handbook and to send/receive email from the instructor and classmates.

## **Bi-Weekly Timesheet, Activity Logs, & Article Industry Analysis**

### ***Timesheets***

Students will complete a Bi-Weekly Timesheet (an example is attached) containing hours worked for each two-week period of the internship. The timesheet is due on the Monday following the two-week period being reported. These reports will be used to keep track of the number of hours worked by the student. It is **HIGHLY** recommended that the student retain copies of the timesheets and monitor the number of hours worked.

Timesheets may be emailed if the internship site is **not located in the Louisville area**; however, the original timesheets may be requested at any time containing original signatures of the site supervisor and intern. **A maximum of 50 hours per week (100 per two-week timesheet) can be counted towards the total hours required to complete the internship.**

### ***Activity Logs & SBJ Article Analysis***

Students will also keep a log of their activities and submit the log every two weeks during the internship along with the timesheet. Log entries should identify the intern's activities and reflect on managerial decisions made during the two-week period being reported. All activity logs must be typed and should be at least **one page single-spaced**.

The activity log **MUST** also include analysis of at least one article from a current issue of SBJ or an approved trade journal relevant to the intern's sport industry segment. The analysis should briefly explain the article and how/why it is relevant to the intern's previous two weeks experiences or activities. It is not necessary to attach a copy of the article, just include the appropriate APA citation.

**Students will not receive credit for hours that are not accompanied by an activity log and proper literature references and industry analysis. Points will be deducted for each day the timesheet/ activity log is late. Incomplete timesheets/ logs will not be accepted.**

### **OPTIONAL (RECOMMENDED): Resume Meeting with Faculty Supervisor**

Your assigned faculty supervisor will review your original resume submitted with your application and provide you with written comments and suggestions for revising and improving your resume. All students are encouraged to schedule a 1:1 meeting with their faculty supervisor to review his/her comments and suggestions, and discuss ways to improve their resume. This 1:1 meeting is completely optional, but please consider taking advantage of this opportunity to have some 1:1 career counseling and resume builder session with your faculty supervisor.



### **Site Supervisor Evaluations**

Site Supervisors are requested to complete evaluations of the intern's performance in several areas. Student will be evaluated on communication skills, initiative, dependability, and professional behavior. The evaluation should help the students identify their strengths and weaknesses and provide feedback for improvement. The Site Supervisor must evaluate students twice during the semester. Both a mid-term and final site evaluation will be sent directly to the Site Supervisor via email. It is the student's responsibility to remind the Site Supervisor of the due dates. Due dates can be found in the course syllabus.

### **Major Project Portfolio**

Students will complete a Major Project as part of the academic requirements for the internship. The Major Project is more fully described later in this Handbook. The Major Project should enable the intern to demonstrate his or her contribution to and understanding of the organizational, financial, operational, marketing, legal, or managerial workings of his or her site. The information in the Major Project requires the student to research his or her organization and apply principles learned in previous coursework. The due date will be set at the beginning of each semester as provided in the course syllabus.

### **Faculty Site Visit**

The Faculty Internship Supervisor will also observe students at least once during the semester. **It is the student's responsibility to schedule the site visit.** Students should provide the Faculty Internship Supervisor with several available dates and times for the site visit and confirm that their Site Supervisor will be available to meet with the Faculty Internship Supervisor during the visit. The site visit typically lasts between 15-20 minutes to observe and discuss the intern's work performance and reflect on the internship program as a whole.

### **Student Assessment of Internship Site & Revised Resume**

Students will complete a Final Evaluation of their Internship experience and site. The Final Evaluation may be available electronically at the discretion of your instructor (TBD). Follow instructions as provided on Blackboard. If the final evaluation is not available electronically, it should be typed using standard 1" margins, 12- point font (Times New Roman). An outline for the Internship Assessment is included in this Handbook. Due dates will be set at the beginning of each semester as provided in the course syllabus. Students should also submit an updated and revised resume with their Internship Assessment. Students must also provide a copy of their updated resume which includes new experiences and skills gained from the current internship experience and an appropriate reference page.

### **Exit Meeting and Presentation**

Students are required to attend the Exit Meeting in person. **Dress is business casual.** The date of the Exit Meeting is established at the beginning of the semester and is included in the course syllabus. All students are expected to attend the Exit Meeting. Students' whose internship locations are more than a 3-hour drive from Louisville may be excused from attending the Exit Meeting in person, but should consult with their Faculty Internship Supervisor for permission to schedule a makeup assignment. Presentation content and format is provided in this Handbook.

## **RESPONSIBILITIES OF THE STUDENT INTERN**

### **Work Site Attendance**

As an intern, you are a member and should contribute to the organization's work team. You must be on-site whenever you are scheduled in order to maximize your experience. As a student intern, you are required to attend all scheduled work days and times. **IF, FOR ANY REASON YOU MUST BE ABSENT, YOU MUST NOTIFY THE SITE SUPERVISOR.** You should discuss communication methods with your site supervisor for being notified of your work schedule and for your notification to your site supervisor in the event of delay or absence. Extended periods of illness, etc., may necessitate dropping the internship.

### **Professional Conduct & Communication**

While working at the Internship site, you are considered a representative of that organization, and need to conduct yourself ethically and according to professional standards. You are representing yourself, the internship site, the University of Louisville, and the Sport Administration Program. Communication with site and faculty supervisors is essential. Use appropriate and professional communication methods (texting is not appropriate for formal messages). Be sure to wear the appropriate attire for your position. Leave an impression whereby employers will want to hire you as a regular employee.

### **Termination of the Internship**

Circumstances may arise which would cause an intern to desire or need to terminate an internship prior to the scheduled end date. If for any reason a student feels that early termination of the internship may be desired or needed, the student **MUST** meet with the Faculty Internship Supervisor and discuss the student's situation, desires, and needs.

**Under no circumstances should a student prematurely terminate an internship without first notifying and discussing their concerns with the Faculty Internship Supervisor.**



## **RESPONSIBILITIES OF THE SITE SUPERVISOR**

Each student should fully discuss with the Site Supervisor the role the Site Supervisor plays throughout the internship process. Supervising an intern is a tremendous responsibility for the Site Supervisor. Each student should carefully consider whether the experience will benefit both the student and the organization. The Site Supervisor's responsibilities include but are not limited to the following:

1. The Site Supervisor should provide students the opportunity to grow professionally and to accept appropriate responsibilities at the Internship Site.
2. The Site Supervisor is the person to whom the student directly reports.
3. The Site Supervisor schedules the student's work responsibilities and assignments.
4. The Site Supervisor oversees all activities/projects/assignments.
5. The Site Supervisor provides regular contact with the student, including regularly scheduled conferences to provide ongoing feedback.
6. The Site Supervisor is responsible for completing electronic mid-semester and final written evaluations of the student. The mid-semester and final evaluation will be reviewed by the Faculty Internship Supervisor and discussed with the intern if needed. It is encourage that the Site Supervisor review both evaluations with the student inter. The Faculty Internship Supervisor will notify the Site Supervisor of the due dates for the evaluations and send them an electronic communication with a direct link to the midterm and final evaluations forms.
7. The Site Supervisor oversees and verifies the hours worked by the intern, and signs/approves the intern's Timesheets.

## **RESPONSIBILITIES OF THE FACULTY INTERNSHIP SUPERVISOR**

The Faculty Internship Supervisor has the following responsibilities:

1. During the Internship, the Faculty Internship Supervisor will communicate regularly with the student intern and evaluate the student, via an in-person or electronic site visit (depending on distance).
  2. The Faculty Internship Supervisor is responsible for assigning the student the final grade for the course, based on the student's work, the Site Supervisor's input, and the on-site visits. The Faculty Internship Supervisor is available to offer assistance, encouragement, support, and professional direction to the student during this experience.
  3. The Faculty Internship Supervisors are available to the Site Supervisor for any questions or concerns the Site Supervisor may have about an individual intern's performance or the internship program as a whole.
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# UNIVERSITY of LOUISVILLE

## Sport Administration Internship Program

### INTERN TIMESHEET

Intern Name \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Intern Site \_\_\_\_\_ Faculty Supervisor \_\_\_\_\_

Week One	Date	Hours Worked
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
Week Two	Date	Hours Worked
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
		<b>Total Hours</b>

\_\_\_\_\_  
Signature of Site Supervisor

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Student

Date: \_\_\_\_\_

## INSTRUCTIONS FOR COMPLETING THE ACTIVITY LOG

An Activity Log **MUST** accompany each Intern Timesheet. They may be sent as an email attachment or by fax **ONLY** for interns located outside the Louisville area. All local interns should attach Activity Log and Article Review to every timesheet submitted.

You must type at least a **one page single-spaced** discussing your internship experiences during the previous two weeks. Entries should be both objective [who, what, when and where] and subjective [how and why]. Record events, issues, topics discussed, concerns, outcomes, decisions, etc. Make a note of the environment in which an activity or interaction occurred, and how people behaved and responded. Analyze and suggest alternative ways of handling interactions. Step back and ask yourself:

- a. Did I describe these activities specifically?
- b. What were my options for responding?
- c. Why did I choose the option I took?
- d. How might I have handled it differently?
- e. Why did the staff respond as they did?
- f. What did I contribute to the activities?
- g. What have I learned?
- h. How can I relate any of this to courses I have taken?

The Activity Log should include the information requested above, and must also contain a discussion of current SBJ article or approved substitute trade journal relevant to the internship industry segment. The discussion should explain at least one current SBJ article and how/why it is relevant to the intern's previous two weeks experiences or activities. It is not necessary to attach a copy of the article. **A proper APA citation must be used.**

## Activity Log EXAMPLE

Jessica A. Smith

8/16/2018

Activity Log #1, Green Bay Packers

The last two weeks at the Green Bay Packers organization have been challenging and eye-opening. I finally started working “officially” in the equipment office as an Assistant Equipment Manager following my training. My first task was to scan/itemize every piece of equipment received, update this information in an Excel Spreadsheet, and generate two reports for my supervisor identifying the items received and storage location. I think the previous two weeks of training in the equipment and operation office were very helpful for me to understand the equipment room organization, lay-out, equipment handling process, and proper identifiers for the equipment. The training also helped me understand the process from start to finish. We scanned, sorted, inventoried, and organized more than 200 boxes of equipment over the past week. The process is efficient and helps the organization to better manage uniform & equipment distribution, replacement, and maintenance. The spreadsheet I updated will also be used for scheduling replacement orders and noting feedback from athletes/coaches on how well the equipment performed.

My Supervisor, Gordon “Red” Batty is in his 23<sup>rd</sup> season with the Packers and has been eager to share his knowledge with me. We have spent many hours discussing his career and how he has been so successful. What I have found to be most enlightening these past two weeks is his close communication with other NFL equipment managers related to selecting equipment to be used in upcoming photo shoots as well as his interactions with the licensing staff concerning visibility of uniform logos. I had a “behind-the-scenes” look at the new equipment that was going to be used this upcoming season and understood the decision making that goes into those choices.

The article I read discussed the new and more protective helmet design coming out this season to protect players. I choose this article as it relates directly to the work that we are doing on a daily basis. With so much conversation around the CTE study and the effects on NFL players, this is an important issue for the NFL. The article described how players have the opportunity to choose any helmet as long as the league approves it. The new helmet is produced by a company named “Vicis” and has angel investors who are current and former NFL players. It is not on the market yet, however funding from “Head Health Initiative” has helped it to be a viable player in the helmet safety market. This article relates directly to my daily work as we are constantly talking about the improvement of all equipment in the building.

### Reference

Kaplan, D. (2018, August 21). ‘Soft’ helmet to debut in NFL this fall. *Sports Business Journal*, 19, 1-3. Retrieved from <http://sportbusinessdaily.com/Journal/Issues/2016/League>.

## Organizational Overview and Major Project Proposal Instructions

Every student must submit an Organizational Overview and Major Project Proposal (OOMPP) before starting on his or her Major Project. The OOMPP should be one to two pages in length, single spaced. The Organizational Overview will provide some foundational knowledge about your internship organization so that you gain a better understanding of your organization's structure, mission, and values. Your Major Project Proposal will provide a detailed description and outline for the major project you have proposed as your major project. Remember: The Major project is something **“in addition”** to the normal duties and work expectations of the intern. For example, if one of your assigned duties is to prepare game notes for the media – that is not a major project, that is simply your intern duties. However, if your site supervisor thought future interns or media directors could benefit from a portfolio of specifically chosen and designed media game notes illustrating specific aspects and purposes of the game notes, that might be a meaningful major project because it is something (1) you would not have created as part of your normal intern duties, (2) you could use during a future interview to demonstrate your work at this organization; and (3) would be useful to the organization going forward. You should consult with your site supervisor to determine a task for which you can have independent responsibility or combination of tasks that will make a meaningful impact to the organization

The Organizational Overview & Project Proposal must include the following elements:

### **A. ORGANIZATIONAL OVERVIEW**

- 1. INTRODUCTION:** Provide a brief description of your company and the industry to which it belongs. Include organizational charts when available. Provide as much detail as is readily available to you.
- 2. COMPANY HISTORY & OPERATIONS:** Provide a brief summary of the history of your company and explain the nature of your company's operations (e.g. products/services/programming/customers).
- 3. STATEMENT OF MISSION:** Include an existing concise statement of company purpose and the company's mission and value statements.

**B. SUMMARY OF PROPOSAL:** The major project proposal should describing your major project, documenting the issue/problem of the organization, how you intend on completing the project within the semester and details on the structure of the project. **It is recommended that you include a tentative outline or table of contents for your major project.** Additionally, you should document the impact the project will have on the organization. You must justify why your proposal is worthwhile for the organization. The site supervisor must also sign and approve the proposed project.

## MAJOR PROJECT PROGRESS REPORT

Students will submit a detailed progress report for their major project activities. If a student did not include a detailed table of contents and outline as part of their major project proposal, the major project progress report **must include a detailed table of contents and outline**. If a student included a tentative outline and table of contents with their initial major project proposal, the major project progress report will update and revise the outline and table of contents to reflect the students' current progress on the major project and to identify clearly what the faculty supervisor can expect to see contained within the students' final major project. The progress report should be no more than two pages, single spaced. Please use the following headings for your progress report

- I. **Progress:** Summarizes the work's pace and progress. Describe your progress on required tasks presented in the proposal. What research or analysis has been completed to date and what has it revealed thus far.
- II. **Remaining Work:** Honestly assesses the work that must still be completed. What research or data still needs to be conducted/collected. What is your timeline for completing this work.
- III. **Issues/Problems Encountered:** Have any problems arisen and how have you or are you planning on addressing them.
- IV. **Key Metrics:** Identify what metrics are being used in your project. How will you know if your project is effective, meaningful, impactful?
- V. **Detailed Table of Contents/Outline:** Clearly identify the contents anticipated in your final project. Think about how you are going to organize your information and analysis in presenting your findings and recommendations.

## **MAJOR PROJECT PORTFOLIO INSTRUCTIONS & GRADING CRITERIA**

**The Major Project Portfolio includes three distinct components:** First, an Executive Summary providing a brief overview of the major project. Second, the Major Project itself which is the student's tangible representation of their task(s) undertaken as their major project. Third, the Reflection which will permit the student to reflect on the significance of the Major Project and how well it demonstrates the competencies identified in the Hallmark Assessment Task (HAT) and meet the rubric requirements identified in the HAT rubric attached hereto. Each component of the Major Project Portfolio is described in greater detail below.

- ❑ **EXECUTIVE SUMMARY (10 pts):** Prepare a one-page single spaced Executive Summary (with an appropriate cover page) providing a brief overview of the Major Project submitted. You should also discuss your primary role and responsibility in the outcome of the Major Project.
  
- ❑ **MAJOR PROJECT (30 pts):** The final major project should be a tangible representation of the students' individual undertaking involving research, assessment, analysis, and recommendations completed as a major contribution to the internship site. The project should resemble a professional report, manual, or other business documents which would be prepared and submitted for consideration in a business context. In other words, the major project should **NOT** look like a traditional student project (narrative, typed document with a few photos or charts, three hole punched in a plastic folio). Instead it should look like whatever it is, i.e. a Marketing Plan, An Event Operations Manual, A Feasibility Study, An Internal Memorandum With Research/Analysis, etc. It should look like a business report or document appropriate to the type and nature of the project. The goal of this project is to provide the student a "hard" example of work done in the field that can be presented to future employers as documented experiences beneficial to the sport industry.
  
- ❑ **REFLECTION (10 pts):** Students should reflect on the goals of their Major Project and provide rationale and include illustrations to demonstrate the comprehensive work done throughout the semester for each of the areas below:
  - a. **SIGNIFICANCE:** Did the project address a significant organizational issue? Did the project identify a long-lasting impact on eliminating or improving the issue? Include at least one illustration or example of its impact. (Relevance & Significance)
  - b. **KNOWLEDGE & SKILLS:** Did the project incorporate elements of sport administration core content or SPAD coursework? Did the project make the connection between the appropriate sport administration skills and the situation? Include at least one illustration or example for each specific skill or substantive knowledge you used to complete the major project.



- c. **CRITICAL THINKING:** Did the project present significant new ideas? Did it present a depth of understanding of the problem, and a comprehensive understanding of the organization issues and solutions? Provide an illustration or example of the portion of the major project requiring critical thinking and/or problem solving.
- d. **COMMUNICATION:** Did you communicate the depth of the project to the solution? Was the impact of the project communicated effectively? If appropriate (such as with projects involving marketing, social media, internal policy development), illustrate how the project was communicated and shared within the organization.
- e. **TECHNOLOGY:** How did the project incorporate technology into your project? Provide at least one illustration or example of how technology was used in your major project – other than basic word processing technology.

### **SAMPLE MAJOR PROJECTS**

Students have completed a variety of major projects. Just a few examples of Major Projects include:

- Facility Usage Study
- Facility Usage Guide
- Promotional Materials Design & Implementation Strategy
- Marketing Plan
- Social Media Integration Plan
- Consumer/Customer Survey Analysis
- Report of Consumer Research and Response Strategies
- Sponsorship Development Plan and/or Agreements
- Program Development Plan and Evaluation Strategies
- Media Guide
- Organizational Strategic Plan
- Policies and Procedures Manual
- Cost Analysis
- Facility or Program Needs Analysis
- Fundraising Plan
- Grant Writing
- Community Relations Activities
- Crisis Management Plan
- Event Manual

## EXIT MEETING and PRESENTATION

### EXIT MEETING OVERVIEW

The Final Exit Meeting will be an interactive discussion between graduate and undergraduate students regarding their internship experience, major projects, and updated resume advice. Students will be asked to present a brief summary of their experience to the other students in an informal, roundtable discussion format. Presentation content and format is provided below. **Dress is business casual. Your updated and revised final resumes and resume skills will also be discussed.**

### PRESENTATION INSTRUCTIONS

Each student intern will prepare a PowerPoint presentation containing the following information

- identify their internship site/supervisor,
- summarize their internship position, duties, and responsibilities,
- summarize key takeaways from their Student Final Site Assessment (what was the best/worst part of your internship experience),
- provide a general description and significance of their Major Project, and
- identify what areas you feel you experienced the most professional growth.

The Presentation must be 6 slides (including the cover/title page) and should use Microsoft PowerPoint presentation software. Students do not need to bring a digital version of your presentation to the exit meeting; instead, the presentation should be posted to Blackboard by the assigned due date and the student should bring at least 10 printed copies (using the 6 slides per page print format) to the exit meeting to share with other students and the Faculty Intern Supervisor. Color printing is optional, but the presentation should be effectively demonstrate students' mastery of both style and content using PowerPoint presentation software.

Students should avoid delivering an item-by-item survey of their presentation slides, but rather the goal is to provide for an interactive discussion among the other students. On average, each student will only have about 5 minutes to summarize his or her experience, so plan accordingly.

## **STUDENT ASSESSMENT OF INTERNSHIP SITE & REVISED RESUME**

Students will complete an evaluation of their Internship experience, site, and site supervisor. The Internship Assessment (20 pts) should be typed using standard 1" margins, 12- point font (Times New Roman). Please provide the information requested and answer the questions fully and completely. The more information and insight you can provide will not only help you to evaluate your experience and guide you in your future professional career choices, but it will also aid future Sport Administration students. The final evaluation is typically **2-4 pages in length**, but if you have a lot to say and share, please feel free to write as much as you wish. Include an updated and revised Resume with your Internship Assessment.

### **I. INTERNSHIP SITE LOCATION INFORMATION**

- Include Site Supervisor's full name, title, company name, mailing address, phone number, and email

### **II. INTERNSHIP EVALUATION:**

- Write a brief description of your overall internship experience.
- Did the internship experience meet your personal expectations?
- What strengths have you developed through participation in this internship?
- How has this internship helped you in your career goal(s)?
- Would you recommend this site to future internship students?

### **III. Please rate your site supervisor used the scale below and provide a brief description of areas where your site supervisor was particularly helpful or not helpful:**

- Outstanding** – My site supervisor was highly engaged in my professional development and frequently provided me learning opportunities relevant to my internship and career.
- Superior** – My site supervisor showed interest in my professional development and consistently provided me learning opportunities relevant to my internship and career.
- Acceptable** – My site supervisor showed occasional interest in my professional development and provided me with some learning opportunities relevant to my internship and career.
- Not Recommended** – My site supervisor did not show interest in my professional development or provide me with meaningful learning opportunities relevant to my internship and career.

**REVISED RESUME (10 pts):** Students will also submit an updated Final Resume with which has been updated and revised based on the Faculty Internship Supervisor's comments and suggestions. The Final Resume must incorporate the skills and experiences from their current internship.

# Major Project Portfolio Rubric

	<b>clearly evident</b>	<b>evident</b>	<b>occasionally evident</b>	<b>not evident</b>
<b>Significance</b>  <b>KY-UL-i2a.16 Significance</b>	A <b>significant</b> organizational issue has been identified and the major project has a significant and long-lasting impact on eliminating/improving on the issue.	An organizational issue has been identified and the major project has a long-lasting impact on eliminating/improving on the issue.	An organizational issue has been identified and the major project has a moderate impact on eliminating/improving on the issue.	No significant organizational issue has been identified and the major project does not have a long-lasting impact on eliminating/improving on the issue.
<b>Knowledge and skills</b>  <b>KY-UL-I2a.6 concepts</b>  <b>KY-UL-I2a.14-breadth</b>	Frequently makes the <b>connection</b> between the appropriate skills and the situation.  Covers the <b>breadth</b> of concepts and ideas related to the topic and explains them in <b>depth</b> , demonstrating a comprehensive understanding of the topic.	Sometimes makes the connection between the appropriate skills and the situation.  Covers most of the concepts and ideas related to the topic and somewhat explains them, demonstrating a fairly good understanding of the topic.	Has difficulty connecting appropriate skills to the situation.  Covers few concepts or ideas and/or information and/or demonstrates inadequate understanding of the topic.	Does not grasp the connection between appropriate skills and the situation.  Does not demonstrate an understanding of the topic.
<b>Critical Thinking and Problem Solving</b>  <b>KY-UL-I2a.8 implications</b>  <b>KY-UL-I2a.12 relevance</b>	Applies <b>relevant thinking</b> skills (e.g. comparing, contrasting, classifying, abstracting, analyzing, criticizing) in presenting information. Develops solutions by using all available and applicable information.  Identifies and clearly discusses <b>implications</b> and consequences, considering relevant assumptions, contexts, data, and evidence.	Applies relevant thinking skills (e.g. comparing, contrasting, classifying, abstracting, analyzing, criticizing) in presenting information with reference to context, assumptions, data, and evidence.  Suggests implications and consequences but without development.	Applies relevant thinking skills (e.g. comparing, contrasting, classifying, abstracting, analyzing, criticizing) in presenting information but without clear reference to context, assumptions, data, and evidence.	Does not develop an argument based on available information or evidence. Does not identify the key assumptions and/or evaluate the given information that underlies the issue.
<b>Communication</b>  <b>KY-UL-i2a.1—purpose</b>	The writer's <b>purpose</b> is clear throughout without irrelevant digressions. The tone and evidence are appropriate to the intended audience.  Body of paper is <b>logically</b> arranged and <b>precisely</b> adheres to format structure provided in syllabus.	The writer's purpose is clear, but not universally consistent. Irrelevant information occasionally appears. The tone is generally appropriate for the audience.  Body of paper is fairly logically arranged	The writer identifies a purpose, but it is not always consistent. There may be irrelevant digressions or conflicting statements of purpose. The tone may be inconsistent.  Random structure of paper.	The purpose of the text is unclear. Either the writer does not articulate a purpose or provides many conflicting statements of purpose. The evidence and tone are inappropriate for the audience.  Paper does not adhere to format structure provided in syllabus
<b>Technology</b>	Incorporates a variety of technologies in appropriate settings.	Incorporates some use of technology.	Has difficulty incorporating technology.	Demonstrates little or no technology skills.