Term Information

Effective Term: Summer 2017
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Add an online delivery method to the course.

What is the rationale for the proposed change(s)?
By having a classroom component to the practicum class, students are extremely limited in where they can complete their practicum (i.e., it must be in the Columbus area). By making the class completely online, students will be able to secure practical experiences in other parts of the country, especially during the summer.

What are the programmatic implications of the proposed change(s)?
(e.g., program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Kinesiology:Spt Indsty Spt Mgt
Fiscal Unit/Academic Org: Department of Human Sciences - D1251
College/Academic Group: Education & Human Ecology
Level/Career: Undergraduate
Course Number/Catalog: 3189
Course Title: Field Experience: Sport Industry
Transcript Abbreviation: Field Exp Spt Ind
Course Description: Orientation to and professional experience in sports industry.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 12 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance No
Previous Value: Lecture
Grading Basis: Letter Grade
Repeatable: No
Course Components: Field Experience, Lecture
Grade Roster Component: Field Experience
Previous Value: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
**Campus of Offering**

Columbus

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**Prerequisites and Exclusions**

**Prerequisites/Corequisites**
Prereq: Enrollment in Sport Industry major.

**Exclusions**
Not open to students with credit for EduPAES 289.03.

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**Cross-Listings**

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**Subject/CIP Code**

<table>
<thead>
<tr>
<th>Subject/CIP Code</th>
<th>31.0504</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsidy Level</td>
<td>Baccalaureate Course</td>
</tr>
<tr>
<td>Intended Rank</td>
<td>Sophomore, Junior, Senior</td>
</tr>
</tbody>
</table>

**Previous Value**
Freshman, Sophomore, Junior, Senior

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**Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors

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**Course Details**

**Course goals or learning objectives/outcomes**

1. Gain experience in the sport industry by interning at an appropriate agency.
2. Receive performance feedback, reflect on the importance of this feedback, and then apply what they learned in order to improve their self presentation and overall per

**Previous Value**

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**Content Topic List**

- Careers in the Sports Industry
- Interviews and Job Letters
- Presentation of Self
- Professionalism on the Job
- The nature and expectations of the practical experience

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**Attachments**

- KNSISM 3189 Syllabus.pdf
  (Syllabus. Owner: Turner,Brian Allen)
- QM-11_KNSISM3189_Wiser_r1.pdf
  (Other Supporting Documentation. Owner: Turner,Brian Allen)
- QM11_KNSISM3189_Wiser_r2.pdf
  (Other Supporting Documentation. Owner: Turner,Brian Allen)

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**Comments**

- Changed "Convert the course to be entirely online (i.e., remove the classroom meeting requirement)." to "Add an online delivery method to the course." (by Turner,Brian Allen on 09/02/2016 11:11 AM)
- Please revise the response to the question, What change is being proposed? (by Folden Jr,H Eugene on 09/02/2016 10:58 AM)
## Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
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<tr>
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<td>09/02/2016 10:35 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Revision Requested</td>
<td>Folden Jr, H Eugene</td>
<td>09/02/2016 10:58 AM</td>
<td>Unit Approval</td>
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<td>Submitted</td>
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<td>09/02/2016 11:11 AM</td>
<td>Submitted for Approval</td>
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<td>Approved</td>
<td>Folden Jr, H Eugene</td>
<td>09/12/2016 08:27 AM</td>
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<td>Pending Approval</td>
<td>Odum, Sarah A. Zircher, Andrew Paul</td>
<td>09/12/2016 08:27 AM</td>
<td>College Approval</td>
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<tr>
<td></td>
<td>Warnick, Bryan R. Achterberg, Cheryl L</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GENERAL INFORMATION

Time and Location: Day of week, time, location
Instructor: Dr. Wiser
Office: A268 PAES Buildings
Office Hours: Day(s) of week and time or by appointment
E-mail: wiser.13@osu.edu
Required Text: No text is required.

COURSE RATIONALE

The Sport Industry program offers students the opportunity to gain field experience prior to graduation. An internship allows students to determine if the field is what they expected or not, and whether it is the field they really want to work in. Secondly, professional preparation is a catalyst to assist the student in relating academic knowledge with professional experiences. The final benefit of field experience is one of practicality; building a resume with related work experience in a specific field is invaluable.

This course is required as part of the successful completion of the Sport Industry major. This course is the required prerequisite for KNSISM 4191. Prior to being enrolled in the course, students must:

1. Be admitted to the major.
2. Complete and submit a Student Learning Agreement and Course Enrollment Permission Form to the instructor of record for approval.
   https://registrar.osu.edu/students/course_enroll_form.pdf

COURSE DESCRIPTION

This course provides professional preparation for Sport Industry students. The primary emphasis of the course is to prepare students for supervisory and administrative roles within sport and leisure service agencies.

COURSE OBJECTIVES

This course is designed to provide students with a practical experience in the sport industry. Upon completion of this course, students will:

1. Gain experience in the sport industry by interning at an appropriate agency.
2. Receive performance feedback, reflect on the importance of this feedback, and then apply what they learned in order to improve their self presentation and overall performance in professional environments.
3. Participate actively in lectures, class discussions, demonstrations, and sessions presented by guest speakers in order to develop professionally.
4. Engage in professional activities to prepare for the job search process.
5. Produce professional documents to represent themselves in the field.

OFF CAMPUS FIELD EXPERIENCES

All students are expected to adhere to a professional code of conduct. How students interact with agencies, patrons of an agency, and their professional colleagues is as important as their knowledge of content and professional strategies. Students are representatives of The Ohio State University and
it is important they conduct themselves in a professional manner. **Students who display unprofessional behavior will be subject to a grade reduction.**

**COURSE POLICIES**

1. **Academic Misconduct**
   Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

1. The Committee on Academic Misconduct web pages (COAM Home)
2. *Ten Suggestions for Preserving Academic Integrity* (Ten Suggestions)
3. *Eight Cardinal Rules for Academic Integrity*  
   (http://www.northwestern.edu/provost/policies/academic-integrity/index.html)

2. **Students with Disabilities**
   Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

   **Statement of Student Rights:** “Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the semester as possible to receive effective and timely accommodations.” (http://ods.osu.edu/)

3. **Diversity**
   The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited,
The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches the University’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

4. **Grievances & Solving Problems**
   According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

5. **Intellectual Property**
   **Course Audio and Video Recording**
   Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct

   **Student Generated materials**
   Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.

   **Course materials**
   These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

6. **Mental Health Statement**
   A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; http://www.ccs.ohio-state.edu) for assistance, support and advocacy. This service is free and confidential.

7. **Technology**
   This course implements plans that include methods and strategies for applying technology to maximize student learning. Students can only access the course through Carmen (Canvas). It is the student’s responsibility to access Carmen (Canvas) regularly. Students are required to have access to a word processing program, an internet connection, and a scanner and/or digital camera/smart phone. For this class, students are expected to be able to use Carmen (Canvas), open a browser, and attach/upload files within the program and to an email.

   If students experience technical difficulties with Carmen (Canvas), they are encouraged to contact 8-Help.

8. **Turning in Assignments**
All assignments will be turned in on Carmen (Canvas) unless otherwise noted. All assignments are due by 7am on Friday of the corresponding week. Any time stamp later than 7am that day is late.

Some assignments require signatures. After the hard copy of the sheet has been signed by the required parties, scan or take a picture of the form and then upload it to the appropriate location on Carmen (Canvas).

9. Professional Etiquette

Students are expected to follow the guidelines below in all communications, including discussion boards.

**Demonstrate respect for all class participants.** Students are expected to:
- take the time to formulate appropriate and thoughtful responses;
- communicate in complete sentences and explain points fully;
- honor the opinions of others and acknowledge that others may disagree;
- respond honestly and also thoughtfully to others’ comments in a manner that they will not consider abusive;
- provide constructive feedback that is intended to improve others’ work;
- be open to receiving feedback delivered in the spirit of improving the quality of someone’s work;
- clarify statements that may be misinterpreted or misunderstood by others; and
- reread and review all comments and replies prior to posting them.

In addition to general policies of respect, there are a few unique considerations for netiquette. Students are expected to:
- write in a conversational tone. Do not write in all capital letters, as it could easily be interpreted as yelling;
- write in complete sentences; and
- spell out their words. Avoid emoticons, emojis, and abbreviations.

Through these policies, students have an opportunity to practice etiquette in the workplace prior to embarking on the field as a professional. If a student feels a peer has violated this policy, please contact the instructor as soon as possible to discuss.

(These guidelines have been adapted from the Howard Community College’s policy on netiquette.)

**EXPECTATIONS**

1. The content component of this course is online. Although there are no formal class meetings, students are expected to follow the course materials in order and at the pace of the syllabus. Students will not be able to complete some assignments until they review specific content and complete the previous assignments.

2. Students will turn in assignments on time. If an assignment is late, there will be a 10% per weekday deduction. Assignments are late if not turned in to Carmen (Canvas) to the appropriate location by 7am on the Friday of the corresponding week. Emailed and hardcopy assignments will not be accepted.

3. Students are expected to read all course documents carefully, including the course Carmen (Canvas) site, syllabus, assignment prompts, and emails. If a student emails me with a question and the answer could have been readily located in one of the aforementioned resources, I will not reply to the question. If a student poses appropriate questions, such as ones intended to clarify confusing information or those that address previously unmentioned matters, then I will reply in a timely manner.
ACTIVITIES
Each week Carmen (Canvas) will have new content related to the designated topics. After students review the content, they will engage with the material and demonstrate that they indeed reviewed the material. Some possible activities include video quizzes, document composition, discussion boards, and peer review.

GRADES
Assessment is a critical part of learning. I will assess students’ understanding of the subject matter, ability to analyze, ability to present their views and themselves effectively, ability to apply the course material, and effort and dedication. **If a student does not understand my comments or my numerical assessment of their work, the student should seek clarification.** Students will have the opportunity throughout the semester to earn points as specified below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Maximum Points Per Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Sheets</td>
<td>35</td>
</tr>
<tr>
<td>Participation</td>
<td>140</td>
</tr>
<tr>
<td>Assignments</td>
<td>190</td>
</tr>
<tr>
<td>Career Fair</td>
<td>80</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>445</strong></td>
</tr>
</tbody>
</table>

Students must complete the required minimum 180 hours onsite in order to pass the class.

The **assignments for this course must be completed on a computer with appropriate software.** Acceptable fonts include Arial, Arial Narrow, or Times New Roman and should not be larger than 12-point font. Margins should be set no more than 1". The accumulation of assessment points will determine the final grade as follows:

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Grade Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>93% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>90% - 92%</td>
<td>A-</td>
</tr>
<tr>
<td>88% - 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83% - 87%</td>
<td>B</td>
</tr>
<tr>
<td>80% - 82%</td>
<td>B-</td>
</tr>
<tr>
<td>78% - 79%</td>
<td>C+</td>
</tr>
<tr>
<td>73% - 77%</td>
<td>C</td>
</tr>
<tr>
<td>70% - 72%</td>
<td>C-</td>
</tr>
<tr>
<td>68% - 69%</td>
<td>D+</td>
</tr>
<tr>
<td>60% - 67%</td>
<td>D</td>
</tr>
<tr>
<td>59% and below</td>
<td>E</td>
</tr>
</tbody>
</table>

POINT ACCUMULATION
**Completion of 180 Hours** (35 points)
The main requirement of the field experience component of the course is to complete 180 hours onsite. Students will submit time sheets signed by their supervisor(s) to prove completion of the hours. The points earned on the time sheets are for submitting complete time sheets, not for the hours completed. The hours submitted will be applied to the cumulative total hours for the term. Reminder: Students are to participate at the field experience site the duration of the term.

A. Time Sheet 1 – 5 points
B. Time Sheet 2 – 5 points
C. Time Sheet 3 – 5 points  
D. Time Sheet 4 – 5 points  
E. Time Sheet 5 – 5 points  
F. Time Sheet 6 – 5 points  
G. Time Sheet 7 – 5 points  

NO credit if the student did not accrue any hours  
NO credit if the supervisor did not sign  

If the 180 hours are not completed by the end of the semester, then the student will automatically earn a letter grade of E in the course.  

Activities (140 points)  
Students will be evaluated on their engagement with the course material and participation in class activities. Up to ten points will be awarded per week. The activity for each week will be explained on Carmen (Canvas). Some possible activities include video quizzes, document composition, discussion boards, and peer review.  

Assignments (210 points)  
Students are required to complete various assignments to encourage reflection on their experiences at the internship and to enhance their professional development. The point value of each is listed below.  

Job Search Assignments – 50 points  
A. Job Description – 5 points  
B. Cover Letter – 10 points  
C. Draft Resume – 10 points  
C. Resume – 10 points  
D. Interview Attire – 5 points  
E. Graduate Program – 5 points  
F. Transferable Skills – 5 points  

Evaluations – 140 points  
A. Self Evaluation – 70 points  
B. Supervisor Evaluation – 70 points  

Career Fair (80 Points)  
A career fair is an opportunity for students to meet with a variety of prospective employers at one site. In order for students to gain experience in this unique format, students are required to attend at least one career fair during the term. Students may attend a career fair at Ohio State, but they also may attend a career fair hosted at a different university or city.  

Attendance requires planning. As I become aware of various events and fairs, I will post them to the course Carmen site or email the class. Students should also check the EHE Career Services and Career Counseling and Support Services websites for updated information on fairs held on campus. If students have any questions as to whether or not a fair is appropriate for this requirement, they should contact me with a specific question.  

To earn credit for a career fair, scan and upload proof to Carmen (Canvas) within a week of the career fair. Proof includes, but is not limited to, business cards/flyers from the companies/groups students interacted with at the fair. Students should be advised that some fairs may require preregistration. If so, students should include a copy of this registration with the documentation of attendance. In addition to the proof, students should write a description of the event and the company representatives with whom they interacted. A form will be posted on Carmen (Canvas) for students to complete.
http://ccss.osu.edu
http://ehe.osu.edu/career-services/

**CONTACTING FIELD EXPERIENCE SITE**
Students are required to fulfill 180 field hours. I have the right to visit the site or contact the supervisor listed on the Student Learning Agreement.

**KNSISM 3189.21 - CLASS SCHEDULE**
The class schedule is subject to change based upon our progress and guest speaker availability.

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
<th>PARTICIPATION ACTIVITY</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductions &lt;br/&gt;View introductory video.</td>
<td>Introduce yourself to the class.</td>
<td>N/A</td>
</tr>
<tr>
<td>Week 2</td>
<td>Professional Emails &lt;br/&gt;View professional emails videos and materials.</td>
<td>Compose a professional email.</td>
<td>N/A</td>
</tr>
<tr>
<td>Week 3</td>
<td>Activities and Programs with Minor Participants &lt;br/&gt;Policy and Training Take training on BuckeyeLearn.</td>
<td>Post proof of training completion.</td>
<td>Time Sheet 1</td>
</tr>
<tr>
<td>Week 4</td>
<td>Graduate School &lt;br/&gt;View graduate school videos and materials.</td>
<td>Complete quiz.</td>
<td>Graduate Program</td>
</tr>
<tr>
<td>Week 5</td>
<td>Social Media as a Job Search Tool &lt;br/&gt;View social media videos.</td>
<td>Complete quiz.</td>
<td>Time Sheet 2</td>
</tr>
<tr>
<td>Week 6</td>
<td>Search Strategies, Resumes, Cover Letters &lt;br/&gt;View professional document videos and materials.</td>
<td>Complete quiz.</td>
<td>Job Description</td>
</tr>
<tr>
<td>Week 7</td>
<td>Translating Sport Experiences into Workplace Skills &lt;br/&gt;View transferable skills videos.</td>
<td>Complete quiz.</td>
<td>Time Sheet 3</td>
</tr>
<tr>
<td>Week 8</td>
<td>Networking Etiquette &lt;br/&gt;View etiquette videos and materials.</td>
<td>Complete quiz.</td>
<td>Resume Draft</td>
</tr>
<tr>
<td>Week 9</td>
<td>Resume Review &lt;br/&gt;View peer review materials.</td>
<td>Conduct peer review.</td>
<td>Time Sheet 4</td>
</tr>
<tr>
<td>Week 10</td>
<td>Prepare for a Career Fair &lt;br/&gt;View career fair materials.</td>
<td>Complete quiz.</td>
<td>Cover Letter and Resume</td>
</tr>
<tr>
<td>Week 11</td>
<td>Interviews &lt;br/&gt;View interviews videos and materials.</td>
<td>Complete video quiz.</td>
<td>Time Sheet 5</td>
</tr>
<tr>
<td>Week 12</td>
<td>Salary Negotiations</td>
<td>Complete video quiz.</td>
<td>Interview Attire</td>
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</tr>
<tr>
<td></td>
<td>View salary videos and materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Grammar Review</td>
<td>Complete video quiz.</td>
<td>Time Sheet 6</td>
</tr>
<tr>
<td></td>
<td>View grammar videos and materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Life after College</td>
<td>Complete video quiz.</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>View materials.</td>
<td></td>
<td></td>
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<tr>
<td>Week 15</td>
<td>Finals Week</td>
<td>N/A</td>
<td>Time Sheet 7</td>
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<td>No new content.</td>
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<td>Supervisor Evaluation</td>
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<td></td>
<td></td>
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<td>Self Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Career Fair Proof</td>
</tr>
</tbody>
</table>

**KNSISM 3189.21 – COURSE MATERIALS**

*Introductions*
- Class video

*Professional Emails*
- Class video

*Activities and Programs with Minor Participants Policy and Training*

*Graduate School*
- Class video

*Social Media as a Job Search Tool*
- Class video

*Search Strategies, Resumes, Cover Letters*
- Class video

*Translating Sport Experiences into Workplace Skills*
- Class video
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume Review</td>
<td>Peers’ resumes</td>
</tr>
<tr>
<td>Interviews</td>
<td>Class video</td>
</tr>
<tr>
<td>Salary Negotiations</td>
<td>Class video</td>
</tr>
<tr>
<td>Ohio State University. (2016). Polishing your job etiquette skills: Choose a job offer that fits your needs. Retrieved from <a href="https://onpace.osu.edu/modules/">https://onpace.osu.edu/modules/</a></td>
<td></td>
</tr>
<tr>
<td>Grammar Review</td>
<td>Class video</td>
</tr>
<tr>
<td>Finals Week</td>
<td>No new content.</td>
</tr>
</tbody>
</table>
APPENDIX

KNSISM 3189 – ASSIGNMENTS
(Listed in the order they appear on the course schedule)

Graduate Program
In the section of the course devoted to “Graduate School,” you learned about some of the many ways
students can search for appropriate graduate school programs. Using the resources introduced in the
video, identify three programs to which you would be interested in applying. Take a screen shot of each
program’s description from its website and embed it in a word document. Then, write a paragraph for
each program describing why you are interested in this program and how completing the degree program
could relate to your overall career goals. Be sure to include how the programs meet, or do not meet, the
considerations addressed in the course materials. Evaluate the appropriateness of the program for your
personal and professional goals.

Job Description
In both the “Using Social Media as a Job Search Tool” and the “Search Strategies, Resumes, and Cover
Letters” course videos, the presenters demonstrated how to use various mediums to search for open
positions. Using the resources introduced to you in the course videos, locate a job description for a
position to which you would apply, if you were currently seeking a position. The posting may be for paid
employment, but it also may be for an internship.

Once you have located an appropriate posting, take a screen shot(s) of the posting and insert the picture(s)
into a word document. Ensure that the entire posting is visible in the picture. You may need to take
multiple screen shots. Due to the temporary lifespan of hyperlinks, a screen shot is required.

Below the image in the word document, write 1-2 paragraphs about the position. Be sure to include where
you found the posting (include website and link, if online) and why it interests you.

Please note: You will be using the same job description for your upcoming cover letter and resume
assignments. Be sure that this is a position that interests you, because it will be the basis for those
assignments.

Transferable Skills
The presenter on “Translating Sport Skills into Workplace Experiences” emphasized that athletes gain
many skills from their athletic experiences, but that they often do not consider incorporating these skills
into a professional context or simply do not know how to do so. Identify 5 skills that you developed
through your participation in sport, whether at the high school or collegiate level, that are relevant to the
professional workplace. Then consider how you would represent these skills throughout the job search
process.

Select one of the three mediums (cover letter, resume, or interview) discussed in the video and elaborate
in a word document on how you would represent those skills specifically for that format. For a cover
letter, include a body paragraph. For a resume, include bullet points with outcome statements, and for an
interview include a paragraph written in a conversational tone that illustrates how you would talk about
your transferable skills. Use the class video for guidance; the speaker specifically addresses how to
represent yourself in each of the formats.

If did not participate in organized sport, consider a different “activity” you engaged in that has
transferable skills to the professional workplace.

Draft Resume
Prepare a draft resume using the course materials from “Search Strategies, Resumes, and Cover Letters”
as a guide. Tailor the resume to match the job description you submitted earlier in the term. Your peers
will be reviewing your draft, as you will be theirs. Additional instructions will be posted on the peer-review process.

**Cover Letter and Resume**

Using the classroom materials and videos from the weeks devoted to “Search Strategies, Resumes, and Cover Letters” and “Translating Sport Experiences into Workplace Skills” as well as feedback from your peers, compose a final cover letter and resume. The cover letter and resume should be in response to the job description you previously submitted for class. Please note: You are not actually applying for the position, but you are preparing yourself for when you will apply for a position formally.

You may have an earlier version of your cover letter and resume. Be sure to update them using the information from this course and make them appropriate for the specific job description.

**Interview Attire**

An important aspect of preparing for an interview is planning what you will wear and what accessories you will bring with you. This component of an interview is controllable. The presenters and authors from the “Interviews” and “Networking Etiquette” sections of the course emphasized that your attire is not only an important part of being a professional, but also that it is a controllable aspect of the interview. You will be more prepared to answer questions and interact productively if you have your materials organized and if you feel confident in your self-presentation.

For this assignment, you must take a picture of either yourself in your interview outfit or take a picture of your interview clothes spread out on a flat surface. Once you have taken and saved the picture, insert it into a word document. The picture does not need to be of high quality, but the various pieces must be visible (e.g., blazer, dress shirt, tie, shoes, skirt, etc.). Below the image, describe the various pieces of the outfit and how they fit into the dress guidelines explained in the course materials.

Because interview clothing can be expensive and you may still be missing a few pieces at this point in your professional career, you may also describe in detail what pieces you are missing and what you still need to acquire in order to complete the outfit.

**Supervisor Evaluation**

Student’s Name: ____________________________

Supervisor’s Name: ____________________________  Phone: ____________________________

Agency: ____________________________  E-mail: ____________________________

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<th>Work Skill</th>
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<th>6</th>
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7-Superior…4-Average…1- Unsatisfactory
FINAL SUMMARY OF STUDENT-PERFORMANCE

Please write a brief summary of this student’s performance while at your agency.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

PLEASE CIRCLE AN OVERALL PERFORMANCE-GRADE:
A    A-    B+    B    B-
C+    C    C-    D+    D
D-    E

We have discussed this evaluation: Date: ______________

___________________________________  ___________________________
Agency Supervisor Signature        Student Signature

Self-Evaluation
Self-assessment represents a critical component to any 360-degree evaluations. Critically (insightfully and honestly) evaluate your performance utilizing specific examples from the experience. Question-and-answer format is encouraged. You are expected to thoroughly answer each of the following questions in complete sentences and in your own words (or fully detail why the scenario does not apply to your experience, if this is the case):

ADMINISTRATION: Did you perform any duties in which you organized, coordinated, or managed an aspect of the agency?

KNOWLEDGE OF WORK: Did you have prior knowledge of the work you performed, or was it a new experience (explain)?

PLANNING: Were you responsible for the planning of activities, projects, or assignments in the agency?

COMMUNICATION: Were you able to follow directions given by superiors and peers? What was your ability to express concerns or questions to others in the agency?

JUDGEMENT/REASONING/PROBLEM SOLVING/DECISION MAKING: Were you responsible for making any decisions or solving any problems? Do you feel you were given too much, or too little responsibility in this area?

INITIATIVE/RESPONSIBILITY: Were you able to work independently on duties without direct supervision? Were you willing to take initiative and complete tasks without being told, or did you wait for instruction? Were you willing to share new ideas on work-performed?

SUPERVISION: Were you in charge of supervising, managing, coordinating, or organizing others within the agency? Were you responsible for enforcing rules, procedures, policies, or orders? If so, how was your ability to do so?
QUALITY OF WORK: How well did you perform your work (were you complete and thorough)? Explain which areas you thought were your strongest and weakest assets.

INTERPERSONAL/WORK RELATIONSHP: How comfortably/effectively did you relate to your supervisor? When working with others, were you able to accomplish duties assigned?

ADAPTABILITY: Were you able to be flexible to new ideas and concepts, and/or adapt to new situations? Were you required to perform new tasks, or did you follow a routine? Which was, or would be, your preference?

OVERALL EVALUATION: How do you feel this experience relates to your ability to pursue a career in this field? What new things have you learned? How does this experience relate to your eventual career choice? What do you still need to work on to grow professionally?