

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
*School of Recreation, Health, and Tourism*  
SPMT 490-001/002—Internship (12)  
*Summer 2020*

DAY/TIME: 30-40 hours/week  
PROFESSOR: Dr. Julie Aylsworth  
OFFICE: 211B Krug Hall, Fairfax

LOCATION: **Job Site**  
EMAIL ADDRESS: jaylswo@gmu.edu

PHONE NUMBER: 703-993-7608

OFFICE HOURS: By appointment

FAX NUMBER: 703-993-2025

PREREQUISITES: 90 hours, SPMT 241 (Practicum), SPMT 475 including SPMT major and 20+ hours in SPMT courses.

### **CATALOG DESCRIPTION**

This paid or voluntary supervised professional experience provides a continuous and structured opportunity to apply principles and skills developed in the classroom to the solution of practical problems in a sport industry setting. This course meets the general education synthesis requirement.

### **COURSE DESCRIPTION**

Work placements are selected by the student, pending approval of faculty supervisor. A minimum period of 10-12 weeks of *full-time employment* is required for sport management students. The internship includes meetings and assignments prior to as well as during the internship.

### **COURSE DELIVERY**

This course is delivered as a *guided* work experience. Part of the course delivery is regular contact with the instructor every week, through weekly reports, monitoring Blackboard announcements and checking student's GMU email account for course-related messages from the instructor.

### **COURSE 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 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 a sport management setting 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.

## 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 disciplines. Sport management interns should be able to connect issues they encounter at the work site to wider intellectual, community or societal concerns. They should strive to improve their written and oral communication skills. When interns come upon an issue at the work place that requires critical thinking, they will be able to apply research skills they have learned to tackle the problem.

Students will comply with the standards of the George Mason University Honor Code. Students are expected to meet all course requirements as listed below as well as fulfill their duties and responsibilities as stipulated by the on-site supervisor. You are representing **George Mason University** and the **Sport Management Program** at your work site. Through your work with your fellow employees and your supervisor(s), you are not only leaving an impression as to your skills, attitude and abilities, you are also providing the individuals you encounter during your internship with a snapshot of our University and our program. **Please take this role very seriously.** We want to be able to place students at your site in the future; we also want our students to be considered for permanent employment at all of these sites.

## REQUIRED READING

\*Lawton, L. J. (2004). *Internship manual: A guide for students, faculty and agencies participating in the HFRR internship program*. Manassas, Virginia: Department of Health, Fitness, and Recreation Resources, George Mason University (or)

\*\***Internship Manual** and other Course Content posted during the semester; **essay instructions**, interview tips, job postings, resume ideas, etc.

## EVALUATION

### Requirements

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 (if interning in the Washington, D.C. metropolitan area) or complying with other arrangements such as telephone conferencing and/or Skype/FaceTime conferencing (if interning outside of the Washington, D.C. metropolitan area);
- Responding **promptly** to emails from your GMU internship instructor of record;
- Working full-time at an approved agency for a minimum of 400 hours of professional practice over a period of 10 to 12 consecutive weeks, for no less than 30 hours per week/no more than 40 hours per week;
- Completing *Weekly Progress Reports* and filing them each Monday (**Posted on Bb**)
- 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 (**posted on Bb**);
- Developing and completing 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 and the site supervisor. **Work on the special project should be considered part of an intern's hours and is to be completed in incremental stages throughout their internship;**

- 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 a power point and 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 ([Appendix 9-Manual](#));
- Joining Linked In, Teamwork Online and Hire Mason;
- *Internship essay of four pages* (see Blackboard under course content), and
- Submitting an internship *portfolio* which encapsulates the cumulative experience of their internship [[Appendix 10– Portfolio Guidelines](#)];
- Student evaluation [[Appendix 11](#)]
- Updating resume (at beginning and end of internship)

### ***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 9-12 credit hours. An ‘Incomplete’ (IN) grade or ‘In Progress’ (IP) may be assigned until all course work requirements are completed and submitted to the University Supervisor, who is responsible for overseeing the internship. Once all requirements have been met, the University Supervisor changes the ‘Incomplete/In Progress’ grade to ‘Satisfactory’ by submitting a *Change of Grade Form* to the Registrar. Credits for this course count toward General Education and Professional Course work for graduation requirements.

### **PROFESSIONAL BEHAVIOR**

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

Professionalism is an important job skill and one by which you will be judged at your job site by co-workers and your supervisors. ‘All times’ includes social gatherings at the office and off-site with those who you work with at your internship.

### **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 (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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