

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
SPMT 490—Internship (12)
Fall 2014

DAY/TIME:	30-40 hours/week	LOCATION:	Job Site
PROFESSOR:	Craig Esherick	EMAIL ADDRESS:	cesheric@gmu.edu
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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 each 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 the 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 they 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 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. 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 (posted on Blackboard under *Course Content*) 2012

***Other Course Content posted during the semester

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 GMU TownHall 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 (**Appendix 8**);
- 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 and Hire Mason;
- Internship essay (see Blackboard), and
- submitting an internship *portfolio* which encapsulates the cumulative experience of their internship

[Appendix 10– Portfolio Guidelines]);

- Student evaluation [Appendix 11]

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.



Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability

Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University 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 George Mason University Writing Center staff 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/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

CORE VALUES COMMITMENT

The College of Education and Human Development (CEHD) is committed to collaboration, ethical leadership, innovation, research-based practice and social justice. Students are expected to adhere to these principles.

