GEORGE MASON UNIVERSITY
PRLS 490-Internship (12) (001)
Spring 2017
Recreation Management

DAY/TIME:	TBA	LOCATION:	TBA
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OFFICE HOURS:	By appointment	FAX NUMBER:	n/a

PREREQUISITES
Parks and Outdoor Recreation - 90 hours, including ATEP 120, SRST 200, PRLS 210, PRLS 241, PRLS 310, PRLS 316, PRLS 317, PRLS 323, PRLS 410, PRLS 411, SRST 450 as well as PRLS 300, PRLS 302, PRLS 362, PRLS 402 and PRLS 501.

Therapeutic Recreation - 90 hours, including ATEP 120, SRST 200, PRLS 210, PRLS 241, PRLS 310, PRLS 316, PRLS 317, PRLS 323, PRLS 410, PRLS 411, KINE 450 as well as PRLS 416, PRLS 417, PRLS 418, PRLS 503, PSYC 211, and PSYC 325.

UNIVERSITY CATALOG COURSE DESCRIPTION
Paid or voluntary work experience in a park and recreation agency for 400 hours for POR and 560 for TR students. Applies course work, theories, and research to work settings. Work sites are chosen by students after approval of faculty supervisors. Includes meetings and assignments before and during internship.

COURSE OVERVIEW

This course satisfies the University general education requirement for the synthesis course. The purpose of the synthesis course is to provide students with the opportunity to synthesize the knowledge, skills and values gained from the general education curriculum. Synthesis courses strive to expand students' ability to master new content, think critically, and develop life-long learning skills across the disciplines. While it is not feasible to design courses that cover "all" areas of general education, synthesis courses should function as a careful alignment of disciplinary goals with a range of general education learning outcomes.

Students are held to the standards of the George Mason University Honor Code. You are expected to meet all course requirements as listed below as well as fulfill your duties and responsibilities as stipulated by the on-site supervisor.

It is a student responsibility to work with organization outside, and in no relation to, George Mason University regarding certification program requirements (i.e. Certified Therapeutic Recreation Specialist (CTRS), Certified Park and Recreation Professional (CPRP), Certified Park and Recreation Executive (CPRE), Certified Playground Safety Inspector (CPSI), Aquatic Facility Operator (AFO), etc.). Certification requirements change frequently and may differ from coursework that is required for degree conferral with George Mason University. We encourage students to be proactive and contact outside organizations for the most up to date certification requirements.

COURSE DELIVER METHOD
Internship

LEARNER OBJECTIVES
At the conclusion of this course, students should be able to:
1. Apply, in an appropriate and professional work setting, theories, concepts, and philosophies learned through previous academic and other experiences;
2. Demonstrate skills and competencies in routine business administration (e.g., accounting and record keeping, planning, public relations, assessments, and staff relations);
3. Apply decision-making and problem-solving skills through the formulation, evaluation and implementation of alternative solutions to problems and approaches to issues;
4. Attend or participate in professional board and committee meetings, conferences, hearings, state meetings, training sessions and workshops in order to acquire practical career enhancing skills;
5. Describe and evaluate the overall agency/company organizational structure and its management philosophy (or corporate culture) and clientele base, as well as the agency's relative position to other local, national and/or global competition in the market place;
6. Assess personal strengths and weaknesses in light of demands and expectations of employment in the various roles and responsibilities assigned in a work setting;
7. Set personal objectives for a career in health promotion and exercise science field utilizing both personal assessment and evaluation by the academic institution and the internship agency; and
8. Compile a list of industry professionals that can be used when seeking full-time employment.

PROFESSIONAL STANDARDS
Further, upon completion of this course, students will meet the following professional accreditation standard for the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT):

7.04 *Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.*

REQUIRED TEXT
Internship manual: A guide for students, faculty and agencies participating in the SRT internship program.

COURSE PERFORMANCE EVALUATION
During the internship, students must fulfill specific requirements and complete specified forms and assignments in order to be evaluated and receive a grade for their internship. These include:
- Attending mandatory internship seminars or complying with other arrangements such as telephone conferencing and/or GMU Town Hall conferencing.
- Working full-time at an approved agency for a minimum of 400 hours (560 for therapeutic recreation students) of professional practice over a period of 10 to 15 consecutive weeks, for no less than 30 hours per week/no more than 40 hours per week.
- Completing *Weekly Progress Reports.*
- Submitting signed copies of the *Midpoint and Final Internship Performance Assessment Forms* completed by the Agency Supervisor after discussion with and agreement by the intern.
- Developing and completing a *Special Project* in cooperation with their Agency Supervisor.
- Meeting with their Agency Supervisor and the University Supervisor during a routine visit at their placement agency. Alternative arrangements are made for those interns based outside the Washington, D.C. metropolitan area.

- Presenting an overview of their internship site work experience and special project at a mandatory closing panel session attended by all working interns, University Supervisor(s), Departmental Internship Program Coordinator, relevant faculty advisors and other staff members, as warranted toward the end of the synthesis course. Other arrangements may be made if the placement site is located outside the Washington D.C. metropolitan area.
- Submitting a *Final Internship Portfolio* which encapsulates the cumulative experience of their internship including an evaluation of the Site, University, and Supervisors.

In addition, the Weekly Progress Reports, Special Project, Final Faculty Presentation, and Final Internship Portfolio have associated rubrics utilized for evaluation.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

COURSE DELIVERY METHOD
This course will be delivered online (76% or more) via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday January 23rd, 2016.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
    o Adobe Acrobat Reader: https://get.adobe.com/reader/
    o Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
    o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Sunday and finish on Saturday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and

participating in course discussions and group interactions.

- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

CORE VALUES COMMITMENT:

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).

- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Weekly Reports Rubric PRLS 490

The internship student will be able to identify, analyze and attempt to resolve challenges experienced during their internship as evidenced in the internship portfolio weekly reports.

The weekly report…	NO Credit	Unsatisfactory	Competent	Highly Competent
… identifies and explains challenges (as reported in the Description of Principle Assignments and Responsibilities)	0	1	2	3
… analyzes challenges (as reported in Rewarding and/or Disappointing/Frustrating Experiences)	0	1	2	3
…utilizes available resources (as reported in any section of the Weekly Report)	0	1	2	3
…explains attempts to overcome challenges and resolve disappointing and/or frustrating experiences (as reported in any section of the Weekly Report)	0	1	2	3

…is written in such a way that it is clearly communicated what assignments, frustrations, challenges, and successes the student completed during the week.	0	1	2	3
…is submitted on time weekly.	0	1	2	3
Total	**0**	**1-6**	**7-12**	**13-18**

Special Project Rubric PRLS 490

The internship student will be able to develop and complete a special project in cooperation with their agency supervisor. The intent is to provide the agency and/or its clientele with a tangible and useful finished resource or service. The project provides the intern with an opportunity to demonstrate and improve their problem solving and communication skills. The project should be realistically and reasonably "doable" and be of interest to the intern.

The project…	NO Credit	Unsatisfactory	Competent	Highly Competent
… is realistically and reasonably "doable" and be of interest to the intern	0	1	2	3
… provides the intern with an opportunity to demonstrate and improve their problem solving and communication skills	0	1	2	3
…provides agency a tangible/useful finished resource or service	0	1	2	3
…was completed in incremental stages throughout the internship	0	1	2	3
…is contained in the students' internship portfolio presented by relevant supporting documentation	0	1	2	3
Total	**0**	**1-5**	**6-10**	**11-15**

Final Panel Presentation Rubric PRLS 490

CRITERIA	High Competence 3	Competence 2	Poor 1	No Credit 0
Presents the nature and scope of the site (services, personnel, onsite supervisor, etc.)				
Describes the operations and strategic admin/mngt of the site				
Presents responsibilities and challenges faced during the internship				
Describes completely the special project				
Demonstrates techniques and processes used by the professionals there				
Identifies foundation of the profession in history, science, and/or philosophy				
Describes design, implementation, and evaluation of a service provided while interning				
Demonstrates good oral presentation skills				
Other: (e.g., use of technology, Powerpoint slides)				

Comments:

Portfolio Rubric PRLS 490

The internship student will complete a portfolio which, at a minimum, encompasses the following areas that the intern has completed throughout their internship experience (*additional information can be found on Appendix 1*):

Section A: Cover Sheet
Section B: Agency Overview
Section C: Overview of Internship Experience
Section D: Special Project
Section E: Report Section
Section F: Final Presentation

In addition, the final portfolio should be submitted on time (*due date to be determined each semester based upon when final grades are to be submitted via Patriotweb by the internship supervisor*) and should exemplify appropriate grammar and writing techniques. The final portfolio is a capstone project, which should reflect evidence of preparation, effort and depth of reflection. Final portfolio presentation

to the internship supervisor should be clean and professional (i.e. in an organized 3 ring binder, bound, and/or orderly when submitted via blackboard).

The final portfolio…	NO Credit	Unsatisfactory	Competent	Highly Competent
… encompasses Section A: Coversheet, of the above mentioned areas.	0	1	2	3
… encompasses Section B: Agency Overview, of the above mentioned areas.	0	1	2	3
… encompasses Section C: Overview of Internship Experience, of the above mentioned areas.	0	1	2	3
… encompasses Section D: Special Project, of the above mentioned areas.	0	1	2	3
… encompasses Section E: Report Section, of the above mentioned areas.	0	1	2	3
… encompasses Section F: Final Presentation, of the above mentioned areas.	0	1	2	3
… exemplifies appropriate grammar and writing techniques	0	1	2	3
…is submitted on time.	0	1	2	3
…reflects evidence of preparation, effort and depth of reflection.	0	1	2	3
…is clean and professional looking.	0	1	2	3
Total	**0**	**1-10**	**11-20**	**21-30**

Grading Scale

The University Supervisor assigns the grade based on the intern meeting the above course requirements. The grade will be either 'Satisfactory' (S) (reflecting a C grade or better for undergraduates) or a 'No Credit' (NC, which is equivalent to a failing grade). Any intern receiving a NC grade for their overall performance in their internship program will be required to begin a new internship, including re-

enrollment and repayment for the 12-credit hours. All coursework and requirements must be completed before the conferral date for graduating seniors.

TENTATIVE COURSE SCHEDULE
Mondays throughout the Internship – Submit weekly reports on Blackboard "Discussion Board" each week

1) Fax or email scanned **Mid-Point Evaluation** after the Site Supervisor goes over the report with you and both of you sign it - 200 (POR) or 280 (TR) hours into the internship.

 2) Contact us to set up a **Site Visit** for approximately one hour along with your site supervisor if you are local and by telephone if you are out of the area.

Faculty Panel Session to provide a presentation of the internship site work to majors a Powerpoint that highlights the special project (15 minutes per presentation). Content should include and how the learning outcomes in PRLS classes were applied in the internship experience.

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