

**Department of Kinesiology, Sport, and Leisure Studies
College of Education and Graduate Studies
Grambling State University**

Course Syllabus

Producing knowledgeable, skilled, and compassionate educators and other school professionals in the place “Where Everybody is Somebody.”

Course: REC 225-Fieldbased Practicum

Instructor: _____

Semester Hours: _____

Room: _____

Semester Offered: _____

Office Phone: _____

Email: _____

Pre-Requisite(s):

None

Course Description

This course is designed to afford hands-on, supervised work experiences in health and physical education, sport management, and leisure studies at approved career field agencies and organization. Credit hours are available on a variable basis. A 100 clock hour minimum requirement must be satisfied before enrolling in REC 415- Seminar in Recreation and REC 416–Internship in Recreation. By course completion, internship placement for REC 416 must be confirmed and approved by the internship supervisor.

Rationale

Field base practicum is design to provide students studying in the field of recreation and leisure services with exposure of the profession. The course provides students with the opportunity to experience hands-on, supervised work experiences in health, physical education, sport management, recreation, and leisure studies at approved career field agencies and organization. Additionally, fieldwork practicum provides students with an overview of specialized areas and the opportunity to determine their interests, strengths, and capabilities. Students will be able to observe on-goings and apply competencies to practical situations..

Conceptual Framework Theme and Selected Program Outcomes for this Course

Through broad-based curricula, consisting of performance- based assessment, research- based instruction and strategic field experience, the Kinesiology, Sport and Leisure Studies program at Grambling State University graduate Leisure Studies professional leaders. Content, professional knowledge, skills and dispositions enable professional Leisure Studies educators to help all students reach their full potential. The department recognizes and adheres to the standards and evaluative criteria set forth by **the Council on Accreditation of the National Recreational and Park Association (NRPA) and American Association for Leisure and Recreation (AALR)**

Disability Services for Students

Grambling State University maintains the Office of Disability Services for Students (DSS) to help assure compliance with the rules and regulations set forth by various congressional acts, i.e.,

the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) 1990. This office has created an atmosphere of opportunity by providing services and mediating considerations for students.

The primary goal of the Office of Disability Services for Students is to ensure access for students with documented disabilities. We encourage students to take control of their own learning and to discuss the means for arranging types of appropriate support. In addition, we serve as an advocate for students in determining appropriate considerations.

The Office of Disability Services is located in the GSU Student Counseling Wellness and Resource Center, it is recommend that you read the handbook located on the GSU webpage, as it will be a useful reference throughout college and beyond or visit and/or call the center on campus 318-274-3277.

Course Objectives and Corresponding Program Outcomes

As the student progress through the course, participate in learning activities, complete course assignments and acquire competencies, they will demonstrate mastery of the following objectives at a minimum of 80% accuracy. Students will:

1. Observe techniques and processes by professionals and workers in the various recreation industries (7.01)
2. Knowledge of the nature and scope of the relevant park, recreation or related professions and their associated industries. (7.01)
3. Complete an observation/ participation fieldwork experience in a recreation and leisure service industry, physical education, or sport management (7.01)
4. Demonstrate a conception of the role of the agency supervisor via role observation. (7.01)
5. Observe and describe program planning, implementation, and evaluation, of hands-on experiences as approved by agency supervisor. (7.02)
6. Observe the proper use and care of equipment, facilities, etc.
7. Understand the rules regulations and policies of the agency, and directives of the agency supervisor. (7.03)
8. Inquire into the administration, management, policies and procedures, of various park recreation, tourism and related industries 7.03)

Materials

Student will be provided with a field base handbook as a guide.

Course Requirements

The following requirements are outline for the class:

- 1 .Daily attendance to field base practicum site. Make sure you are on-time.
- 2 Complete course competencies with a 70% minimum attainment level. The 100 clock hours must be completed by the end of the semester, NO EXCEPTION.
3. Communicate with university and agency supervisors as required.
4. Submit all assignments in on time, NO EXCEPTION.
5. Read the memorandum in the student manual regularly regarding Student Academic Progress.
6. Documentation MUST be provided to demonstrate 100 clock hour attainment, NO EXECPTION.

7. A notebook/portfolio MUST be developed detailing/describing ALL “activities” during REC 225 to include the following: A title page, table of contents, time sheets, articles, midterm evaluation, supervisor’s final evaluation. Supplemental documents are accepted, for example you may include’ if permitted by your supervisor, pictures, schedules, calendars etc. Additional information regarding the portfolio may be found in the student field basehandbook. Notebook/Portfolio must be “formally” developed on the basis of a “college level student”.
8. The following forms found in the student hand book must be completed by the Field base student: Form A. The Field Base Application, Form B. Agency Profile.
9. Weekly summaries will completed by the student and submitted to the field base instructor.
10. REC 225 field base students should seek to complete their practicum outside of G.S.U. Campus.
11. Field base practicum agencies MUST be approved by the teacher of record.

Evaluation Procedures

Students will be evaluated by the agency supervisor and university supervisor, as well by performance on other class assignments and class work. Note the following:

Agency supervisor documentation and evaluation	25 points
Notebook/Portfolio	100 points
2 articles @ 50 points each	100 points
In class work and activities must be present to receive points	25 points
Career Portfolio	<u>50 points</u>
Total =	300 points

Grading Scale:

300-270 = A
 269-240 = B
 239-210 = C
 209-180 = D
 179-0 = F

Changes to the Syllabus: The syllabus can be changed to ensure adequate student progress.

Please Note: Rules for an incomplete (“I”) will be strictly enforced. Current policy transforms an “I” to “F” immediately and this will affect your ability to secure financial aid.

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Course Schedule and Outline and Due Dates

Week 1	Class Orientation, Complete Form A- Field base Application, discuss and begin Career Portfolio
Week 2	Read and discuss Field base Handbook, Complete KSLS Signatures.
Week 3	Report to the site. First paper due agency profile- form B. This form is to be returned by Moodle to instructor and keep a reserved copy for your portfolio.
Week 4	Report to the site, complete summary.
Week 5 & 6	Report to the site, complete summary.
Week 7	Report to the site, Supervisors Midterm Evaluation due (March 3, 2019).
Week 8	Report to site, complete weekly report, Second paper due again send to instructor by Moodle and reserve a copy for your portfolio.
Week 9	Report to site and complete weekly report.
Week 10	Report to site.
Week 11	Report to site and complete weekly report.
Week 12	Report to site and complete weekly report.
Week 13	Report to site and complete weekly report.
Week 14	Report to Grambling, Supervisor's submits final evaluation of student via email Student complete their final evaluation of site,

Class Format, Reflection Process and Teaching Strategies Used in the Course

This course is web enhanced and will also be taught through traditional, active learning and electronic modes using lecture, discussion, group activities, multimedia presentations and on-line/ internet enriched assignments. Collaborative learning groups will be formed to promote diversity, encourage group discussions, and to enhance the group process.

Technology Infused into This Course

Under graduates will be required to use Moodle, E-mail, and the internet. Smart Boards or Power Point may be used for individual/group class presentations.

Special Note: The course instructor reserves the right to make any and all required adjustments to the course sequence as deemed appropriate.