

**San José State University**  
**Department of Health Science and Recreation**  
**RECL 170B – Internship in Recreation**

**Spring 2017**

**Course and Contact Information**

<b>Instructor:</b>	Joshua Baur, Ph.D.
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<b>Office Hours:</b>	Mondays 2-3 pm Thursdays 10-11 am, or by appointment
<b>Class Days/Time:</b>	N/A – online
<b>Classroom:</b>	N/A - online
<b>Prerequisites:</b>	Upper division standing, RECL 136, RECL 160, RECL 170A.

**Course Format**

This ten (10) unit course is designed to complete a 400 hour internship (paid or volunteer) experience and to prepare recreation majors for their future career. Students are encouraged to critically explore their personal and professional values and career interests while working full-time in an agency or organization under the guidance of a professional mentor.

**As soon as possible, students should make the instructor aware of any extenuating circumstances affecting their participation in this course.**

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

## Course Description

The internship will be a 40-hour per week (full-time, minimum of 12 weeks – 480 hours) in any of a variety of approved agencies or organizations involved in leisure services, parks and recreation, or tourism/commercial recreation.

## Course Purpose

The purpose of this internship is to help students apply classroom knowledge, develop technical skills, develop professional contacts, demonstrate understanding of professional competencies, demonstrate motivation, initiative, and self-confidence through a series of professional activities, programs, and/or special events.

## Course Learning Outcomes (CLO)

1. Be able to identify and relate how your internship has helped you develop creative and critical thinking abilities.
2. Be able to identify at least two (2) ways your internship experience improved your career preparedness (professional development).
3. Student developed.
4. Student developed.

## Examples of Individual Learning Outcomes that could be used for CLO 3, and 4.

- Individual learning outcomes may be developed in areas of:
- Communication and/or collaboration
- Ethics and social responsibility
- Diversity, international relations, and/or multicultural competence
- Civic/public engagement and/or citizenship
- Sustainability
- Healthy habits
- Area-specific expertise or professional specialization
- Programming and/or event planning.

## Expectations

- Complete all hours according to schedule arranged with internship supervisor/mentor
- Regular meetings and exit interview with internship supervisor/mentor
- End of project presentation to agency/organization
- Additional training above main project may be required
- Commitment to SJSU Department of Health Science and Recreation and hosting agency/organization mission and values.

## Internship Process

Below, you will find the general process for any internship. Specific processes and requirements will be determined by your internship supervisor/mentor. *For more details about course requirements, please refer to [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.*

1. View policies and procedures specific to the agency and unit assigned.
  - Within the first week of the internship, finalize student's goals, interests, and areas of improvement to pursue.
  - Review agency/organization expectations and requirements.
  - Discuss next steps (weekly, monthly, end of internship) with supervisor/mentor to finalize internship calendar of activities and experiences.
  - Finalize learning contract
  - Determine schedule/hours, expectations, goals, and project(s) responsibilities
2. Conduct internship – includes regular meetings with supervisor/mentor, and project completion.
3. Prepare and present final presentation to agency team.
4. Participate in exit interview – what did you learn? What are your recommendations for future interns?

### **Learning Contract**

Specific processes and requirements will be determined by the university and your agency/organization supervisor. This may include a specific job description.

### **ASSIGNMENT REQUIREMENTS**

**Assignment 1** – Finalized learning plan – outcomes as explained above, submit a typed description of the finalized learning objectives and anticipated learning activities. This is the final project for RECL 170A.

**Assignment 2** – Narrative Report – End of Internship.

Submit an end of term reflective paper via Canvas discussing your work experience to the Internship Coordinator by the date in the below calendar.

Content to include:

**Introduction** – Provide an accurate description of the organization/agency in which you interned. Provide a summary of the services and programs provided by your host organization.

**Organization structure** – Include the organization's organization chart and identify your position within the organization. Provide your job description, explain the skills, knowledge, and abilities you have developed and discuss areas for improvement.

**Project Description** – Discuss the project you directed in detail and provide examples of the skills you acquired and the connection to the theoretical foundations you have learned as a recreation major. Discuss ways your coursework informed your internship duties.

Discuss the leadership style of your host organization

Provide recommendations and/or new ideas that would improve the program, service, operations, or maximize resources

Discuss how your internship experience has affected your 5-year career goals/plans.

Discuss your plan for achieving those career goals.

Identify ways that this internship might be improved for future students.

**Assignment 3** – Supervisor Evaluation of Intern

## Grading Policy

### GRADING CRITERIA

#### GRADING RUBRIC

GRADE	STANDARD
A	Excellent, scholarly, advanced college level work; original ideas, evidence of critical thinking, impressive delivery and accurate APA grammar and format
B	Very good college level work; exceeds requirements, thought provoking, relevant analysis, minor APA grammar and format errors
C	Acceptable college level work; content addressed requirements satisfactorily, needs more depth of thought and analysis, APA grammar and format needs attention
D	Poor college level work; not all assignment objectives addressed, lacks original thought and analysis, content vague and irrelevant, needs significant attention to APA grammar and format
F	Failed to meet assignment requirements on many levels. Should meet with the instructor for guidance on future assignments

#### GRADING SCALE

A+ = 97 – 100%	B+ = 87 – 89.9%	C+ = 77 – 79.9%	D+ = 67 – 69.9%
A = 93 – 96.9%	B = 83 – 86.9%	C = 73 – 76.9%	D = 63 – 66.9%
A- = 90 – 92.9%	B- = 80 – 82.9%	C- = 70 – 72.9%	D- = 60 – 62.9%
59.9% and below = F			

**This course is Credit or No Credit. You must earn at least a 70% to pass/credit.**

#### ASSIGNMENT VALUES

The semester grade is based on the accumulation of points and is **not** subject to a curve.

<u>ASSIGNMENT</u>	<u>POINTS</u>	<u>PERCENTAGE</u>
Assignment 1	30	30%
Assignment 2	40	40%
Assignment 3	<u>30</u>	<u>30%</u>
Points	100	100%

#### NOTES FOR SUCCESS

- Take responsibility for your own learning.
- Take pride in your work as it represents you.
- You are responsible to make up the content of classes missed by being informed and aware of current topics and due dates.
- We will discuss all assignments in detail during class. Please be prepared to ask questions and get specific answers at that time.
- When in doubt, consult the course syllabus. If still in doubt, contact me.

## Resume Support/Assistance

- Contact Nellie Rochon-Ellis, at the CASA Career Center - <http://www.sjsu.edu/careercenter/casa/>  
Email: [Nellie.rochon-ellis@sjsu.edu](mailto:Nellie.rochon-ellis@sjsu.edu)

## University Policies

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

### Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record any whole or part of a course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

## **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

## **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

# RECL 170B / Recreation Internship

## Spring 2017 Course Schedule

*Topics and assignments subject to change based on class instructional needs and speaker availability.  
Notification of change will be posted on course website.*

### Course Schedule

Week	Date	Topics	Readings	Assignments	CLO
1	1/26	No class meeting			
2	1/30	Familiarize yourself with host organization	Review Canvas resources	Commence internship (40 hours/week)	
3	2/6	Internship Experience		40 hours/week	1, 2, 3, 4
4	2/13	Internship Experience		40 hours/week <b>Assignment 1</b>	1, 2, 3, 4
5	2/20	Internship Experience		40 hours/week	1, 2, 3, 4
6	2/27	Internship Experience		40 hours/week	1, 2, 3, 4
7	3/6	Internship Experience		40 hours/week	1, 2, 3, 4
8	3/13	Internship Experience		40 hours/week	1, 2, 3, 4
9	3/20	Internship Experience		40 hours/week	1, 2, 3, 4
10	3/27	Internship Experience		40 hours/week	1, 2, 3, 4
11	4/3	Internship Experience		40 hours/week	1, 2, 3, 4
12	4/10	Internship Experience		40 hours/week	1, 2, 3, 4
13	4/17	Internship Experience		40 hours/week	1, 2, 3, 4
14	4/24	Internship Experience		40 hours/week	1, 2, 3, 4
15	5/1	Internship Experience		40 hours/week	1, 2, 3, 4
16	5/8	<b>Last day of internship (exact date depends on negotiation and contract with supervisor)</b>		<b>Assignment 2</b>	1, 2, 3, 4
17	5/15			<b>Assignment 3</b>	



