

**George Mason University**  
**College of Education and Human Development**  
**Sport and Recreation Studies**

SRST 798.001 – Master’s Project/Internship  
2 Credits, Fall 2020  
Variable Meeting Days, Times, and Locations

**Faculty**

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**Prerequisites**

Graduate standing

**University Catalog Course Description**

Offers capstone experience to enable students to demonstrate their integrative knowledge and skills accrued through study in their concentration area within Sport and Recreation Studies.

**Course Overview**

After successful completion of SRST 623 and SRST 796: Seminar in Sport and Recreation Studies, the student prepares either (1) a Master’s project based upon an accepted model of social research, which could include quantitative, qualitative, or historical methods or (2) an internship within the confines of the Division of Sport, Recreation, and Tourism. This includes, but is not limited to, Recreation Administration, Sport Management, or Individualized Study in Sport, Recreation, and Tourism.

In the case of a *project*, the student must identify a professor who agrees to act as instructor for this independent course and Master’s project chair. The student and professor will meet on an “as needed” basis throughout the term, with the student taking primary responsibility for the already-identified research topic, methods, and educational support needed in order to complete the project or internship. A minimum of three faculty members will comprise the student’s project committee.

For an *internship*, the student will work primarily with the graduate internship coordinator/instructor of record. The fieldwork capstone is a 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 sport, and tourism industries.

If a student opts for the project option, course enrollment assumes acceptance of the research proposal (if warranted) by the professor and George Mason University's Institutional Review Board (IRB) (if the research does not involve human subjects—e.g., policy research, research using data in the public domain, legal research, or historical research—the ethics review process will occur within the School of Recreation, Health, and Tourism). Further, it is expected that the student has already made any changes as required by the IRB. A formal presentation of the research findings of the Project with appropriate use of visual aids is to be made to the Project Committee. Depending on the type of project approved, the product can include (but not be limited to) a manual, report, business or program plan, film/documentary, or a suitable output as determined by the student, chair, and committee.

For the internship, sport-, recreation-, or tourism-based work placements are selected by the student, pending approval of the graduate internship coordinator/instructor of record. A minimum of 10-12 weeks of employment or volunteerism at approximately 15-20 hours per week at the same site is the expectation for SRST students performing an internship. As an integrative capstone, the internship will expand students' ability to master new content, think critically, practice decision making, and develop lifelong learning skills in the setting of choice. Not only will students engage in an experiential learning experience, they will combine academic theory with applied practice.

### **Course Delivery Method**

This course will be delivered using either an independent study or seminar format.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

For the *project*:

1. Synthesize the professional literature;
2. Apply theories, concepts, practices and philosophies gained through both self-directed and guided learning;
3. Demonstrate the ability to communicate professionally in both written and oral forms;
4. Identify, design, and implement an individual task from among the various concentrations in sport and recreation studies;
5. Develop the foundation for the product or procedure related to their concentration area;
6. Perform preliminary qualitative and/or quantitative research required for the completion of the project;
7. Complete a research proposal leading to the completion of the project;
8. Use information resources and search strategies to identify reliable, reputable sources of information;
9. Organize, synthesize, and evaluate existing literature to address a specific issue within sport and recreation studies;

10. Identify measurement, research design, and data analysis techniques used in a given area of study and evaluate the strengths, weaknesses, and feasibility of each;
11. Select and use appropriate measurement, research design, and data analysis techniques to answer specific research questions based on an understanding of the advantages, disadvantages, and feasibility of each technique;
12. Use appropriate technology to collect, summarize, and analyze data;
13. Interpret research results within the context of specific research question(s) and more broadly within the context of the existing sport and recreation studies literature;
14. Prepare coherent, well-organized abstracts, literature reviews, and research reports in a style consistent with the most recent version of the appropriate documentation style manual; and
15. Present research orally with use of visual aids as appropriate (e.g., presentation software).

For the *internship*:

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 the sport, recreation, and tourism industries utilizing both personal assessment and evaluation by the academic institution and the agency; and
8. Compile a list of industry professionals that can be used when seeking full-time employment.

## **Professional Standards** [Commission of Sport Management Accreditation (COSMA)]

Upon completion of this course, students will have met the following professional standards:

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of COSMA. COSMA (2016, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2016, May). *Accreditation principles manual & guidelines for self-study preparation*. Retrieved November 30, 2016 from <http://www.cosmaweb.org/accreditation-manuals.html>

## **Required Texts**

[Required readings will vary by program concentration and project option. In some cases, these readings may have application to the internship. These are likely to include a style manual and data analytic texts such as:]

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Green, S. B., & Salkind, N. J. (2010). *Using SPSS for Windows and Macintosh: Analyzing and understanding data* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Henderson, K. A., & Bialeschki, M. D. (2010). *Evaluating leisure services: Making enlightened decisions* (3rd ed.). State College, PA: Venture Publishing, Inc.

Turabian, K. L. (2007). *A manual for writers of research papers, theses, and dissertations* (7th ed.). Chicago: University of Chicago Press.

University of Chicago Staff. (Eds.). (2007). *The Chicago manual of style* (16th ed.). Chicago: University of Chicago Press.

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Assignments and/or Examinations**

This course will be graded on a point system, with a total of 100 possible points.

## Requirements

## Points

*Development of Project:* Based on a successful Project proposal in SRST 595, the student revises chapters 1-3 (i.e., introduction, review of literature, methodology), completes the remaining chapters, and works in consultation with the committee chair/director. survey instrument) as appropriate.

*Development of Internship:* For students performing a graduate internship, students are expected to complete quarterly progress reports; submit signed copies of the Midpoint and Final Internship Performance Assessment Forms completed by the Agency Supervisor after discussion with and agreement by the intern; and develop and complete a Special Project in cooperation with their Agency Supervisor. 20

*Final Project:* The Project needs to be typed, double spaced with a standardized font, and submitted to the student's committee at least 10 business days before the scheduled defense date. Using the interactive template from thesis.gmu.edu, the successful Project must include all necessary front matter (e.g., SRST signature sheet, title page, table of contents), abstract, all appropriate chapters, references, and back matter.

*Internship Final Paper:* The internship student will complete an internship paper which, at a minimum, encompasses the following areas that the intern has completed throughout their internship experience: Introduction; Review of Literature; Structure and Function of the Agency Organization; Description and Experiences; and Discussion and Conclusion. Additional details are found in the Internship Paper Template. A final oral presentation recounting the internship is required to the student's committee. The successful paper should reflect evidence of preparation, effort and depth of reflection. 70

*Defense of Final Project:* The written Project must be orally defended to the student's committee with use of visual aids as appropriate.

*Final Paper Presentation:* The PowerPoint presentation to the Seminar and graduate faculty should present the nature and scope of the site; describe the operations and strategic administration/management of the site; present responsibilities and challenges faced during the internship; completely describe the special project; demonstrate techniques and processes used by the site's professionals; identify foundation of the profession in history, science and/or philosophy; describe the design, implementation, and evaluation of a service provided while interning; and demonstrate good oral presentation skills. 10

TOTAL

100

## GRADING SCALE

A = 94 – 100	B+ = 88 – 89	C = 70 – 79
A- = 90 – 93	B = 84 – 87	F = 0 – 69
	B- = 80 – 83	

- **Grading**

Grades will be assigned on an S (satisfactory) or U (unsatisfactory) scale. On this graduate scale, S is equivalent to a B or better, and U is equivalent to a B- or lower. A score of 84 or higher OR an overall indication of “competence” as assessed by the matrix will satisfy satisfactory completion of the course.

**Professional Dispositions**

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

**Class Schedule**

*Project:*

Date	Assignment	Reading
Week 1	Confirmation of negotiated proposal and evaluation criteria	
Week 2	Development of bibliographic resources	
Week 3	Development of bibliographic resources; Submission to mentor	
Week 4	Progress meeting with mentor	
Week 5	Independent research activity	
Week 6	Independent research activity	
Week 7	Independent research activity	
Week 8	Independent research activity	
Week 9	Progress meeting with mentor	
Week 10	Independent research activity	
Week 11	Independent research activity	
Week 12	Independent research activity	
Week 13	Submit project report to mentor	
Week 14	Revision week	
Week 15	Present project to committee	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

*Internship:*

Date	Assignment	Reading
Week 1	Introduction to the course; pre-internship requirements	Attended mandatory in-service, completed all internship agreements

Date	Assignment	Reading
Weekly	Weekly reports	Submission of weekly reports
100 hours completed	Mid-point of internship	Mid-point evaluation
200 hours completed	End of internship	Final evaluation, Presentation, Portfolio

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## 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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**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/students/>.**



## SRST 798 Evaluation Matrix

Student Name \_\_\_\_\_

Date \_\_\_\_\_

**Project Type:**  Master's Project

**Title of Project:**

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Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
<b>Content</b>				
<p><b>Abstract</b></p> <ul style="list-style-type: none"> <li>• Descriptive synopsis of the purpose, methods and conclusions reached at the completion of the project</li> <li>• Description is within the 500-word limitation</li> </ul>	<p>Abstract provides a complete and concise synopsis of the purpose, methods and conclusions reached at the completion of the project study. The abstract is does not go over the 500-word limit in terms of length.</p>	<p>Abstract provides a complete but unclear description of purpose, methods and conclusions reached at the completion of the project study. The abstract is does not go over the 500-word limit in terms of length.</p>	<p>Abstract provides an incomplete OR unclear description of purpose, methods and conclusions reached at the completion of the study. The abstract is does not go over the 500-word limit in terms of length.</p>	<p>Abstract provides an incomplete AND unclear description of purpose, methods and conclusions reached at the completion of the study. The abstract is either too brief or exceeds the 500-word limit.</p>
<p><b>Methods</b></p> <ul style="list-style-type: none"> <li>• Description of data sources and data collection for the study</li> <li>• Description of research design for addressing inquiry questions/problems/hypotheses</li> <li>• Description of the <i>inductive or deductive</i> analytic procedures used in the inquiry</li> </ul>	<p>The study demonstrates an excellent description of <i>data sources, data collection and research design</i>. Moreover, the student presents a thorough description of the analytic procedures used in the inquiry</p>	<p>The student demonstrates competence in the description of the methods used in the study. Some limitations were found related to the research design or of the analytic procedures used in the inquiry.</p>	<p>The student demonstrates <i>marginal</i> understanding of methodology as reflected in the description of <i>data sources, data collection and research design</i> <b>OR</b> in the description of the <i>inductive or deductive</i> analytic procedures used in the inquiry</p>	<p>The student demonstrates <i>little or no</i> understanding of methodology as reflected in the description of <i>data sources, data collection and research design</i> <b>OR</b> in the description of the <i>inductive or deductive</i> analytic procedures used in the inquiry</p>

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
<p><b>Results/Findings</b></p> <ul style="list-style-type: none"> <li>Report of findings obtained from data analyses</li> <li>Evidence of both <i>internal and external</i> validity are presented for assisting in the interpretation of the findings</li> </ul>	<p>The report of the results or findings from the data analysis is thorough, and evidence of both internal and external validity is presented in a convincing manner.</p>	<p>The report of the results or findings from the data analysis is thorough, but evidence of internal or external validity is not thoroughly addressed</p>	<p>The report of the results or findings from the data analysis is not thorough, <b>OR</b> evidence of internal or external validity is not thoroughly addressed</p>	<p>The report of the results or findings from the data analysis is not thorough, <b>AND</b> evidence of internal or external validity is not thoroughly addressed</p>
<p><b>Discussion and Interpretation of Findings</b></p> <ul style="list-style-type: none"> <li>Interpretation of findings in relation to the inquiry questions, literature, and conceptual framework</li> <li>Identification of limitations and validity issues</li> <li>Discussion of implications for research and/or practice in the field</li> <li>Discussion of directions for future inquiry</li> </ul>	<p>The connections between the findings and the inquiry questions, the literature, and the conceptual framework are clear and thorough. The discussion thoroughly addresses the limitations of the study, any validity issues, and study implications for the field or for future inquiry.</p>	<p>The connections between the findings and the inquiry questions, the literature, and the conceptual framework are clear and thorough. Some limitations were noted related to the discussion of the limitations of the study, validity issues, or study implications for the field or for future inquiry.</p>	<p>The connections between the findings and the inquiry questions, the literature, and the conceptual framework are unclear <b>OR</b> not thorough. Considerable limitations found related to the discussion of the limitations of the study, validity issues, or study implications for the field or for future inquiry.</p>	<p>The connections between the findings and the inquiry questions, the literature, and the conceptual framework are unclear <b>AND</b> not thorough. Serious omissions found related to the discussion of the limitations of the study, validity issues, or study implications for the field or for future inquiry.</p>
<p><b>Ethical Considerations</b></p> <ul style="list-style-type: none"> <li>Human Subjects Review Board application approval <i>if required</i></li> <li>Considers issues of social justice</li> <li>Data were collected according to approved HSRB protocol</li> </ul>	<p>The study meets all ethical considerations specified in the quality criteria for ethical considerations.</p>	<p>The study meets all ethical considerations specified in the quality criteria for ethical considerations.</p>	<p>The study meets all ethical considerations specified in the quality criteria for ethical considerations <b>EXCEPT</b> some issues regarding social justice issues exist</p>	<p>The study fails to meet any of the ethical considerations specified in the quality criteria for ethical considerations.</p>
<p><b>Organization and Clarity of Writing</b></p> <ul style="list-style-type: none"> <li>Quality of writing</li> </ul>	<p>Study is outstanding in the quality of the writing,</p>	<p>Study is outstanding in the quality of the writing, but</p>	<p>Study reveals limitations in the quality of the writing and organization <b>OR</b> adherence</p>	<p>Study reveals limitations in the quality of the writing</p>

<b>Criteria</b>	<b>Outstanding (4)</b>	<b>Competent (3)</b>	<b>Minimal (2)</b>	<b>Unsatisfactory (1)</b>
<ul style="list-style-type: none"> <li>• Adherence to Guidelines and appropriate documentation style</li> <li>• Organization of manuscript</li> </ul>	organization, and adherence to the latest edition of the appropriate style manual guidelines for publications	reflects some limitations in organization <b>OR</b> adherence to the latest edition of the appropriate style manual guidelines for publications	to the latest edition of the appropriate style manual guidelines for publications	and organization <b>AND</b> limited adherence to the latest edition of the appropriate style manual guidelines for publications

## SRST 798 Internship Evaluation Rubric: Weekly Reports

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 (0)	Unsatisfactory (1)	Competent (2)	Highly Competent (3)	Score
	0	1-6	7-12	13-18	
... identifies and explains challenges (as reported in the Description of Principle Assignments and Responsibilities)					
... analyzes challenges (as reported in Rewarding and/or Disappointing/Frustrating Experiences)					
...utilizes available resources (as reported in any section of the Weekly Report)					
...explains attempts to overcome challenges and resolve disappointing and/or frustrating experiences (as reported in any section of the Weekly Report)					
...is written in such a way that it is clearly communicated what assignments, frustrations, challenges, and successes the student completed during the week.					
...is submitted on time weekly.					
<b><i>Other Comments</i></b>					<b>Total Score</b>

## SRST 798 Internship Evaluation Rubric: Special Project

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 (0)	Unsatisfactory (1)	Competent (2)	Highly Competent (3)	Score
	0	1-5	6-10	11-15	
... is realistically and reasonably “doable” and be of interest to the intern					
... provides the intern with an opportunity to demonstrate and improve their problem solving and communication skills					
...provides agency a tangible/useful finished resource or service					
...was completed in incremental stages throughout the internship					
...is contained in the students’ internship portfolio presented by relevant supporting documentation					
<i>Other Comments</i>					<b>Total Score</b>

## SRST 798 Internship Evaluation Rubric: Final Presentation

CRITERIA	No Credit (0)	Poor (1)	Competence (2)	High Competence (3)	Score
	0				
Presents the nature and scope of the site (services, personnel, onsite supervisor, etc.)					
Describes the operations and strategic administration/management 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)					
<i><b>Other Comments</b></i>					<b>Total Score</b>

## SRST 798 Internship Evaluation Rubric: Portfolio

The internship student will complete a portfolio which, at a minimum, encompasses the following areas that the intern has completed throughout their internship experience:

- 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 Patriot Web 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 professional (i.e., organized 3 ring binder, bound, and/or orderly when/if submitted via BlackBoard).

The final portfolio...	No Credit (0)	Unsatisfactory (1)	Competent (2)	Highly Competent (3)	Score
	0	1-10	11-20	21-30	
... encompasses Section A: Cover sheet, of the above mentioned areas.					
... encompasses Section B: Agency Overview, of the above mentioned areas.					
... encompasses Section C: Overview of Internship Experience, of the above mentioned areas.					
... encompasses Section D: Special Project, of the above mentioned areas.					
... encompasses Section E: Report Section, of the above mentioned areas.					
... encompasses Section F: Final Presentation, of the above mentioned areas.					

The final portfolio...	No Credit (0)	Unsatisfactory (1)	Competent (2)	Highly Competent (3)	Score
	0	1-10	11-20	21-30	
... exemplifies appropriate grammar and writing techniques					
...is submitted on time.					
...reflects evidence of preparation, effort and depth of reflection.					
...exhibits a clean and professional product.					
<i>Other Comments</i>					<b>Total Score</b>