Ready to Take Flight: A Case Study of African American Students in Sport Management Internships

Jason L. Perry

Howard University, USA

Abstract

Members of historically marginalized groups experience challenges when transitioning into sport management careers. A rigorous field experience is commonly used in sport management curriculum to prepare students that seek jobs in the industry. The purpose of this study was to examine the sport management internship experience of students from a historically black university. A case study was used to examine a sport management internship at one historically black university in the United States. Data was collected using s document analysis, pre and post semi-structured interviews, and classroom observations of 8 subjects from a single undergraduate internship course. Findings were analyzed using an inductive data analysis approach to render themes to understand the research environment. The results showed that students in this environment expressed a sense of increased confidence and eagerness to seek careers in sport management after completing the internship requirement. Findings indicated that Historically Black Colleges and Universities (HBCU) students overcame challenges when engaging in internships. Ultimately participants believed that they were prepared for jobs in the field despite hardships. The recommendations of mentoring through nurturing, including networking opportunities, and connecting classroom theory to experience were identified as being essential to building internship programs in this setting.

Keywords: career readiness; historically black colleges; universities; Internship

Jason L. Perry is with the Department of Health, Human Performance & Leisure Studies, Howard University, Washington, D.C. Address author correspondence to Jason L. Perry at jason.perry@howard.edu

1.Introduction

Jobs in the sport industry attracts candidates from a wide range of academic disciplines and professional backgrounds. Undergraduate students in the degree major of sport management regularly complete field experiences to better prepare them for jobs in a competitive global market. Perry, Livingston, and Jones (2021) suggest that incorporating educational programs that actively promote equity and embrace diversity is essential in preparing students for employment in sport management. This study examined how students at a historically black colleges universities (HBCU) perceived their level of career readiness after completing a sport management internship program. The study aimed to gain knowledge of the student's beliefs regarding what it takes to successfully transition into the sports industry.

A case study research design was used to examine the sport and recreation management program at one historically black university by investigating the perceptions of student readiness to transition into the profession and gain a greater understanding of the professional preparation in this environment. Data were collected using s document analysis, semi-structured interviews, and classroom observations and were analyzed using an inductive data analysis approach.

The results showed that students of color expressed a sense of increased confidence and eagerness to begin their careers after successfully completing the internship program. Findings indicated that students believed that they were ready to pursue careers in the field after their internship experiences. Based on these findings, the

recommendations of serving as a mentor to students during the internship experience, aligning classroom theory with professional practice, and seeking to provide equal networking opportunities to students were made to improve the student experience in the internship program (Barnes, 2009; Chalip, 2006; Stratta, 2004)

Since the inception of the field of sport management in the late 1950s, a strong emphasis has been placed on developing educated practitioners who possess the necessary knowledge required to work effectively in various sport-related professional settings (Sutton, 1989). Due to the diverse nature of the field and the heavy emphasis on practice, internships have remained at the forefront of both undergraduate and graduate sport and recreation management degree programs. The purpose of many internship programs is to lead to gainful employment in the field. The completion of an internship at a reputable location is highly totted by students and is sought by sport management programs to increase their marketability. Entry into jobs in the field or the acceptance of students in sport related graduate programs are essential to building the reputations of degree programs. Internships afford students the opportunity to experience the field first hand through engaging in hands-on experience. Obtaining an internships position with a major national or international sport organizations remains as a goal for students. However, such positions are very competitive, as they are perceived as being a gateway into the professional sector for new job candidates.

Depending on the needs of the sport organi-

zation and students' interests, internship experiences can be obtained in various areas. For example, students interested in facility management may engage in internships that improve planning and administrative skills aimed at managing an athletic facility. Students interested in sport marketing may engage in internships to learn about sport promotion and event marketing. In such an expansive field, internship experiences are used to connect relevant theories learned in the academic setting to the professional setting in the field of sport and recreation management. Through internship experiences, students work within organizations in various capacities either on a full-time or part-time basis for the length of an academic semester. The research institution in this study allowed students to receive 12 credits towards the degree requirement of the academic program. Research suggests that internship experiences in the discipline of sport and recreation management can prepare students for the workforce, increase student knowledge, and help students obtain employment in the field (Bell & Countiss, 1993; C. Chen, Hu, Wang, & Chen, 2011; Surujlal & Chinomona, 2012). Some have acknowledged that learning in the classroom setting and within the workplace are distinct yet complementary activities (Martin, Fleming, Ferkins, Wiersma, & Coll, 2010).

2. Literature Review

2.1 Historically Black Colleges and Universities and Sport Management Internships

Although extensive research has explored cooperative education or experiential learning in higher education (Danielson & McElroy, 2013; Kolb, 1984), few studies have examined this phenomenon in the realm of HBCUs. Cunningham and Singer (2009) stated that the majority of research in the field of sport and leisure has taken place in Predominantly White Institutions (PWIs). Rarely has such research explored the HBCU environment. This is relevant in part due to the fact that a potentially unique environment of learners is not being explored. Also, the difficult nature of landing jobs in the field by non-white students is a problem that should not be overlooked. A search of the ProQuest database in 2019 showed that of the 1,330 published works articles that examined sport internships in higher education from 1965-2019, only four of these results identified articles associated with HBCUs. A closer evaluation found that only one of these articles focused specifically on sport and recreation internship programs in the HBCU setting. The lack of research in this area warrants investigation of both the uniqueness of the environment and practices related to HBCU internship programs.

As a subset of institutions of higher education in America, HBCUs have faced unique socio-economic challenges. The majority of these universities were established between the end of the Civil War until the Civil Rights Act of 1964. These institutions were initially created as a means to educate African Americans (Brown & Davis, 2001; Patterson, Dunston, & Daniels, 2013). Today, HBCUs strive to educate a diverse population of learners while many are searching for sustainability in the midst of challenging classroom settings, struggling economic environments, and employ-

ers who sometimes attach a negative stigma to the graduates of HBCUs (Zirkel, 2005). These stigmas make it difficult for students to stand out in the hiring pool and obtain meaningful employment in various fields upon graduation. This is especially noteworthy given the challenges that college students face once they graduate and attempt to enter the profession (Cuneen, 2004).

Koo, Diacin, Khojasteh, and Dixon (2016) suggests that internship programs are a means through which students may experience sport and recreation management job responsibilities and determine whether they want to pursue a career in the field. The benefits that students gain from participating in cooperative educational experiences (McIver, 1999) and the common mission of HBCUs in educating and nurturing a financially vulnerable population (Patterson et al., 2013) might explain why a growing number of HBCUs are developing sport and recreation management departments and implementing cooperative education components. These universities mandate that students complete internship courses as a requirement for graduation. With increasing numbers of students being ushered into internship courses, it is important to study the success of these courses. Research indicates that directors of internship programs maintain a focus on transitioning students into the profession by engaging students in field experiences (Charlton, 2007; Koo et al., 2016; Sprague & Cameron Percy, 2014). Charlton (2007) and McNiff (2013) posit that the sports industry in particular is becoming more competitive and increasingly more challenging for students to enter. This suggests that an investigation aimed at understanding the administrative

practices of an internship program director and obtaining a sense of the career readiness of students is important to the field. Research further suggests that the administrative practices used in the HBCU environment can result in a greater number of students pursuing sport management careers (Cunningham & Singer, 2007). For these reasons, this case study investigated the experiences of seven HBCU students in the internship setting. The investigation of this phenomenon at a HBCU allows for a greater understanding of potential differences in the opportunity to pursue careers in the sports industry (Cunningham & Singer, 2007).

2.2 Factors Affecting Career Development

Internship program directors must also consider career development when managing internship programs. Career development is described as the interactive progression of internal career identity formation and the growth of external career significance (Hoekstra, 2011). Career development often consists of helping students think about how their internship experiences can support their future careers (Crawford & Smith, 2005; Quarterman, 2008; Surujlal & Chinomona, 2012). Students in the discipline of sport management can establish their career goals through such experiences as internships, co-ops, and practicums. Career development and placement are two major areas that directors of sport and recreation management internship programs emphasize. The assessment of internship programs or courses often measure proficiency through students meeting outcomes associated with career development and goals. While career develop-

ment and goals are essential for program measurement, students consider other factors when deciding which industry to intern in.

Bell and Countiss (1993) discuss the importance of incorporating career focused internship programs for students who are pursuing jobs in the sport business industry. The authors indicate factors for students to consider when selecting an internship location by profiling four graduate students who engaged in various internship experiences. These factors include a student's intended career path, internal and external competition, compensation, length of placement, and site location. Similar to the work of Bell and Countiss (1993), Stratta (2004) and (Sutton, 1989) corroborate the correlation between internship programs and career placement of students into the field by supporting the notion that internship programs prepare students for jobs in the field. Odio, Sagas, and Kerwin (2014) affirm the notion that student concerns related to geography can influence the intern's career goals and plans. Research further asserts that internship opportunities for students can also be restricted due to geography and location considerations of the university (Divine, Miller, Wilson, & Linrud, 2008; Odio et al., 2014). For example, a student who is interested in working in the area of sports entertainment may have to be willing to intern on the west coast of the United States or be willing to relocate upon graduating in order to pursue his or her career goals. While geography is one component that can influence where a student does their internship or takes a job after graduating, there are other factors to consider.

The career path and aspirations of sport man-

agement majors should be considered when placing students into internship positions. This approach allows the student intern to obtain a better sense of the area of sport and recreation management they would like to pursue as a career. With guidance from the program director, interns are able to understand what jobs in their area of interest would entail. However, Odio et al. (2014) found that students do not always gain an improved perspective of career trajectory from the internship experience and at times left the experience more confused than they were before they started. Some students completed their internship requirement and were uncertain if they truly wanted to work in a specific area of sport and recreation to start their careers. Previous literature associated with career commitment reveals that some students turn away from the field of sport and recreation altogether and decide to pursue other career options after experiencing a negative internship experience (Cunningham, Sagas, Dixon, Kent, & Turner, 2005; Odio et al., 2014).

Conversely, the opportunity to work in the field of sport management and gain professional experience can increase students' work readiness and successfully prepare them to enter a competitive workforce upon graduation (Surujlal & Chinomona, 2012). Due to the growing popularity of jobs in the field of sport and recreation management, internship program directors must be cognizant of increased competition for internship positions and maintain a systematic approach to placing students. Sport agencies and students have the power to work together in finding good matches that benefit both parties. Students have

a higher desire to work in the field if they are not contracted for minuscule job responsibilities for minimal or no compensation during the internship experience (Cunningham et al., 2005; Koo et al., 2016), especially when the internship is three months or more.

The length of placement is defined as the duration of time that the student is required to complete in order to receive course credit for the internship experience. Student placement is typically structured to run within the confines of the academic calendar. As previously mentioned, geographic scope is also a factor addressed by Sutton (1989) as the author suggest that program directors must consider the opportunities for student placement not only locally but regionally and nationally as well. This factor presents some additional challenges such as compensation, travel, and student evaluation. Once these challenges are overcome, students are able to take full advantage of what the internship has to offer.

The level of engagement from students and administrators is a critical aspect of career development for sport and recreation management students. The act of students engaging in various activities that expose them to current practices and standards of professionalism in the field prepares these students for transitioning into from the internship. Students can exhibit engagement through external classroom experiences such as joining professional organizations, attending discipline specific programs, and participating in various internship experiences. In addition, internship program administrators can also assist in the career development of students by engaging in professional networking, exposing students to

professionals in sport management, and developing interactive programming geared towards career development (Bey, Walker, & Young, 2011; Martin et al., 2010).

2.3 Personal Considerations

The relationship between internship programs and career development, as well as, personal factors such as self-identity, affect, and motivation have been also linked to determining the career path of students. A student's race, culture, and gender also contribute to the emphasis of career development for all students in the field of sport and recreation management and education. Harrison and Lawrence (2003), Betts and Suárez (2011), and Brewer, Van Raalte, and Petitpas (2000) argue that specific groups such as women and African Americans must be supported both professionally and personally as it relates to career development. This idea of support is particularly important in the field of sport and recreation management as these groups are often underrepresented in job positions in the sports industry. Cunningham and Sagas (2004) suggest that there are additional factors beyond affective concerns that contribute to career development, the development of motivation and inner courage of students during field experiences can lead to a sustained passion to pursue a career in the field of sport and recreation management.

3. Methodology

The purpose of this study was to examine how students in one historically black university perceived that the sport management internship program prepared them for respective careers in

the sports industry. The aim was to describe the student's disposition after engaging in experiential learning and detail how they perceived the preconceived benefits the internship experience. This topic called for the need to investigate the perception of career readiness of students after completing an internship.

In-class announcements were made during the first week of a senior level internship course to solicit participation in this study at a specific HBCU. Seven of the eleven students in the course agreed to take part in the study. A series of interviews were conducted with the students who participated in this institution's 15-week sport management internship program. The internship program director also was interviewed for this study - for a total of eight study participants. The interviews consisted of both pre-interviews with the students and the director at the start of the experience and post-interviews with the same students and director once their field experience had concluded. The interview questions focused on the internship experience of HBCU sport management students and the administrative support that was available in this environment. A document analysis of the course syllabus and observation of final student presentations also were completed to support the researchers' ability to triangulate the data and see more how the data offered a holistic picture of the work. The majority of qualitative case studies incorporate data triangulation by including multiple data sources to ensure construct validity (Cakar and Aykol, 2021). The research sample included one set of undergraduate senior in the hope to rigorously investigate the experience of a group of students at a single historically black university. A qualitative research design was ideal in this study as it addresses research problems in which little is known about the variables and more needs to be learned through exploration (Creswell, 2011).

By using the case study (Bassey, 1999; Merriam, 1998; Yin, 1984) method, the researcher was allowed to gain an in-depth understanding of the issues of interest and to examine the meaning of the phenomenon from various angles in this environment (Merriam, 1998). Martin, Fleming, Ferkins, Wiersma, and Coll (2010) suggest that case studies are a very common approach used in research that involve internship experiences because of the highly contextualized nature that these programs possess (Coll & Chapman, 2000; Linn, Howard, & Miller, 2004; Merriam, 1998). A case study is useful in this research because it helps to establish a description of this setting, as there are not many studies that illustrate sport management internships at HBCUs. Yin (1984) suggests that phenomena that require explanatory and descriptive solutions often lead to researchers implementing case studies as their preferred research methodology.

The methods used in this case study included interviews, a document analysis, and observation. Cakar and Aykol (2021) suggest that the use of interviews as preliminary data is prominent in case studies related to hospitality and tourism management. A document analysis and observation are regularly used to complement other sources of data in the case study approach. The researcher was able to examine the inner workings of the studied environment, explore practices, and discover the perceptions of participants within this

environment through the case study approach. As a result of utilizing this method, major themes were discovered and future recommendations associated with practices within the sport management internship program were made.

3.1 Observation Location and Participant Selections

The research institution was a small public, historically black university in the Mid-Atlantic region of the United States. In 2013, the institution had an undergraduate enrollment of 1179 students. The undergraduate enrollment dropped to 627 total students in 2020. The drop in enrollment at HBCUs has been linked to recruitment and retention difficulties, financial challenges, and leadership instability (Palmer & Freeman, 2019). The make-up of the student body at the time of the data collection consisted of 88 percent African American, five percent Hispanic, and one percent White. Six percent of the student body elected not to provide racial demographics. Enrollment reports for the university indicated that approximately 52 percent of these students were women while 48 percent were men. The student population at this site consisted of undergraduate students over the age of 21 who are primarily African American. The internship program being researched is housed in the fourth largest department on campus.

Due to the curriculum requirements of the internship course, students typically participate in their internship experience when they are classified as upperclassmen, primarily graduating seniors. The structure of the investigated course included 15 hours of instruction, discussion, and an evaluation seminar lead by the program director. In addition, student interns enrolled in the course were required to obtain a minimum of 480 hours of field experience in an internship position of their choosing. The course syllabus indicates that the central goal related to this structure is for students to engage with the program director, classroom peers, and those within the field of sport and recreation in order to hone their professional skills. These skills include job searching strategies, interview techniques, and management skills and are emphasized to improve the student's ability to transition into the profession of sport and recreation management. Students who enroll in and successfully complete the course receive 12 credit hours for their degree requirement. Typically, students take the internship course during the final academic semester before graduation.

The participants in this research were selected based on the objective of the study. The selection criteria mandated that participants be identified as students who had earned over ninety credit hours and were eligible to graduate as a sport and recreation management major. Eleven students were enrolled in the senior internship course at the site during the time of the study and met this selection criterion. All of these students were invited to participate. This sampling technique is appropriate given the small population size and uniqueness of the research environment. Due to the enrollment statistics of the institution, all potential participants were considered to be non-White.

In the study site, the identified participants were encouraged to build on the lessons and theories they learned during their course work and apply them to their industry experience. Seven

student participants were included in the study. The remaining four student interns chose not to participate. The seven participants represent various interests and career aspirations in the field of sport and recreation management, and the students used their personal ideals to select an internship site. In addition, most students in this research setting considered the logistics of travel, time, and personal expense when selecting intern-ship locations. Therefore, the students who participated in this case landed in various recreation and sport settings, including collegiate intramural sports, NCAA athletic departments, fitness, public sport agencies, and non-profit organizations. The following figures depict the demographic profile and the internship locations for the participants (Figure 1 & 2 and Table 1).

Figure 1. *Racial demographics of the institution*
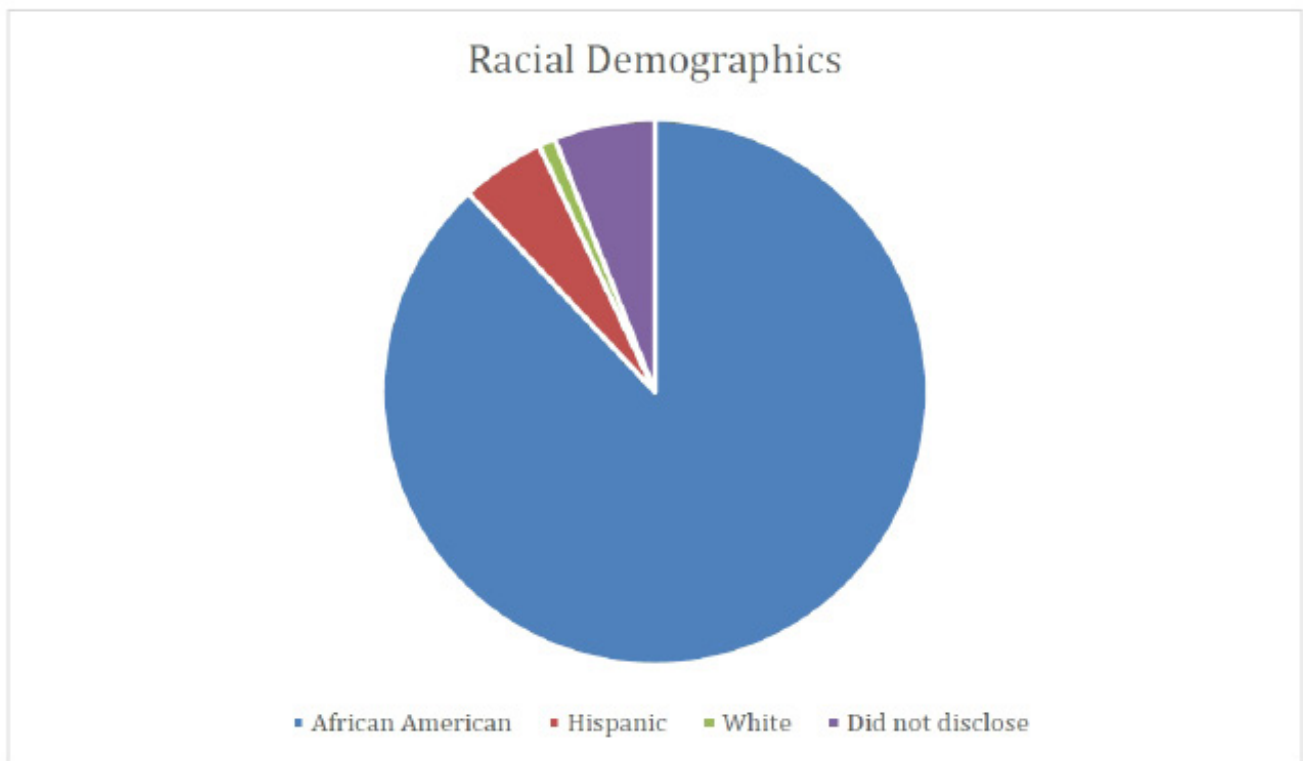
Note: African American = 88%, Hispanic = 5%, White = 1%, Did not disclose = 6%.

Figure 2.

Sex
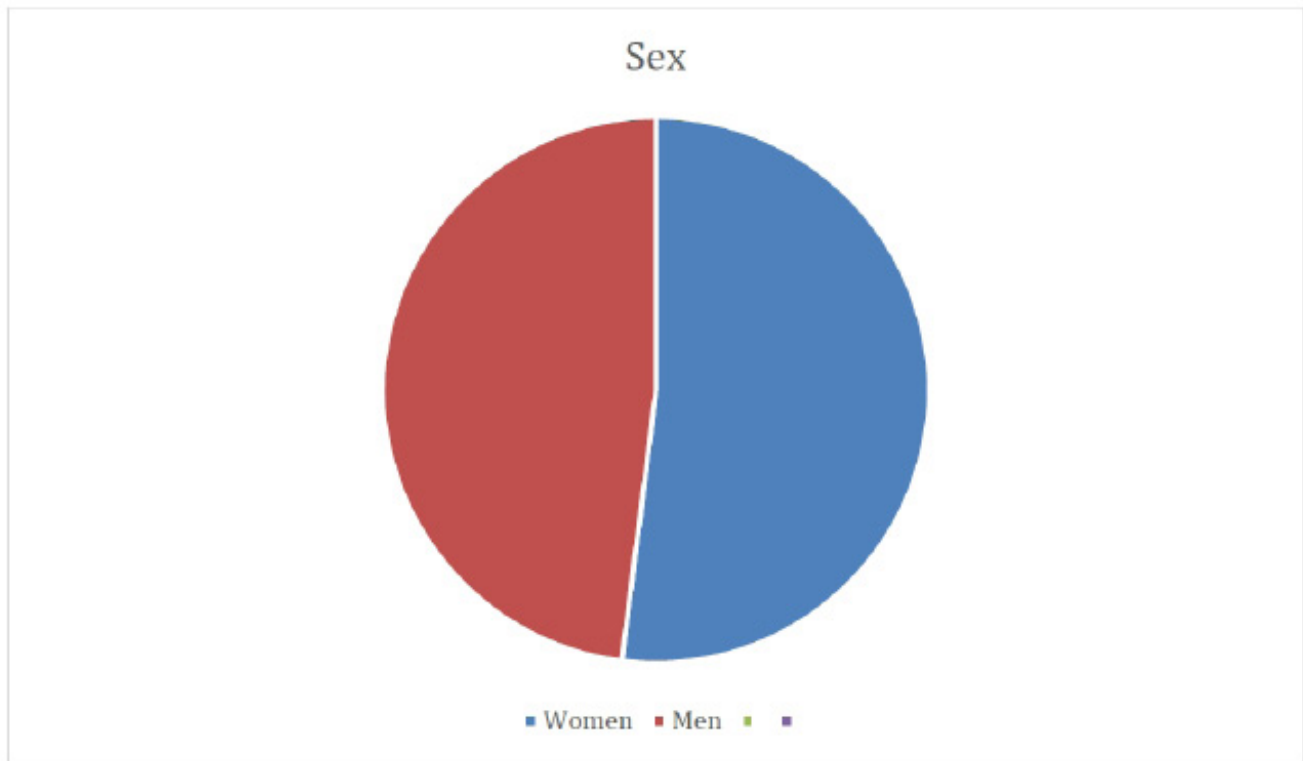
Note: Female = 52%, Male = 48%.

Table 1 *Demographics and Internship Placement of Student Participants*

Intern	Gender	Race	Location	Compensation
James	Male	Non-White	Student Activities	Unpaid
William	Male	Non-White	Public Recreation	Paid
Michael	Male	Non-White	Collegiate Athletics	Unpaid
Kim	Female	Non-White	Private Non-profit Organization	Paid
Eric	Male	Non-White	Collegiate Athletics/Coaching	Unpaid
Jim	Male	Non-White	Campus Intramurals	Unpaid
Larry	Male	Non-White	Fitness	Unpaid

Note. Intern names are represented by pseudonyms.

3.2 Data Analysis

The research data was collected and analyzed during two phases of the study. Each phase included components of data collection and analysis because the use of early analysis and continued data collection ensured that the initial findings accurately depicted the perception of the interview subjects (Miles & Huberman, 1984; Stratta, 2004). Phase I allowed the researcher to collect preliminary information about the site and site participants. Phase II allowed the researcher to obtain an in-depth account of the phenomenon and find existing themes.

The qualitative research methods of this study allowed the researcher to connect with the participants by using pre and post interviews, personal observations, and document analysis. A greater understanding of the study was gained by gathering data before (initial interviews and document analysis), during (observations), and after (post-interviews) the internship experience. The data was triangulated in an examination of the findings through investigating field notes, interview transcriptions, and document analysis. The researcher collected qualitative data through semi-structured interviews aimed at providing greater insight into the research environment. A semi-structured approach was used for both pre and post interviews as a means to promote an open dialogue between the interviewer and interviewees. Open ended responses allowed participants to detail their experience in their own words. The use of observation immersed the researcher in the context and led to unique contributions of knowledge related to the social and organizational phenomena of HBCU internship programs (Yin, 1984).

A convenience sampling technique was utilized to obtain the seven student interns during the semester of data collection. Previous research aimed at exploring the experience of students participating in sport and recreation management internships supported the use of a relatively small sample size from one university (Bell & Countiss, 1993; Surujlal & Singh, 2009). This study included eight total participants, seven students and one program director. After the initial and post- interviews were conducted, the audio recordings were transcribed verbatim. The transcriptions of all interviews were coded. The coding process was used to identify repetitive responses and salient issues before identifying major themes. An inductive data analysis was used to ensure validity (Strauss, 1987). This inductive analysis consisted of the pivotal steps of openly coding data as concepts, grouping concepts into common categories through axial coding, identifying contextual relationships that link the established categories, and finding overarching themes that were significant to this phenomenon (Stratta, 2004). To detail the coding process, open codes were established by recording repetitive responses during the initial and post-interviews. The researcher then reviewed these initial codes and arranged them into three distinct categories that were determined by similarity. These three distinct categories or axial codes include professional development, environmental factors, and program factors. After establishing the three categories, the axial codes were made into three

themes that represented the overarching relationship of the open codes within the three broad categories.

3.3 Phase I

The first phase of the study consisted of gaining a preliminary understanding of the site and population. The researcher conducted a document analysis and pre-interviews. The document analysis in this study consisted of a review of the course syllabus and internship packet. The researcher reviewed the internship course syllabus and the internship program packet documents in order to better understand the internship expectations and program requirements. Particular attention was placed on examining the student learning outcomes that were outlined in the course syllabus. The learning outcomes highlighted in the syllabus were reviewed during the document analysis. The outcomes were used to understand the goals of the internship course and create recommendations for improving the student experience at the conclusion of this research.

A document analysis was used to review the course syllabus and the internship program packet to gain initial insight into the objectives of the program and assist in determining recommendations to improve the student experience and program effectiveness. This analysis provided knowledge of whether the internship program at this HBCU aligned with the internship program recommendations identified in previous literature (B. Chen & Gursoy, 2007; C. Chen et al., 2011; Cuneen, 2004; Surujlal & Chinomona, 2012). This initial step allowed the researcher to formulate additional questions that resulted in data rich responses from the interview subjects.

The researcher conducted the first round of interviews with students and the program director in order to gain an initial understanding of the internship program. The student intern group included participants enrolled in the internship course during the Spring 2016 academic semester. The interviews with student interns consisted of open-ended questions, adapted from Stratta (2004), and aimed at determining their expectations regarding internships in general, their upcoming job experience, and career aspirations.

An open-ended format allowed participants to engage in a free expression of their thoughts. The interview questions for the program director focused on learning more about the institutional hurdles and administrative practices related to the environment. The program director was asked open-ended questions that supported the theoretical frameworks of Chouinard (1993), Kelley (2004) and Sutton (1989).

The rationale for utilizing an initial interview during the preliminary phase is supported by previous literature and provided a baseline assessment for the researcher (Stratta, 2004). The document analysis assisted in setting the foundation for this study as well. The program guidelines that were analyzed within the internship packet were used to establish baselines for student learning during the internship. During the later stages of the study, the initial interview and document analysis were used to draw connections to the data collected during the first phase of the collection process and assisted in finding themes in the research. This approach and the incorporation of data triangulation produced a cohesive under-

standing of the findings. Overall, the information found in the preliminary phase was used to identify overarching trends that surface through the various stages of collection and supported the triangulation of data.

3.4 Phase II

The first step of Phase II involved observing the program director and student interns during a formal classroom meeting. The researcher observed two classroom meetings during Phase II. The first observation took place after students were placed in their respective internship locations. The second observation was conducted during the last week of the internship program when students took part in exit presentations. The program director maintained classroom meetings throughout the duration of the semester in order to help guide the student interns through the internship experience. These classes were held weekly and lasted between one and a half to two hours. During the first observation, the researcher paid special attention to interactions between the program administrator and students. Specifically, the researcher sought to determine the perceived level of comfort, clarity of program guidelines, and the general classroom environment. The two observations of the classroom sessions were video recorded and the researcher took field notes as well.

To analyze the data found in observations, the codes rendered from analyzing interviews were used to systematically pull segments from the video that identified instances of the previously determined codes (Derry, Pea, Barron, Engle, Erickson, Goldman, & Sherin, 2010). The pro-

cess of analyzing recorded video allowed the researcher to build upon the findings of the interviews and provided additional supporting data that described the studied environment. Clips of the video recordings were transcribed and coded to illustrate critical themes within the final report. During the second observation, the researcher observed students' exit presentations. The internship program's requirement of a final presentation allowed the researcher to investigate the perceptions of student readiness to transition into the profession and gain a greater understanding of the professional preparation in this environment.

The second step of Phase II included conducting post-interviews of the sport and recreation management program director and student interns. This step took place during the final two weeks of the internship experience. The interview questions for the student interns assessed their views as they completed the internship experience. The interview questions for the program director were designed to ascertain student outcomes and the practices that effectively supported the student interns during their experiences. The interviews were conducted in a one-on-one format and the questions were semi-structured. As in Phase I, interview questions were organized based on whether the respondent was a student intern or the program director. The interviews ranged from 20-40 minutes in both Phase I and Phase II.

4.Results

The researcher found that all student participants viewed themselves as being ready to enter into the profession of sport management at the conclusion of the internship experience. Further,

the investigated setting shared similar characteristics of successful internship programs as described in previous literature. The researcher determined that the student's overall experience after the internship did not effect their perception of being ready to enter into careers in sport management. Table 2 depicts the outcomes of the student experiences including their post internship status. Pseudonyms are used to identify the students and ensure participant privacy. As noted in this table, the range of outcomes for students varied and included the responses of accepting a position in the field, entering graduate school, and being undecided on future career plans.

Table 2 *Internship experience outcomes by interns and post internship status*

Intern	Outcomes	Post Internship Status
James	Thought the internship was helpful. No negative experiences in the areas of administration and supervision. Eyes were opened to job responsibilities. (i.e. management, planning, organization)	Undecided.
William	The internship experience was a success. Exceeded expectations. Affirmed projected career path. The cumulative experience of interning, attending conferences, and networking gave him the knowledge to gain a job offer.	Received job offer at internship site and was accepted into a graduate program.
Michael	The internship experience did not meet initial expectations. Unsatisfied with the internship due to lack of engagement from the site supervisor. Believed that the internship prepared him for career.	Accepted into graduate school.
Kim	The internship was a positive learning experience that will enhance her resume. Strengthened interest in the field. Gained a job offer from the Experience.	Received job offer at internship site.

Intern	Outcomes	Post Internship Status
Eric	Affirmed love for the coaching profession. The internship supported his pre-internship career goal of pursuing coaching as a career.	Accepted a job in a field unrelated to internship experience. Plans to coach part-time.
Jim	The experience exceeded his expectations. Intern was amazed at the responsibilities involved. Believed that the experience prepared him to work in a recreational/sport facility.	Undecided.
Larry	Internship confirmed goal of obtaining a career in fitness. Earned personal training certification through the internship. The experience exceeded expectations.	Undecided.

Note. Intern names are represented by pseudonyms.

However all seven students expressed confidence in being able to work in sport management. For three students, the internship experience confirmed their interest in a specific area of the field and supported their projected career goals. In addition, three students found that the internship experience exceeded their initial expectations of the program. Overall, the students indicated that the amount of learning they received from the course was extensive as well. Three of the students either will be enrolled in a graduate program, or they will begin their career working at their internship site. One student was employed at a company not related to their internship experience, while three students were undecided about how they would begin their careers after their internship experience. However these students also noted that their internship boosted their self-confidence, and they believed that they were career-ready even though by the conclusion of this study, they had not finalized what they would do after graduation. Table 2 illustrates these points/conclusions.

Further, this study's student interns identified factors they believed encouraged learning and a positive internship experience. These factors appear to align with supporting both programmatic success of the internship course and the student's perception of career readiness. Student interns believed that effective communication, establishing by building upon internship goals, and providing support to the intern were contributing elements to success for this internship program.

The interview and observation supported the notion that the participants bought into the idea that internship experiences prepare interns for careers in the sports industry. The sport and recreation in-

ternship program was perceived to be a catalyst in preparing interns to enter into the professional workplace and providing job related skills through the internship experience. The practices of the program director that enabled students to feel like they were professionally prepared included providing a supportive environment, closely directing students and the internship process, and providing course guidelines that promoted professional development. For example, it was found that the two course guidelines of maintaining an internship experience portfolio and conducting internship exit presentations were viewed as tools that improved the professional readiness of students.

4.1 Student Perception of Career Readiness

Students in the study possessed the perception that the internship program was useful in preparing them for future employment. One student intern, Jim stated the following regarding the use of his training in the future.

> It [the internship] gives me a head start so I know what I have to do if I get a job like this in the future. From this experience, I will already have an idea of how to set up programs, how to do administration work, and facility management. Just serving in my place of work and in my environment of work, I am learning a lot.

Mike expressed that he believed that he would be able to take away life lessons from this experience as well as he stated.

> As far as pursuing a career, what the intern-

ship has helped me with is understanding that not every situation is what it seems. There might be times that you put on more than one hat, that you've got to be multifaceted. You've got to know what you're doing in more than one department.

Eric expressed that he believed that the internship experience would be useful to his future employment as well. He also added,

> It [the internship] helped me figure out whether this is something I want to do long-term. Yeah, the internship definitely helped. And even if I don't decide to coach, or volunteer, and help with basketball in the future, with me networking, and being out there in a professional setting, dressing up in business attire, learning everything I now know… To be positive, to have energy throughout everything that you do, being a role model, and extending my leadership role, it will help me in life. Whether it's a job, or graduate school, being with people, or working with kids, it helped me in life, shaping me to become a man in the future.

Eric also believed the internship experience was beneficial to his future professional career and life beyond the university. A commonality between all the students was that they believed that the program director in this environment supported them above and beyond the measure of a course instructor. This support included providing mentorship, access to professional resources, and encouragement throughout the internship experience.

5.Themes

Three overarching themes were found through analyzing the data. These three themes expressed in the findings included a) factors contributing to professional preparation, b) common administrative and programmatic practices and c) influences on the learning environment.

5.1 Professional Preparation

The findings of this research supported the concept of professional preparation. It was found that components of professionalism are present in various aspects of the investigated program. The internship course included such items as emphasizing the importance of establishing professional objectives, a focus on providing clear instruction during the internship experience, and developing student outcomes to help students grow as professionals. The document analysis indicated that the concept of professional preparation for students is included in the course description and student learning outcomes sections of the internship course syllabus. Further, both the interviews and observation of classroom sessions were based on the idea of preparing students for a successful transition into the workforce. In support of this concept, James stated:

> The purpose is to try to get us prepared to work in the real world. It's trying to get me and my other classmates prepared to go out and, first of all, look for jobs. When we get the jobs, we already have that little bit of experience of working in there, in the working world, as far as being on time, being held accountable, being respectful. Those

are the things that will help me.

The program director and student interns expressed the importance of professional preparation. Four student interns recognized professional development as the primary purpose of the internship.

Student interviews illustrated the following elements as factors contributing to the professional preparation during the internship course.

1. Intern emotion and expectation. The feelings of students regarding what they wanted to achieve from participating in the internship course.

2. Intern leadership opportunities. Acts of students engaging in leadership roles during the internship experience.

3. Career expectations and motivation. Illustrations of the professional aspirations of student interns.

These elements support the idea that student professional development is promoted as a program objective and students recognize them as playing a role in building professionalism.

Emotions and Expectations. The concept of student emotions and expectations arose as a relevant piece to understand how students perceived the internship experience and the need to emphasize professionalism. Students expected support and guidance throughout the internship from their site supervisor and the internship program director. The study participants indicated that they felt prepared to pursue a career in the field and six of the seven thought that the experience meet their expectations. The students who participated in this study also attributed their career readiness

to the support of their program director and to the work experience itself. This was reflected in the statement of Jim who interned in the area of campus recreation. He said, "It caught me off guard a bit, because I didn't expect that all this had to do with my specific intern, but it helps me out because I know...in my job description [work experience] I know what I have to look forward to." This quote shows how the student gained a sense of confidence in being able to complete future work related tasks due to the responsibilities that he handled successfully while working as an intern.

Four of the student interns stated that they felt some trepidation early in their internship experience. This was due to the perceived importance of the internship course being linked to employment in the field of sport management. Students also cited having limited official employment experience beyond volunteering as a reason for expressing some fear during the initial interviews. Yet they were excited about the possibility of moving into the profession upon completing the program. Although it was common for students to express some feelings of apprehension at the beginning of the internship course, the majority of students believed that they improved professionally and described themselves as being prepared to work in the field at the conclusion of the internship experience. That same sentiment was echoed by the program director.

The program director was optimistic when asked if students typically were ready to enter into the professional ranks after completing the internship experience. It was found that most students that had a positive disposition regard-ing the outlook on their professional future, and they enjoyed their internship experience. However, the student who was dissatisfied with his internship experience also expressed excitement towards attending a professional graduate school upon the completion of his undergraduate studies. Although he was dissatisfied with his internship experience, he described himself as being ready to begin a professional career in the field. During the post-interview Michael expressed that his internship allowed him to better understand that work environments can be challenging and employees must be able to adapt to ever changing work settings in sport related careers.

The expectations of student interns and the program director were found to support the theme of professional preparation in this research environment. The expectations of participants can alter personal views regarding professional growth when the internship experience does not meet the students' expectations.

Leadership Opportunities. The ability to engage in leadership opportunities while participating in a sport management program can assist in advancing the concept of professional readiness for students. The subjects in this study engaged in various duties during the internship that allowed them to lead in their respective professional settings. Jim, an intern working on campus in the university intramural program, said that opportunities to serve as a leader occurred several times throughout the internship course. For instance, he assisted in planning intramural programs and given the freedom to oversee the gymnasium with permission from the site supervisor. According to Jim:

Everything's going well. She [site supervisor] trusts me a lot. Yesterday, she went to a honors convocation on campus – [In the auditorium]. While she was going, she just gave me the keys and told me to give her a call if anything happened or if I had any problems or anything, but everything ran smoothly. She hasn't done it once; she did it a few times. Whenever she had to step out to a meeting to another building or meet with another professor, she's been letting me be in charge of the building and making sure everything's safe and secure for her students.

Eric, an intern serving on the coaching staff for the women's basketball team, described similar instances in which he was able to exhibit leadership qualities. During his internship experience, he was able to lead team practices, oversee individual workouts, and take part in planning meetings with the head coach. Eric believed that he was able to grow through his leadership experiences:

It [Leading] helped me figure out if this is something I want to do long term… and even if I don't decide to coach, or volunteer, and help, like I said, with me networking, and being out there, dressing up in business attire, learning everything I know, to be positive, to have energy throughout everything that you do, being a role model, extending my leadership role, it'll help me in life. Whether it's a job, or anything, school, being with people, working with kids, it helped me in life, shaping me to become a

man in the future.

The opportunity for students to engage in formal leadership experiences while interning in various sport and recreation settings increased the rigor of work related tasks and boosted the confidence level of the students. Jim expressed that he believed he was better equipped for his career because he was allowed to lead during the internship. He stated "It made me a whole lot better prepared because I know what to expect if I get a job like this after I graduate."

Interns who engaged in leadership opportunities often maintained positive professional relationships with their site supervisors. The researcher believes that a possible explanation for this occurrence may be that the intern earned the trust of the site supervisor as they engaged in leadership tasks (Shoho, Barnett, & Martinez, 2012). Proving one's worth in the field forms a sense of camaraderie in the work environment. This perception is supported in this study as five of the student interns who acted in a leadership role at some point during the internship experience indicated that they had positive relationships with their site supervisors.

Career Expectations and Motivation. The career expectations of student interns were also found to contribute to professional preparation in sport and recreation internship programs. One of the goals of the program director was to assist in placing students in internship positions that mirrored their personal career intentions. In the initial field experience course that is taken by underclassmen at this study's HBCU, students are able to participate in three separate internship op-

portunities to gauge their interest in various positions in the sport business industry. This practice prepares students for the senior level internship course by increasing their knowledge of what they can expect professionally in specific jobs. The expectations of students included factors such as career aspirations, the potential responsibilities required within professional positions, and ways to find desired positions.

The career expectations of the student interns were expressed as the ideal professional setting that they imagined for their future careers. William, a nontraditional student who had returned to the university to obtain his degree after working in the field, shared that his career goals were to become a director of a recreational facility in the short term and a professor in the discipline later in his career. He served as an intern in public recreation and ultimately was offered a job as a recreation director, a position he accepted after improving his professional network and impressing his site supervisor through the internship experience. William explained his career expectations by stating the following during an interview session:

> My focus coming back [to school] was to take it to the next level as a directorship or athletic directorship. It seems like I'm on course, and my long-term plan — 10 years — would probably be teaching, in maybe 8 to 10 years. So with this directorship, learning, and also going back for my Master's degree, so I'm able to take it as far teaching, go for the doctorate as well.

The career expectation and motivation for

pursuing a specific discipline was considered in planning by the program director of the internship program. More specifically, the career goals and aspirations of the participants were noted by the program director and were strategically used to support learning.

5.2 Common Practices

The theme of common practices used in the internship course illustrated the administrative and programmatic elements that were used during the course of the internship. It was found that specific strategic actions of the program director were critical to the belief that students were career ready. These strategies included implementing a classroom-teaching component with the internship, allowing on-campus internship sites for students, and weekly assessments of student progress. The program director also supported the aspirations of students by reinforcing the professional standards and potential paths that would lead them towards their career goals. The program director encouraged the interns to openly discuss their internship performance and goals during classroom sessions. Furthermore, the director was regularly recognized as a mentor of the participants and assisted in building realistic career expectations with the students.

The program director strived to encourage students to develop their career motivation during the internship experience to foster professional preparation. The element of career motivation was often seen when students expressed ideas related to their career expectations. Career motivation was identified as indications of what drove the intern to pursue their professional goals

and interest. During the initial interview stage, a majority of the participants (five out of seven) in the study expressed some uncertainty regarding the professional positions they hoped to secure in their career. Jim illustrated his uncertainty in the following statement:

> I just hope to achieve a job that I can look forward to. I'm still on the verge of trying to find a job, a full time job that I can pursue after I graduate. I'm just looking forward to a job that I love to do and have a good experience and a good career.

However, students did provide insight behind why they wanted to pursue a career in the field of sport and recreation management. These motivations included an interest in the field itself and the belief that they were entering into a job in an enjoyable field.

5.3 Influence of the HBCU Learning Environment

The learning environment of the examined sport and recreation internship program exemplified a student-oriented approach that emphasized student support. This approach sought to develop students who were capable of pursuing careers in the field of sport and recreation management. The historical mission of supporting and preparing a largely African American student population distinguishes the learning environment. The learning environment of the examined sport and recreation internship program exemplified a student-oriented approach that emphasized student support.

This investigation showed that a sense of appreciation for the HBCU environment was pres-ent for both students and the program director. Through the one-on-one interviews, the program director, Susan, indicated that she was an alumnus of the university and had an affinity for helping students who faced some of the same challenges that she overcame when attending the university. She expressed a connection to the educational environment and a passion for the internship program. Susan proclaimed a firm stance on the necessity of meeting course standards when enrolled in the internship course and she demonstrated a willingness to assist students in meeting their professional and academic goals.

Since high expectations were established for students within the environment, Susan expressed the need to nurture students during the internship experience, provide support, and, at times, allow multiple opportunities for students to succeed. She stated the following regarding the student support:

> Maybe in another situation, we wouldn't give our students opportunity after opportunity to be successful, but in order for some of our students to become confident and competent, we need to go back and do some things over, or [provide] second and third chances, in order to prepare them. For me, that's a driving force.

The university mission of educating a primarily African American student body with the goal of making them confident, competent, reflective, and visionary leaders that are responsible citizens, was a driving force for administrators engaged in this environment. The university provided a family atmosphere that strived to support students

who were predominately African American. For example, the program director and four student interns involved in this study expressed an emotional attachment to the environment despite facing challenges within the setting. Financial and environmental challenges were in some cases overlooked because the university gave participants an opportunity to pursue a college education. Some participants shared that they were grateful for receiving the opportunity to obtain a degree in higher education when other institutions did not afford them this chance. One participant stated that he elected to transfer to a HBCU after feeling unsupported and struggling academically at a predominantly white institution. He further said,

> I remember when I was at [A larger PWI], I went home all the time, because I wasn't really comfortable with the environment, honestly. [At this institution] I'm more comfortable with the people. It's more like a family over here. You can engage and talk with anybody on campus, where at [my original university], you couldn't really do that.

Students in this learning environment at times must overcome preconceived notions of being viewed as academically and professionally unprepared. Participants acknowledged the potential stigmas related to HBCU institutions and admire the department and internship program for assisting in helping students with transitioning into the field.

In summary, three themes emerged as being prominent in the results of this case study.

The researcher expressed these themes as being professional preparation, administrative and programmatic practices and the influence of the HBCU learning environment on the sport management intern. The theme of professional preparation indicated that students perceived the internship experience as being a catalyst to their professional development. Students reported that their confidence increased in the area of career readiness after the 15 weeklong course. The act of completing professional tasks, the inclusion of networking opportunities, and exposure to professional settings in the field of sport management were recognized as being factors that impacted professional preparation for these students. The second theme of administrative and programmatic practices involved the systems that were implemented to support student learning during the internship. The participants indicated that the practice of mandating classroom requirements in addition to completing the actual field experience improved their overall internship experience. The requirements of incorporating class meetings, developing a portfolio, and conducting a professional presentation at the end of the program were instrumental in establishing clear course guidelines for students. The theme of the influence of the HBCU learning environment indicated a sense of pride for non-white students seeking validation in their ability to succeed in the sports industry. Environmental challenges were overcome by all students during the internship and resulted in them believing that were equipped to adjust to potential career challenges in the future.

6.Discussion

Although this study looks at only one sport management internship course and should be used primarily to examine the perception of students at a particular HBCU, elements in this study are consistent with the recommended internship practices that are illustrated in the literature. These practices include serving as a mentor to students during the internship experience, aligning classroom theory with professional practice, and seeking to provide equal networking opportunities to students (Barnes, 2009; Chalip, 2006; Stratta, 2004). The objective of preparing sport and recreation management students for careers in the sport business industry was a significant goal of the researched internship program. The importance of professional growth aligns with the findings of other contemporary literature (C. Chen et al., 2011; Odio et al., 2014; Sutton, 1989) that link the importance of preparing students for professional careers as one of the primary functions of an internship. It is recommended that future research should compare and contrast the experiences of students at PWIs and HBCUs in order to determine common challenges are present and explore how to improve both internship environments. Experiential learning motivated the student interns to reflect on their projected career field and to experience hands-on learning in a professional setting. Three student interns believed that they faced additional challenges based on employer bias. This bias was identified as the perception of the value of HBCU graduates. This finding supports those of Cunningham and Singer (2009), Smith and Hattery (2011), Quarterman

(2008) which posits that African Americans face additional challenges when attempting to enter into the sport business industry.

The emotions of both the student interns and the program director played a significant role in whether interns believed that their internship experience fostered professional preparation. Based on the responses of the student interviews, all seven students indicated that they were ready to transition into a career in the field after completing the internship experience. These interns attributed their readiness to both positive and negative experiences that they received during this study. The student who was dissatisfied with his internship said that the undesirable experience he dealt with could be referenced later in his career. Although this student had an undesirable experience, it was not negative enough for him to quit, as students in previous studies (C. Chen et al., 2011) study did. C. Chen et al. (2011) suggested that negative internship experiences encouraged students not to pursue the field and to transition into other job industries. That was not the case in this study.

Students who had a positive attitude about their professional readiness were motivated to connect and form a good working relationship with their site supervisor and program director. As strong professional ties increased during the duration of the internship experience, students gained confidence and believed that they would succeed as professionals in the field. Those students who possessed an understanding of career expectations and their motivation for pursuing the profession, fared well in the internship experi-

ence. The expectations of student interns and the program director were found to affect the internship program objective of professional preparation in this research environment.

The expectations of students concerning the internship experience played a role in how students determined their projected career trajectory. C. Chen et al. (2011) found that unrealistic expectations of the internship experience can result in students being disappointed. This study found that the intern's expectations for the experience and career aspirations aligned with those of the program director. In accordance with B. Chen and Gursoy (2007), students and the program director agreed that 1) aligning jobs with expectations and 2) the opportunity to engage in new learning experiences were factors that influenced satisfaction with the internship program. B. Chen and Gursoy (2007) also noted challenges and pay disparities as factors influencing job satisfaction. However, the interns in this study did not raise those issues.

In agreement with the findings of Chalip (2006) and Braunstein-Minkove, Jessica, and Jaime (2015), the practical experience of the internship allowed students to build upon the learned theory of the profession. It has been posited in previous works that academic departments that focus on the disciplines connected to the sport business industry must successfully merge the concepts of academic theory to professional practice in order to maintain a standard of credence as an educational program (Braunstein-Minkove et al., 2015; Chalip, 2006). In addition, interns who actively participated in networking during the internship period were aided in the realm of profes-

sionalism. Three interns gained permanent employment through the internship experience at the conclusion of this study. Students who obtained employment after their internship experience, identified networking as a contributing factor to receiving a job offer. Techniques aimed at enhancing student professionalism were incorporated throughout the internship experience as well. This finding aligns with the recommendation of Surujlal and Chinomona (2012) that internship site supervisors and directors must prioritize methods that develop student self-improvement during the experience in order to increase growth in professionalism.

Previous research illustrates that African Americans are underrepresented in administrative leadership positions within the sports industry (Cunningham, 2012). HBCU sport management administrators who direct internship programs aimed at preparing students for this industry should recognize this fact. Institutions of higher education must develop programs and curriculums that equitably meet the needs of all students who pursue sports related degrees in higher education.

Students came to believe that they were ready to begin a career in the field by accomplishing the obligations that came with the typical role of the intern. The internship experience was both an opportunity to connect classroom learning with practical experience as well as a means of obtaining a realistic view of an actual employment experience. As a result, students who had a positive experience at the conclusion of the internship believed that they were professionally prepared for the field due to their perceived effectiveness as an

intern.

The participants also engaged in aspects of professional development during the internship experience, which contributed to their perceptions of being professionally prepared. Student interns stated the various positions that they engaged in afforded them the opportunity to develop professionally. The ability to network and form relationships with current professionals, experience leadership opportunities in a professional work setting, and the chance to attend professional activities as interns supported professional growth.

Specific elements associated with enhancing professional preparation were found when exploring how students perceived the ability of the sport and recreation management program to prepare them to successfully gain access to the industry. The needs of students related to professional readiness were found to include an understanding of their emotions and expectations surrounding the internship, opportunities to engage in leadership, understanding student career expectation and motivation, incorporating tools that enhanced professionalism, and a connecting the practical experience to classroom learning.

7.Conclusion

All students in this study believed they were better equipped to work in a professional setting and face life beyond their undergraduate studies after completing the internship course. Participants contributed much of their readiness to what they had learned and experienced during the internship experience. They expressed a sense of increased confidence and eagerness to begin their careers through the post interview and the final exit presentation. Surujlal and Chinomona (2012) suggest that the work experience gained by students through experiential learning can positively affect their professionalism and self-improvement. This study found similar results as the student participants noted during the post interview that they believed they had improved in the area of professionalism since their initial entry into the internship program.

Engaging in meaningful task and job responsibilities strengthened the belief that students were now capable of working in sport management. More specifically, these tasks included responsibilities such as adhering to a job schedule, engaging in job specific duties, and being required to report to a boss or site supervisor.

The HBCU environment is recognized for nurturing students through providing mentorship, access to resources, and support through classroom initiatives (Darrell et al., 2016). The director was accessible and offered consistent guidance throughout the 15 week experience. The hands-on approach of the program director aided students and built their confidence in transitioning into their careers. In addition to serving as the sole administrator for the internship, the program director also worked as an adjunct professor and director of the intramural program at the university. It is believed that the multiple responsibilities of the program director may be more common at HBCU sport management programs due to factors related to these institutions.

It is recommended that future research is aimed at building on the investigation of this HBCU sport management internship experience to see if these practices can improve how students

enter into jobs in the industry.

HBCU sport management internship programs have not been examined in great detail up to this point in contemporary literature. This case study established a descriptive understanding of the student experience in these programs by investigating one institution within this environment. It is recommended that future studies be completed to build on this initial investigation. The limitation of a small sample size used in this research can be improved by completing additional studies. The researcher recommends that this study is replicated at a HBCU sport management internship program with larger enrollment. Although there is a great financial gap between HBCUs and predominantly white institutions (PWIs) there is also a disparity between larger and small HBCUs. A greater understanding of the challenges faced by students at this site can be gained by investigating a HBCU internship program that has greater resources such as staff, professional networks, and endowment. It is also recommended that research of this topic be expanded beyond examining one site and explore the program norms and student experience at multiple HBCUs. By furthering this research at additional internship programs, researchers can gain more insight into the administrative practices as well as gain a sense of the student needs at similar institutions.

Last, this study calls for the need to investigate the uniqueness of the student experiences and environment related to this internship program by conducting comparative research at other sport management internship programs. This includes other institutions that serve historically marginalized students and predominantly white institutions that host sport management internship programs. A comparative study would allow for researchers to determine the best methods of administering internship programs as well as provide clarity regarding the factors that influence programs in various learning environments. Although programs at larger institutions have primarily been the setting for previous research pertaining to sport management internship courses, further research would allow for an in-depth look into the environment and provide a unique contextual analysis of the participants within the environments of sport management internship programs.

REFERENCES

Barnes, J. (2009). Sports management and administration internships and students with disabilities: Responsibilities and practices for success. *Quest, 61*(2), 191-201.

Bassey, M. (1999). *Case study research in educational settings*. Buckingham, England: Open Univeristy Press.

Bell, J. A., & Countiss, J. R. (1993). Professional service through sport management internships. *Journal of Physical Education, Recreation & Dance, 64*(7), 45.

Betts, K., & Suárez, E. (2011). Career advancement: Ten negotiation strategies for women in higher education. *Academic Leadership, 9*(3), 1-12.

Bey, L. W., Walker, C., & Young, J. (2011). Changing minds: why student engagement matters in sport management, business and other programs at VSU. *VAHPERD Journal, 32*, 7.

Braunstein-Minkove, J., Jessica, R. B.-M., & Jaime, R. D. (2015). Effectively adapting the sport management curricula: Harnessing internal and external resources to address industry-specific needs. *Schole : A Journal of Leisure Studies and Recreation Education, 30*(2).

Brewer, B. W., Van Raalte, J. L., & Petitpas, A. L. (2000). *Self-identity in sport career transitions.* Morgantown, WV: Fitness Information Technology.

Brown, M. C., & Davis, J. E. (2001). The historically black college as social contract, social capital, and social equalizer. *Peabody Journal of Education, 76*(1), 31-49.

Çakar, K., & Aykol, Ş. (2021). Case study as a research method in hospitality and tourism research: A systematic literature review (1974–2020). *Cornell Hospitality Quarterly, 62*(1), 21–31. https://doi.org/10.1177/1938965520971281

Chalip, L. (2006). Toward a distinctive sport management discipline. *Journal of Sport Management, 20*, 1-21.

Charlton, R. (2007). Experiential classroom learning for sport management students: Preparing them for the real world. *VAHPERD Journal, 29*, 43.

Chen, B., & Gursoy, D. (2007). Preparing students for careers in the leisure, recreation, and tourism field. *Journal of Teaching in Travel & Tourism, 7*(3), 21-41. doi:10.1080/15313220801909296

Chen, C., Hu, J.-L., Wang, C.-C., & Chen, C.-F. (2011). A study of the effects of internship experiences on the behavioural intentions of college students majoring in leisure management in Taiwan. *Journal of Hospitality, Leisure, Sports and Tourism Education (Pre-2012), 10*(2), 61-73.

Coll, R. K., & Chapman, R. (2000). Qualitative or quantitative? Choices of methodology for cooperative education researchers. *Journal of Cooperative Education and Internships, 35*(1), 25-34.

Crawford, K., & Smith, D. (2005). The we and the us: Mentoring African American wom-

en. *Journal of Black Studies, 36*(1), 52-67. doi:10.1177/0021934704265910

Creswell, J. W. (2011). *Educational Research: Planning,Conducting, and Evaluating Quantitative and Qualitative Research.* (4th ed.): Pearson.

Cuneen, J. (2004). Adding rigor to the sport management internship: Introduction. *JO-PERD: The Journal of Physical Education, Recreation & Dance, 75*(1), 20-27.

Cunningham, G. B. (2012). Occupational segregation of African Americans in intercollegiate athletics administration. *Wake Forest Journal of Law & Policy, 2*(1), 165-178.

Cunningham, G. B., & Sagas, M. (2004). Work experiences, occupational commitment, and intent to enter the sport management profession. *Physical Educator, 61*(3), 146-156.

Cunningham, G. B., Sagas, M., Dixon, M., Kent, A., & Turner, B. A. (2005). Anticipated career satisfaction, affective occupational commitment, and intentions to enter the sport management profession. *Journal of Sport Management, 19*, 43-57.

Cunningham, G. B., & Singer, J. N. (2007, May 30-June 2). *Decision to enter the sports and leisure industry: Differences among students attending HBCUs and those attending primarily white institutions.* Paper presented at the 2007 North American Society for Sport Management Conference, Ft. Lauderdal, FL.

Cunningham, G. B., & Singer, J. N. (2009). Not all students are alike: Differences in decisions to enter the sport and leisure in-dustries. *International Journal of Sport Management., 10*(3), 350-365.

Danielson, J. P., & McElroy, S. P. (2013). Quantifying published scholarly works of experiential education directors. *American Journal of Pharmaceutical Education, 77*(8), 1-167.

Darrell, L., Littlefield, M., & Washington, E. (2016). Safe spaces, nurturing places. *Journal of Social Work Education, 52*(1), 43–49.

Derry, S. J., Pea, R. D., Barron, B., Engle, R. A., Erickson, F., Goldman, R., . . . Sherin, B. L. (2010). Conducting video research in the learning sciences: Guidance on selection, analysis, technology, and ethics. *Journal of the Learning Sciences, 19*(1), 3-53. doi:10.1080/10508400903452884

Divine, R. J., Miller, R., Wilson, J. H., & Linrud, J. (2008). Key philosophical decisions to consider when designing an internship program. Journal of Management and Marketing Research. *Academic and Business Institute, 1*(12).

Harrison, C. K., & Lawrence, S. M. (2003). African American student athletes' perceptions of career transition in sport: A qualitative and visual elicitation. *Race, Ethnicity & Education, 6*(4), 373-394.

Hoekstra, H. A. (2011). A career roles model of career development. *Journal of Vocational Behavior, 78*(2), 159-173. doi:http://dx.doi.org/10.1016/j.jvb.2010.09.016

Kolb, D. A. (1984). Experiential learning: *Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

Koo, G., Diacin, M., Khojasteh, J., & Dixon, W. D. (2016). Effects of internship satisfaction on the pursuit of employment in sport management. *Sport Management Education Journal, 10,* 29-42.

Linn, P. L., Howard, A., & Miller, E. (2004). *Handbook for research in cooperative education and internships.* Mahwah, NJ: Lawrence Eribaum.

Martin, A., Fleming, J., Ferkins, L., Wiersma, C., & Coll, R. (2010). Facilitating and integrating learning within sport studies cooperative education: Exploring the pedagogies employed by students, academics and workplace supervisors. *Journal of Hospitality, Leisure, Sports and Tourism Education (Pre-2012), 9*(1), 24-38.

McNiff, J. L. (2013). *An examination of the early career experiences among graduates of sport management degree programs.* (3575275 Ed.D.), Boston University, Ann Arbor.

Merriam, S. B. (1998). *Qualitative research and case study applications in education.* San Francisco, CA: Jossey-Bass.

Miles, M. B., & Huberman, A. M. (1984). *Qualitative data analysis.* Beverly Hills, CA: Sage Publishing.

Odio, M., Sagas, M., & Kerwin, S. (2014). The influence of the internship on students' career decision making. *Sport Management Education Journal (Human Kinetics), 8*(1), 46-57.

Palmer, R. T., & Freeman, S., Jr. (2019). Examining the perceptions of unsuccessful leadership practices for presidents at historically black colleges and universities. *Journal of Diversity in Higher Education.* doi:10.1037/dhe0000120

Patterson, G., Dunston, Y., & Daniels, K. (2013). Extreme makeover: Preserving the hbcu mission through service learning pedagogy. *Journal of African American Studies, 17*(2), 154-161. doi:10.1007/s12111-011-9192-z

Perry, J., Livingston, A., & Jones, K. (2021) Effective strategies for discussing social unrest in sport management classrooms. *Educational Justice Journal, 1*(2), 6-13.

Quarterman, J. (2008). An assessment of barriers and strategies for recruitment and retention of a diverse graduate student population. *College Student Journal, 42*(4), 947-967.

Shoho, A., Barnett, B., & Martinez, P. (2012). Enhancing "OJT" internships with interactive coaching. *Planning and Change, 43*(1/2), 161-182.

Smith, E., & Hattery, A. (2011). Race relations theories: Implications for sport management. *Journal of Sport Management, 25,* 107-117.

Sprague, M., & Cameron Percy, R. (2014). The immediate and long-term impact of practicum experiences on students. *Journal of Public Affairs Education, 20*(1), 91-106.

Stratta, T. M. P. (2004). The needs and concerns of students during the sport management internship experience. *JOPERD: The Journal of Physical Education, Recreation & Dance, 75*(2), 25-34.

Strauss, A. L. (1987). *Qualitative analysis for social scientists*. New York: Cambridge University Press.

Surujlal, J., & Chinomona, R. (2012). The influence of student internship work experience on their self-improvement and professionalism in Sport Management : Sport management. *African Journal for Physical Health Education, Recreation and Dance, 18*(4), 885-899.

Surujl l, J., & Singh, C. (2009). An analysis of sport management internships: The case of two universities' sport management programmes : sport management. *African journal for physical health education, recreation, and dance, Sep,* 204-218.

Sutton, W. A. (1989). The role of internships in sport management curricula- A model for development. *Journal of Physical Education, Recreation & Dance, 60*(7), 20

Yin, R. K. (1984). *Case study research: Design and methods* (Vol. 5). Beverly Hills, Calif: Sage Publications.

Zirkel, S. (2005). Ongoing issues of racial and ethnic stigma in education 50 Years after Brown v. Board. *The Urban Review, 37*(2), 107-126. doi:10.1007/s11256-005-0004-4.