**WESTERN CAROLINA UNIVERSITY**

**Department of Human Services: Parks and Recreation Management**

**Capstone Internship: PRM 483 (3 credits) and PRM 484 (3 credits)**

**Course Catalog Description:**

**PRM 483 Capstone Internship in PRM I**

**PRM 484 Capstone Internship in PRM II**

**Pre-requisite for both: PRM 370: Capstone Internship Orientation**

The Capstone Internship in Parks & Recreation Management (PRM) is a culminating professional experience that allows students to connect theory and practice. Students select an agency and position that represents their professional career path of study in PRM. Students are able to build a professional network, focus their aptitude for certain types of work, and develop transferrable skills that can be applied to a new or existing job. PRM 483 Capstone Internship I (200 hours) is usually taken in conjunction with PRM 484 Capstone Internship II (200 hours) to complete the required, 400-hour internship. We do NOT recommend you take any other classes with the capstone internship. PRM 483 and 484 are on an A, B, C, D, F grading scale.

**How much does Summer School Cost?** <https://www.wcu.edu/learn/summer-school/tuition.aspx>

**Credit hours:**

**PRM 483 = Capstone Internship I (3 credit hours)**

**PRM 484 = Capstone Internship II (3 credit hours)**

**PRM Faculty Supervisors:**

|  |  |
| --- | --- |
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**I. Course Objectives for the Capstone Internship:** *During the capstone internship, students will:*

1. Demonstrate an awareness of recreation and leisure service organizational structure, techniques, and procedures (7.04).

2. Develop professional behavior including effective communication, organizational, and time management skills through guided practice and/or mentoring (7.04).

3. Accept and utilize constructive suggestions to improve performance (7.04).

4. Gain professional experience in an area of interest in the parks & recreation industry (7.04).

5. Develop a comprehensive, professional portfolio highlighting their work in the degree program (7.04).

**II. Value of the Course**: The student may have the opportunity to…

1. Build a professional network

2. Gain a professional recommendation

3. Develop their aptitude for certain types of work

4. Apply theoretical coursework to “real-world” practice

5. Develop transferable skills that can be applied to a new or existing job.

**III. Work Sites:** Students are encouraged to select a site or agency, that enables them to gain a broad range of experiences. The site or agency should be tailored to the student’s interests and PRM professional career path. PRM 370: Capstone Internship Orientation will provide students with the skills, resources, and opportunities to research and secure an internship experience. The Center for Career & Professional Development (CCPD) is also an excellent resource for students to explore internship opportunities. <https://www.wcu.edu/learn/academic-enrichment/ccpd/internships.aspx>

**IV. Required Hours of Work:**

During the capstone internship, students are required to work a minimum of 400 hours.

**V. The Internship Process:**

PRM students will be required to complete an Internship Orientation session with Dean Paulk at the Center for Career & Professional Development (CCPD), prior to beginning their capstone internship. The JobCat process requires the student to complete an online application and submit a comprehensive job description. These tasks must be completed BEFORE the student receives clearance to begin the capstone internship.

The CCPD will coordinate all paperwork, timesheets, and evaluations for the capstone internship. Students will be required to submit their Reflection Paper in JobCat as one of the final procedures for the capstone.

Students will also be responsible for submitting academic coursework through Blackboard by the required due dates and establishing a “connection plan” with their PRM faculty supervisor. The academic coursework includes; connection plan, bi-monthly reflection logs, PRM capstone portfolio, and a comprehensive reflection paper with visual representation of your internship.

**VI. Capstone Internship Requirements:**

1. Completion of Capstone Internship Paperwork through the JobCat2.0 online portal. (Experiential Learning Application)

(a) Student contact information

(b) PRM courses listed (PRM 483 and 484)

(c) Start and ending dates; compensation, hours per week

(d) Agreeing to the Professional & Ethical Code of Conduct

(e) Detailed job/internship description (duties) (Internship Placement Form)

(f) Supervisor name, title, and complete contact information

\*\*Upon completion of the initial CCPD online information, the capstone internship agency/organization will receive a contract from WCU outlining the internship agreement.

2. Consistent recording of internship hours through JobCat2.0 portal. (Timesheet)

(a) PRM faculty will be reviewing hours on a bi-monthly (every 2 weeks) basis.

3. Complete PRM academic requirements for the capstone internship.

(a) Submit hours worked bi-monthly (every 2 weeks) in JobCat2.0.

(b) Answer bi-monthly reflection questions related to internship and submit online through Blackboard assignment module by the due dates.

(c) Establish a “connection plan” with your PRM faculty supervisor and coordinate a mid-internship check in protocol.

(d) Write a comprehensive reflection paper while adhering to all required elements and submitting online through Blackboard and to the JobCat portal by the due date.

(e) Submit your PRM Capstone Portfolio with all required elements.

4. Complete Evaluations of your capstone internship.

(a) Self-Evaluation: completed at the end of your capstone internship through the JobCat2.0 portal.

(b) Program/Agency Evaluation: complete an evaluation of the agency or organization you interned with. This evaluation will be completed through the JobCat2.0 portal.

5. Agency Evaluations

(a) The CCPD will send reminders to your agency supervisor to complete a mid-internship and final internship evaluation of your performance.

**VII. Methods of Evaluation**: Grades for each course will be based on the following:

1. Bi-monthly reflections and time sheets 25%

2. Reflection Paper 25%

3. PRM Capstone Portfolio 25%

4. Evaluations and connection plan/check in 25%

**PRM 483: Capstone Internship I**

|  |  |
| --- | --- |
| **Assignments** | **Points** |
| Bi-monthly reflections and time sheets | 125 |
| Connection Plan with PRM Faculty | 25 |
| Mid-Internship Evaluation from Site Supervisor | 25 |
| Mid-Internship Check in with PRM Faculty Supervisor | 50 |
| Reflection Paper (COAPRT 7.04) | 250 |
| Total | 475 |

**PRM 484: Capstone Internship II**

|  |  |
| --- | --- |
| **Assignments** | **Points** |
| Bi-monthly reflections and time sheets | 125 |
| Self-Evaluation & Program/Agency Evaluation of internship | 50 |
| Final Evaluation from Site Supervisor | 100 |
| PRM Capstone Portfolio (COAPRT 7.04) | 250 |
| Total | 525 |

**Overall Total Points for Capstone Internship = 1,000**

**Grading Scale:**

|  |  |  |  |
| --- | --- | --- | --- |
| A | 93-100% | C | 73-76.9% |
| A- | 90-92% | C- | 70-72.9% |
| B+ | 87-89.9% | D+ | 67-69.9% |
| B | 83-86.9% | D | 63-66.9% |
| B- | 80-82.9% | D- | 60-62.9% |
| C+ | 77-79.9% | F | Below 60% |

**VIII. Evaluation Method Descriptions: (See Rubrics in Section XI)**

**1. Bi-Monthly (every 2 weeks) reflections and time sheets (250 points total)**

(a) Students will submit their time sheets (daily/weekly hours) online through the JobCat2.0 portal. PRM faculty will have access to review these time sheets to ensure students are on track to complete the 400 required hours of the capstone internship.

(b) Bi-monthly reflections will be submitted online through Blackboard. \*\*Reflections not submitted in a timely manner will receive a lower grade.

*Please use complete sentences and answer in order of the format below.*

a. Write a brief summary of your jobs, tasks and duties during the past two weeks.

b. Summarize new experiences, including a description of the skills, knowledge, and abilities you used. How did you handle problems you encountered?

c. Identify skills and knowledge areas in which you felt deficient. Discuss plans for improving your performance.

d. Comment on how you are feeling about the experiences so far.

e. Describe situations you have observed during the past 2 weeks that you thought were interesting and/or beneficial to your professional development.

**2. Connection Plan and Check In Protocol with PRM Faculty Supervisor (25 points)**

Students must establish a connection plan and check in protocol with their PRM Faculty Supervisor PRIOR to beginning the capstone internship. It is recommended that students meet with their PRM Faculty Supervisor during the semester preceding their capstone internship to establish these parameters. Students will be asked to record this connection plan in the appropriate Bb assignment module during the first 2 weeks of the capstone internship.

**3. Mid-Internship Check In with PRM Faculty Supervisor (50 points)**

From the connection plan, students and their PRM faculty supervisor will coordinate and schedule a mid- internship check in. This could be a phone call or site visit.

**4. Agency Evaluations (125 points total)**

The CCPD will provide mid-internship (25 points) and final internship (100 points) evaluations to agency supervisors through an online reporting system. Email notifications will be sent to agency supervisors to complete the evaluations in a timely manner. PRM faculty supervisors will have access to these evaluations upon completion.

Final Internship Evaluation = 100 points

PRM faculty will review the evaluation and award points based on the information received. Students may receive less than 100 points if their performance is considered “below average” from their agency supervisor.

**5. Self & Program Evaluations (50 points)**

Students will have access to a self-evaluation and a program (agency) evaluation through the CCPD JobCat2.0 portal. These evaluations will be completed near the end of the capstone internship. The CCPD will make these evaluations available to PRM faculty supervisors.

**6. Reflection Paper (250 points)** (COAPRT 7.04)

As part of the capstone internship, students will be required to reflect upon their experiences. Please type using APA format, MS Word, 12-point font, double-spaced, complete sentences and paragraphs, error-free and well-written. The reflection paper should be 5-7 pages in length.

For assistance with APA format, refer to this link: <http://www.macmillanhighered.com/BrainHoney/Resource/6698/digital_first_content/trunk/test/writershelp2e/asset/pdfs/Hacker-Gibs-APA-Educ-2010.pdf>

**The reflection paper will be submitted in the appropriate Bb assignment module AND the JobCat portal by the due date.** To submit the Reflection Paper (titled “Semester Report” in JobCat), go to jobcat.wcu.edu, click on My Account>Internship, then click on the Semester Report link.  Click on the button to upload the file.  If the file is too large, please e-mail it to Dean Paulk at [dspaulk@wcu.edu](mailto:dspaulk@wcu.edu).

**The following content should be included in the reflection paper:**

1. Brief history, mission, and organizational structure of your internship agency.

2. Description of student’s internship duties

3. Intern’s reflection on the internship experience:

a. Share one or more defining moments of the internship (both good and bad).

b. What did you learn about yourself?

c. Did the internship experience meet your expectations? Why or why not?

d. Provide an example(s) of constructive suggestions given to you by your manager or supervisor which you implemented to improve your performance.

e. What specific skills related to effective communication, organization, and time management did you develop during your internship?

f. Describe other skills (technical, industry related, procedural, instructional, etc) which you developed during your internship.

g. What would you have done differently in pursuit of and during this internship?

j. Did PRM courses adequately prepare for your internship? Explain why or why not and provide examples.

i. What were the strengths and weaknesses of this internship?

j. Would you recommend this site to future interns? Explain why or why not.

k. Please provide additional reflection and comments. Provide some “words of wisdom” or a quote to help summarize your capstone experience.

4. How did this internship help you gain professional experience in your area of interest in the parks and recreation industry? Provide examples.

5. Discuss your plans post internship. Are you finished with your degree? Do you have more courses to complete? What jobs are you applying for? Can you see yourself working for this company in the future? Where do you see yourself in 5 years?”

6. Conclusion and summary

7. APA Citations

8. \*\*Include 5-10 visual images to help support your points in the reflection paper. For example, if you discuss a certain type of tool or technique you used, provide a photo and reference it in your paper by stating, “*Refer to Figure 1 in Appendix A for a visual representation of the log bridge I constructed using hand tools*.”

**7. PRM Capstone Portfolio (250 points)** (COAPRT 7.04)

As a requirement in PRM 370, students create and revise their digital portfolio utilizing the Linked In platform. For the PRM Capstone Portfolio, students will update their Linked In profile with the requirements below AND compile a comprehensive portfolio of their work in a pdf format.

The PRM Capstone Portfolio will be submitted in Blackboard. Send an email to your PRM faculty supervisor when you have updated your Linked In Profile. \*You may also schedule an individual meeting with your PRM faculty supervisor to review these requirements in person, please print/bind your portfolio for a face to face meeting.

**Linked In Profile Requirements**

a. Current photo of student

b. Personal Summary/Introduction: Well written, professional. Include uploaded copy of current resume and if applicable, your outdoor resume.

c. Experience (work, internships, volunteer) with accurate descriptions utilizing action verbs.

d. Education (WCU, community colleges, study abroad, other)

e. Certifications (date obtained, date expires)

f. Courses (Relevant to professional career, include course title)

g. Projects (Include course title, description of project or abstract). Must include the following: PRM 361, PRM 430, PRM 461, PRM 495 and other relevant examples of high quality work or projects you have produced, such as Tent Peg article).

h. Honors and Awards\* (include Chancellor’s List, Dean’s List, Scholarships, etc.) \*if applicable

i. Professional presentations (NCUR, Undergraduate Research Symposium, Senior Seminar Conference, AEC, NCRPA, ACA, etc) \*Everyone should have Senior Seminar Conference presentation, others are only if applicable.

j. Organizations\* (NCRPA, NRPA, ACA, AEE, WEA, fraternity, sorority, professional organizations, club sports, sport teams, PRM Club, other campus or community organizations). \*if applicable

**Capstone Portfolio (pdf version)**

\*\**Between each section, noted with an\*, please place a divider page with the title of what comes next*.

a. Title Page (full name, address, phone number, email, date)

b. Table of Contents

c. Resume

d. Outdoor Resume/Activity Log (if applicable)\*

e. Certifications (photos of cards or listing of certifications with date obtained and date expires)\*

f. PRM 361 Project\*

g. PRM 430 Project\*

h. PRM 461 Project\*

i. PRM 495 Research Paper\*

j. Tent Peg article (if applicable)\*

k. Honors and Awards\* (include NCUR, Undergraduate Research Symposium, Chancellor’s List, Dean’s List, Scholarships, etc.) \*if applicable

l. Other assignments or projects that represent quality work related to your professional career path.\*

m. Additional materials such as photos, photo of poster presentations, creative pieces, reference letters, etc.\*

*If student has not completed one of the courses listed above, there should be a “placeholder” page for that course’s project within the portfolio.*

**IX. Issues & Concerns**

Capstone Internships are a required component of the PRM curriculum and provide tremendous experience value for participants. Yet, situations may arise where a student is confronted with an issue or concern that may impact the completion of the capstone internship. This is why it is extremely important to establish a connection plan with your PRM faculty supervisor and alert them to any changes in work status.

**X. Site Visits by PRM Faculty Supervisors**

It is not feasibly possible to visit every capstone intern, yet when you establish your connection plan and check in protocol, it is important to determine if a site visit is doable. These visits are an excellent opportunity to share your experience with PRM faculty and establish a network contact for the program.

**XI. Rubrics for Capstone Requirements:**

**1. Bi-Monthly Reflection Journal Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Unsatisfactory-Beginning** | **Developing** | **Accomplished** | **Exemplary** | **Total** |
| **Content**  **Reflection** | **0-15 points** | **16-19 points** | **20-24 points** | **25 points** | **/**25 |
| Reflection lacks critical thinking. Superficial connections are made with key PRM program concepts. | Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key PRM program concepts and theories. Minimal connections made through explanations, inferences, and/or examples. | Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key PRM concepts and theories. Connections made through explanations, inferences, and/or examples. | Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key PRM program concepts and theories, Insightful and relevant connections made through contextual explanations, inferences, and examples. |
| **Personal Growth** | **0-10 points** | **9-11 points** | **12-14 points** | **15 points** | **/**15 |
| Conveys inadequate evidence of reflection on own work in response to the self-reflection questions posed. Personal growth and awareness are not evident and/or demonstrates a neutral experience with negligible personal impact. Lacks enough inferences, examples, personal insights and challenges, and/or future implications are overlooked. | Conveys limited evidence of reflection on own work in response to the self-reflection questions posed. Demonstrates less than adequate personal growth and awareness through few or simplistic inferences made, examples, insights, and/or challenges that are not well developed. Minimal thought of the future implications of current experience. | Conveys evidence of reflection on own work with a personal response to the self-reflection questions posed. Demonstrates satisfactory personal growth and awareness through some inferences made, examples, insights, and challenges. Some thought of the future implications of current experience. | Conveys strong evidence of reflection on own work with a personal response to the self-reflection questions posed. Demonstrates significant personal growth and awareness of deeper meaning through inferences made, examples, well developed insights, and substantial depth in perceptions and challenges. Synthesizes current experience into future implications. |
| **Writing Quality** | **0-5 points** | **6-7 points** | **8-9 points** | **10 points** | **/**10 |
| Poor writing style, and/or frequent errors in grammar, punctuation, usage, and spelling. Needs work. | Average and/or casual writing style that is sometimes unclear and/or with some errors in grammar, punctuation, usage, and spelling. | Above average writing style and logically organized, with minor errors in grammar, punctuation, usage, and spelling. | Well written and clearly organized, characterized by elements of a strong writing style and basically free from grammar, punctuation, usage, and spelling errors. |
| **Timeliness** | **Deduct 10 points** | **Deduct 6-9 points** | **Deduct 1-5 points** | **0 points deducted** | **/--** |
| Journal reflection is submitted more than 3 weeks later than anticipated deadline. | Journal reflection is submitted up to 2 weeks later than anticipated deadline. | Journal reflection is submitted up to one week later than anticipated deadline. | Journal reflection is submitted on or before deadline. |
| **TOTAL POINTS (sum of 4 Criteria)** | | | | | **/50** |

**2. Connection Plan/Check In Rubric (25 points)**

|  |  |
| --- | --- |
| Accomplished in a timely manner, PRIOR to capstone internship start.  Well thought out, organized, clear expectations, student initiates meeting and contact. | 25 points |
| Accomplished within the first two weeks of the student’s capstone internship. Student may or may not have initiated the contact. Organized, clear expectations. | 20 points |
| Instructor initiates contact (may include multiple attempts). Plan is completed more than two weeks after capstone internship begins. | 15 points |
| No contact, no plan. | 0 points |

**3. Mid-Internship Check In with PRM Faculty Supervisor (50 points)**

|  |  |
| --- | --- |
| Accomplished in a timely manner with good communication between student and instructor. Check in via site visit, phone call, email, meeting, etc. | 40-50 points |
| Instructor repeatedly tries to contact student with little success. A meeting, phone call or site visit may be scheduled at a later date. | 0-40 points |
| Student never replies to repeated attempts for contact. No check in was completed. | 0 points |

**4. Agency Evaluations (125 points total)**

Mid-Internship Evaluation (25 points)

PRM faculty will review the evaluation and award points based on the information received. Students may receive less than 25 points if their performance is considered “below average” from their agency supervisor.

Final Internship Evaluation = 100 points

PRM faculty will review the evaluation and award points based on the information received. Students may receive less than 100 points if their performance is considered “below average” from their agency supervisor.

**5. Self & Program Evaluations (50 points)**

Self-Evaluation through JobCat: 25 points if completed by end of capstone internship.

Program Evaluation through JobCat: 25 points if completed by end of capstone internship.

**6. PRM Capstone Internship Reflection Paper Rubric (250 points)** (COAPRT 7.04)

Outstanding= Met all criteria, professional, well written, organized, no errors.

Average= Missing at least 2 required items. Could be more professional, several errors.

Fair= Missing 2 or more required items. Does not display professionalism, poorly organized, multiple errors

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Outstanding** | **Average** | **Fair** | **Actual Points** | **Comments** |
| 1. Brief history, mission, and organizational structure of your internship agency. | 15 points | 12 points | 9 points |  |  |
| 2. Description of student’s internship duties. | 15 points | 12 points | 9 points |  |  |
| 3. Intern’s reflection on the internship experience: |  |  |  |  |  |
| a. Share one or more defining moments of the internship (both good and bad). | 15 points | 12 points | 9 points |  |  |
| b. What did you learn about yourself? | 15 points | 12 points | 9 points |  |  |
| c. Did the internship experience meet your expectations? Why or why not? | 15 points | 12 points | 9 points |  |  |
| d. Provide an example(s) of constructive suggestions given to you by your manager or supervisor which you implemented to improve your performance. | 15 points | 12 points | 9 points |  |  |
| e. What specific skills related to effective communication, organization, and time management did you develop during your internship? | 15 points | 12 points | 9 points |  |  |
| f. Describe other skills (technical, industry related, procedural, instructional, etc) which you developed during your internship. | 15 points | 12 points | 9 points |  |  |
| g. What would you have done differently in pursuit of and during this internship? | 15 points | 12 points | 9 points |  |  |
| j. Did PRM courses adequately prepare for your internship? Explain why or why not and provide examples. | 15 points | 12 points | 9 points |  |  |
| i. What were the strengths and weaknesses of this internship? | 15 points | 12 points | 9 points |  |  |
| j. Would you recommend this site to future interns? Explain why or why not. | 15 points | 12 points | 9 points |  |  |
| k. Please provide additional reflection and comments. Provide some “words of wisdom” or a quote to help summarize your capstone experience. | 15 points | 12 points | 9 points |  |  |
| 4. How did this internship help you gain professional experience in your area of interest in the parks and recreation industry? Provide examples. | 15 points | 12 points | 9 points |  |  |
| 5. Discuss your plans post internship. Are you finished with your degree? Do you have more courses to complete? What jobs are you applying for? Can you see yourself working for this company in the future? Where do you see yourself in 5 years?” | 15 points | 12 points | 9 points |  |  |
| 6. Conclusion and summary | 10 points | 8 points | 6 points |  |  |
| 7. APA Citations | Correct formatting.  5 points | Mostly correct formatting.  3 points | No citations given.  0 points |  |  |
| \*\*Include 5-10 visual images to help support your points in the reflection paper. For example, if you discuss a certain type of tool or technique you used, provide a photo and reference it in your paper by stating, “*Refer to Figure 1 in Appendix A for a visual representation of the log bridge I constructed using hand tools*.” | 5 or more visuals included, proper format, adds to reflection paper.  10 points | Less than 5 visuals included.  6 points | No visuals included.  0 points |  |  |
|  |  |  | Total Points  (250 possible) |  |  |

**7. PRM Capstone Portfolio Rubric (LinkedIn Profile) Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Outstanding= Met all criteria, professional.

Average= Missing at least 2 required items. Could be more professional.

Fair= Missing 2 or more required items. Does not display professionalism.

*\*For items that do not have point values assigned, instruction discretion for awarding points.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Headings & Criteria** | **Outstanding** | **Average** | **Fair** | **Actual Points** | **Comments** |
| **Required\*** |  |  |  |  |  |
| I. **Opening Section/Introduction:\***  a. Professional looking, nice photo, preferably a head shot  Background photo is optional, landscape/panorama preferred  b. Headline: tell about yourself, concise, memorable | 20 | 16 | 13 |  |  |
| II. **Professional Summary:\*** (within Introduction section) what motivates you, what are your skills, what do you want to do next. Concise, confident.  a. Upload current professional resume.  b. Upload current outdoor resume/activity log (if applicable) | 10 | 8 | 6 |  |  |
| III. **Experience:\*** jobs, internships, volunteer work experiences you have held (found on your resume), along with what you have accomplished at each one (action verbs, concise) You can include photos or videos from those jobs (professional of course). | 25 | 20 | 16 |  |  |
| IV. **Organizations:** this can be clubs, sports, groups, professional organizations, memberships (NCRPA, WEA, or ACA, AMGA, etc) Include if applicable. |  |  |  |  |  |
| V. **Education:\*** include all college, community college, NOLS or OB if applicable, special trainings or certification courses. Do NOT include high school. Make sure you use the correct degree: Parks & Recreation Management | 15 | 12 | 9 |  |  |
| VI. **Volunteer experience and causes:** what have you done in terms of service, volunteer work, service learning, etc. Include if applicable. |  |  |  |  |  |
| VII. **Skills and expertise**:\* list at least 5 key skills. Use keywords found on job or intern ads you are interested in. | 10 | 8 | 6 |  |  |
| VIII. **Certifications:\*** List any current certifications you hold, include name, organization that certified you, when you received it and when it expires. | 10 | 8 | 6 |  |  |
| IX. **Honors & awards:** during college, dean’s list, chancellor’s list, Honor’s College, scholarships, etc, Include if applicable. |  |  |  |  |  |
| X. **Professional Presentations:** Undergraduate Research Symposium, NCUR, Senior Seminar Conference., conferences (AEC, NCRPA, ACA, etc) **Senior Seminar conference should be included for all seniors.**\* |  |  |  |  |  |
| XI. **Courses:**\* list classes that show off your skills and interests, the ones you feel are beneficial for future internships or jobs. For the classes, give a brief descriptive title. Course number not needed. | 5 | 3 | 2 |  |  |
| XII. **Projects:\***  PRM 361 Project/Description/Abstract  PRM 430 Description/Abstract  PRM 461 Project/Description/Abstract or Assignment  PRM 495 Research Paper /Abstract  \*No need to upload entire project.  You may also include other projects or assignments you feel are professional and related to your career path. | 20 | 16 | 13 |  |  |
| XIII. **Publications, Languages,** **Interests, Journals** These are extra sections to highlight your accomplishments in parks and recreation, especially items that demonstrate your skills, knowledge and experience.  \*Tent Peg article (if applicable) |  |  |  |  |  |
| **Overall Professionalism:** No errors in punctuation, capitalization, spelling. | 10 | 8 | 6 |  |  |
| **Total Points** | 125 |  |  |  |  |

**PRM Capstone Portfolio Rubric (PDF Version) Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Outstanding= all required items, no errors, professional.*

*Average= missing some required items, some errors present, could be more professional.*

*Fair= missing most required items, errors present, not very professional.*

*\*For items that are labeled, “if applicable”, instruction discretion for awarding points.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Outstanding** | **Average** | **Fair** | **Actual Points** | **Comments** |
| 1. Title Page (full name, address, phone number, email, date) | 5 | 3 | 2 |  |  |
| 2. Table of Contents (with page numbers) | 5 | 3 | 2 |  |  |
| 3. Current professional resume | 20 | 16 | 13 |  |  |
| 4. Current outdoor resume/activity log (if applicable) |  |  |  |  |  |
| 5. Certifications (photos of cards or listing of certifications with date obtained and date of expiration) | 15 | 12 | 9 |  |  |
| 6. PRM 361 Project | 15 | 12 | 9 |  |  |
| 7. PRM 430 Project | 15 | 12 | 9 |  |  |
| 8. PRM 461 Project | 15 | 12 | 9 |  |  |
| 9. PRM 495 Research Paper | 15 | 12 | 9 |  |  |
| 10. Tent Peg article (if applicable) |  |  |  |  |  |
| 11. Honors and Awards (if applicable) |  |  |  |  |  |
| 12. Other assignments and projects that represent quality work related to your professional career path. (if applicable) |  |  |  |  |  |
| 13. Additional materials such as photos, creative pieces, etc. |  |  |  |  |  |
| Overall professionalism.  Well organized.  No errors.  Followed instructions.  Submitted properly. | 10 | 8 | 6 |  |  |
| PDF format.  Divider pages with titles between sections. | 10 | 8 | 6 |  |  |
| \**If student has not completed one of the courses listed above, there should be a “placeholder” page for that course’s project within the portfolio.* |  |  |  |  |  |
| **Total Possible Points** | **125** |  |  |  |  |

**Other Administrative Information**

**Course Evaluation Schedule**: All students are expected to complete the course evaluation via the CoursEval system. CoursEvals are generally open during the last month of the semester or the last 2 weeks of summer session or last month of the semester.

**Technology Resources**: There are various technology resources available to you to help you complete the presentation requirement for this course.  You can check out video cameras, voice recorders, and tripods from the Instructional Technology office in Killian 102B.  The Technology Commons on the bottom floor of the library also has equipment for checkout.  Both units also provide consultation on the use of technology and software training.   If you have questions or need assistance, see Misty Colton in Killian 102B, call 828.227.2747, or email [mcolton@wcu.edu](mailto:mcolton@wcu.edu)

**Hunter Library:**

Hunter Library provides students with access to group and individual study spaces and to thousands of information resources: print and electronic books, newspapers, and scholarly journal articles. These resources can be searched online and often accessed there ([http://library.wcu.edu](http://library.wcu.edu/)) or can be searched and located in the library building. Students in need of research or library support can get help online (<http://researchguides.wcu.edu/help>), from your subject specialist, Elizabeth Marcus [emarcus@email.wcu.edu](mailto:emarcus@email.wcu.edu), or from the research guide: <http://researchguides.wcu.edu/prm>

**Writing and Learning Commons (WaLC):**

The Writing and Learning Commons (WaLC) is a free student service,located in BELK 207, providing course tutoring, writing tutoring, academic skills consultations, international student consultations, graduate and professional exam preparation resources, and online writing and learning resources for all students. To schedule tutoring appointments, visit the WaLC homepage ([http://tutoring.wcu.edu](http://tutoring.wcu.edu/)) or call 828-227-2274. They can also provide support from a distance, just contact them.

**Blackboard Support:**

The learning management system for this class is blackboard and can be found at: http://wcu.blackboard.com. Additional help with blackboard can be found at: tc.wcu.edu, (828) 227-7487 or by visiting the Technology Commons located on the ground floor of the Hunter Library.

**WCU Academic Integrity Policy & Reporting Policy**

"I will practice personal and academic integrity" – WCU Community Creed

**Academic Integrity Policy and Reporting Process**

This policy addresses academic integrity violations of undergraduate and graduate students.

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see ArticleVII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

**General:**

This policy addresses academic integrity violations of undergraduate and graduate students. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity.  Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community.

Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to an including a final grade of “F” in the course in which the violation occurs.

**Definitions:**

1. Cheating – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – Creating and/or falsifying information or citation in any academic exercise.
3. Plagiarism – Representing the words or ideas of someone else as one’s own in any academic exercise.
4. Facilitation – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

**Undergraduate and Graduate Academic Integrity Process:**

Additional information is available on the Student Success website under Student Community Ethics:

<http://www.wcu.edu/experience/dean-of-students/AcademicIntegrity/academicintegrity.asp>

**\*\*Students who are caught cheating, fabricating, plagiarizing or facilitating academic dishonesty, will receive a grade of F in this course.**

**Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions.  Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services.  All information is confidential.  Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

**Student Support Services:**

Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email [**sssprogram@wcu.edu**](mailto:sssprogram@wcu.edu) for more information. SSS is located in the Killian Annex, room 138.

**\*\*If you do require accommodations for this class, it is YOUR RESPONSIBILITY to schedule them with Student Support Services.**

Civility and Ground Rules:

The Western Carolina University Community Creed states: “I will respect the rights and well-being of others.”

Each student may possess different ideas, as well as different ways of communicating those ideas. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry.

(http://www.wcu.edu/student-life/policies-affecting-students/statement-of-student-rights-and-responsibilities.asp)

SafeAssign Tool:

All written work submitted for this class is eligible for submission to the SafeAssign tool at the instructor’s discretion.

**Grading and Quality Point System**

**Grade Interpretation Quality Points per Grade Interpretation Quality Points per**

**Semester Hour Semester Hour**

A+ Excellent 4.0 I Incomplete --

A Excellent 4.0 IP In Progress --

A- 3.67 S Satisfactory --

B+ 3.33 U Unsatisfactory --

B Good 3.0 W Withdrawal --

B- 2.67 AU Audit --

C+ 2.33 NC No Credit --

C Satisfactory 2.0

C- 1.67

D+ 1.33

D Poor 1.0

D- .67

F Failure 0

The grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and may not meet particular program and/or course requirements.

**Academic Calendar**

This includes dates for all breaks, university closures, final exams, etc.  The academic calendar can be found at <https://www.wcu.edu/learn/academic-calendar.aspx>

Syllabus Updates

This syllabus, with its course schedule, is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events. Updates will remain focused on achieving the course objectives and students will receive notification of such changes. Students will be notified of changes and are responsible for attending to such changes or modifications as distributed by the instructor or posted to Blackboard.

**Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.**