

## Parks and Recreation Management Program Review Report

### List of Appendices (numbered by standards)

	<b>Page</b>
Appendix 1. Standard 1	4
Appendix 1.1 Western Carolina University Mission and Vision Statement	5
Appendix 1.2 Mission of the College of Education and Allied Professions	6
Appendix 1.3 Role, Mission and Vision Statement of the Department of Health, Physical Education and Recreation	7
Appendix 1.4 Mission of the Parks and Recreation Management Program	8
 Appendix 2. Standard 2	 9
Appendix 2.1 Description of program's ongoing planning process	9
Appendix 2.2 WCU Strategic Plan (2008-2013)	10
Appendix 2.3 College of Education and Allied Professions Strategic Plan	14
Appendix 2.4 Health, Physical Education and Recreation Strategic Plan	34
 Appendix 3. Standard 3	 53
Appendix 3.1 WCU Catalog Copy of Program Curriculum	53
Appendix 3.2 Curriculum and advising documents: Student Handbook, Course Requirements, Advising Evaluations and Advising Survey	55
Appendix 3.2.1 Parks and Recreation Management Student Handbook	55
Appendix 3.2.2 HPER Advising Evaluation	72
Appendix 3.2.3 PRM Student's Evaluations of Advising	73
Appendix 3.3 Parks and Recreation Management Course Syllabi	74
Appendix 3.3.1 PRM 250 Foundations of Parks and Recreation Management	74
Appendix 3.3.2 PRM 254 Introduction to Outdoor Pursuits Education	80
Appendix 3.3.3 PRM 270 Leadership and Group Dynamics in Recreation	84
Appendix 3.3.4 PRM 321 Outdoor Education and Interpretation	92
Appendix 3.3.5 PRM 340 Challenge Course Facilitation	95
Appendix 3.3.6 PRM 350 University and Career Planning in PRM	98
Appendix 3.3.7 PRM 352 Beginning/Intermediate Canoe and Kayak	102
Appendix 3.3.8 PRM 361 Program Planning and Evaluation in PRM	104
Appendix 3.3.9 PRM Internship Orientation	108
Appendix 3.3.10 PRM 420 Administration and Leadership of Outdoor Pursuits	111
Appendix 3.3.11 PRM 383 Internship in Parks and Recreation Management	115
Appendix 3.3.12 PRM 356 Outdoor First Aid	121
Appendix 3.3.13 PRM 425 Land-Based Outdoor Pursuits Education	126
Appendix 3.3.14 PRM 426 Water-Based Outdoor Pursuits Education	130
Appendix 3.3.15 PRM 427 Wilderness Education	137
Appendix 3.3.16 PRM 433 Outdoor Recreation	139
Appendix 3.3.17 PRM 430 Entrepreneurship and Commercial Recreation	144
Appendix 3.3.18 PRM 434 High Adventure Travel and Outfitting	151
Appendix 3.3.19 PRM 461 Management and Administration of PRM Services	158
Appendix 3.3.20 PRM 480/483 Independent Study & Capstone Internship	164
Appendix 3.3.21 PRM 495 Senior Seminar in Parks and Recreation Management	191

Appendix 3.4 Frequency of Parks and Recreation Management Course Offerings and Mean Class Size	195
Appendix 3.5 Number of Junior/Senior Parks and Recreation Management Majors	196
Appendix 3.6 Time in Degree for Parks and Recreation Management Graduates	197
Appendix 3.7 Course Sequence for 4 Year Graduation: The 8 Semester Plan	198
Appendix 3.8 Annual PRM Assessment Report	202
Appendix 3.8.1 2005-2006 Annual PRM Assessment Report	202
Appendix 3.8.2 2006-2007 Annual PRM Assessment Report	216
Appendix 3.8.3 2007-2008 Annual PRM Assessment Report	231
Appendix 3.8.4 2008-2009 Annual PRM Assessment Report	247
Appendix 3.8.5 2009-2010 Annual PRM Assessment Report	263
Appendix 3.9 Parks and Recreation Management Student Learning Outcomes (Curriculum Goals and Outcomes)	284
Appendix 3.10 PRM Quality Enhancement Plan	289
Appendix 4. Standard 4	308
Appendix 4.1 Age, Tenure Status, Gender, And Ethnic Origin of Faculty	308
Appendix 4.2 Credentials for Full, Part-time Faculty for Last Academic Year	309
Appendix 4.3 Summary of Structured Research	310
Appendix 4.4 Curriculum Vitae for Full-time and 25% Faculty	311
Appendix 4.4.1 Dr. Ben Tholkes	311
Appendix 4.4.2 Dr. Maurice Phipps	324
Appendix 4.4.3 Debby Singleton	342
Appendix 4.5 Department of HPER Curriculum Review Document	350
Appendix 4.6 FTE for Parks and Recreation Management Program Faculty	368
Appendix 4.7 Student Credit Hours (SCH) Production	369
Appendix 4.8 Parks and Recreation Management Course Load and Enrollment by Instructor	370
Appendix 5. Standard 5	371
Appendix 5.1 Number of Applicants and Admissions to the PRM Program	371
Appendix 5.2 Academic Qualifications of PRM Students Admitted to the Program	372
Appendix 5.3 Number of Women, Minority, and International Students Admitted to PRM	373
Appendix 5.4 Number of PRM Students Graduated Each Year	374
Appendix 5.5 PRM Entry Requirements for Admission to the Program	375
Appendix 5.6 PRM Internships and Independent Studies	376
Appendix 5.7 Student Presentations at Conferences	384
Appendix 5.8 Survey of PRM Alumni	386
Appendix 5.9 Undergraduate Student Evaluations of the PRM Educational Program	389
Appendix 6. Standard 6: Organizational Charts	403
Appendix 7. Standard 7	405
Appendix 7.1 Equipment, Travel, Technology, and Operating Budgets	405

Appendix 7.1.1 Department of Health, Physical Education and Recreation Travel Fund	406
Appendix 7.1.2 Department of Health, Physical and Education Project Value Fund	410
Appendix 7.2 Major Facilities and Equipment	414
Appendix 7.3 Major Hardware and Software	415
Appendix 7.4 Major Library Resources and Journals	416
Appendix 7.5 Support Personnel for the Department of Health, Physical Education and Recreation	417

**Appendix 1 - Standard 1: Mission and Vision Statements****Appendix 1.1 Western Carolina University Mission and Vision Statement****WCU Mission Statement**

Western Carolina University creates engaged learning opportunities that incorporate teaching, research and service through residential, distance education, and international experiences. The university focuses its academic programs, educational outreach, research and creative activities to improve individual lives and enhance economic and community development in the region, state and nation.

**WCU Vision Statement**

Western Carolina University will be a national model for student learning and engagement that embraces its responsibilities as a regionally engaged university.

## **Appendix 1.2 Mission of the College of Education and Allied Professions**

### **CEAP Mission and Vision Statement**

The College of Education and Allied Professions is one of five colleges at Western Carolina University. Five academic departments and thirteen service centers, programs and offices comprise the college. The college offers programs of study at the baccalaureate, master's, intermediate, and doctoral levels.

The primary role of the College of Education and Allied Professions is to prepare educators, counselors, psychologists, speech-language pathologists, recreation personnel and other human service specialists at both entry and advanced levels. These professionals will staff public elementary, secondary, postsecondary schools, sport and recreation agencies, and other human service organizations in North Carolina and the region beyond. The College fulfills its mission by developing and maintaining a community of scholars that promotes and recognizes good teaching, service, and research. Of these three scholarly activities, providing optimal learning environments for students is most important, followed by service and research.

The College strives to provide leadership and technical assistance for the improvement of teacher preparation and elementary and secondary schooling in North Carolina, the nation, and developing countries. The College is strongly committed to partnering with the public schools in order to educate pre-service teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality staff development for career professional educators.

Additional fundamental roles of the College are to serve the liberal studies program of the University and to offer programs and special clinical services that relate closely to the mission of the College and that are needed by its constituencies.

The College fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of the community of learners include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions; (2) an appreciation of and respect for diversity; and (3) a commitment to fostering the responsible use of technology.

**CEAP Vision Statement**

By the year 2010, the College of Education and Allied Professions will be recognized nationally as a community of scholars who promote excellence in teaching, service, and research. The College will have created a niche as the university-of-choice for all programs offered.

These programs will have a culturally diverse faculty, staff and student body, and the curricula in these programs will be state-of-the-art, fully staffed, and sufficient in kind and number to meet the needs of its clientele. The College's fully accredited programs will receive exemplary status on all pertinent performance reports.

Assessment systems will ensure quality program development which, in turn, will have resulted in high levels of authentic student learning. The programs will have integrated technology including distance learning and web-based courses. Appropriate programs will be recognized for their expertise in rural matters.

The faculty members of the College will be noted for their teaching excellence, concern for individual students, and modeling of the qualities that they attempt to instill in their students. The College will continue to be a leader in providing comprehensive opportunities for traditional and non-traditional students. The College's graduates will be noted for their effectiveness in moving their profession forward, for their ethical behavior, their ability to think critically, and for the positive impact they have on the quality of life for those with whom they come into contact.

The College, through its faculty and staff, will be responsive to the needs and the concerns of the people and agencies located in its service area. To this end, the College will engage effectively in a variety of university and community partnerships that include, among others, the public schools, the College of Arts and Sciences, the North Carolina Center for the Advancement of Teaching and the Western Region Education Service Alliance and the Education and Research Consortium of North Carolina.

The College will be noted for its research and its collaborative inquiry as well as its alignment of research and teaching. Evidenced-based validation of knowledge and methods will be highly valued. In order to support the goals in teaching, service and research, the College will have acquired external and internal resources to enhance its programs and meet its mission.

## **Appendix 1.3 Health, Physical Education and Recreation Mission Statement**

### **HPER Mission Statement**

The mission of the Department of Health, Physical Education, and Recreation is to promote excellence in teaching and learning, scholarly development, and service. The department strives to enhance the ability of our graduates to think critically, communicate effectively, identify and resolve problems reflectively, and use information and technology responsibly in their chosen fields. In all endeavors we promote professionalism and ethical behavior.

Service to students, area schools, agency affiliates, professional and private organizations and corporations are department priorities.

Excellent health and physical education service courses promote lifetime skills and wellness, and fulfill the liberal studies health requirements of the university. Students completing general education courses in our department develop an appreciation of physical activity and an understanding of the benefits associated with practicing healthy behaviors.

The department provides facilities and equipment to support quality teaching, recreation and fitness opportunities for students, faculty and staff.

## **Appendix 1.4 Mission of the Parks and Recreation Management Program**

### **Parks and Recreation Management Mission Statement**

The mission of the Parks and Recreation Management (PRM) Program is to promote resourcefulness, independent thinking, and the ability to cope with change, and service to society – by preparing leaders in the Parks and Recreation profession. The program strives to maintain an intellectual and caring environment through cooperation and collaboration in active learning and critical thinking. Experiential education is also an important component to encourage application and modification of theories learned.

The program prepares professionals to design, plan, promote, and deliver the physical and social components of the leisure service industry. This includes skills in administration, management, research and evaluation, leadership, and instruction. Graduates will be prepared to manage resources, facilities and programs, and to lead and instruct for programs in commercial, public, and non-profit settings.

## **Appendix 2 – Standard 2: Strategic Planning**

### **Appendix 2.1 Description of program's ongoing planning process**

The Parks and Recreation Management faculty is involved in an ongoing search for improvements. With the completion of our PRM Quality Enhancement Plan, we have examined our program and searched for improvements. Through our PRM essay and strategic planning with our students, we have attempted to improve the quality of our students.

Dr. Phipps and Dr. Tholkes meet on a regular basis to discuss our program and share ideas for improvements. Dr. Phipps is currently rewriting the requirements of our PRM essay in order to add a checklist for students to use when writing the essay. This will require the students to put more thought into the essay and give us a better guide for doing individual student strategic planning.

Our assessment and planning process include the following:

- Regular meeting with full-time and part-time faculty.
- Course evaluations conducted every semester.
- Student evaluations of advising each semester.
- Ongoing surveys of PRM alumni
- Discussions with professionals in the field
- Feedback from students and agencies following internships
- Active involvement in the writing and implementation of QEP.
- Constant training and instruction to maintain certifications
- Attendance at Coulter Faculty Commons courses to improve teaching methods.
- Peer evaluations of HPER faculty to improve teaching.
- Assisting students with research presentations at campus and regional conferences.

## **Appendix 2.2 WCU Strategic Plan 2008-2013**

### **Core Values**

Western Carolina University:

- demonstrates institutional integrity through transparent and accountable practices, policies, and procedures;
- encourages and protects the free and open interchange of ideas within the communities of which it is a part;
- fosters the development of respect among all its members and toward the larger communities which it serves;
- advocates and practices organizational and environmental sustainability; and values and supports cultural diversity and equal opportunity.

### **Strategic Goals/Directions/Initiatives**

WCU's Strategic Plan is based upon three subordinating constructs. Each construct plays a specific role in the Strategic Plan and the strategic planning process: They are:

- Strategic directions – general statements of planned action consistent with the core values, vision and mission.
- Strategic goals – moderately specific statements of action derived from the strategic directions that establish expected outcomes.
- Strategic initiatives – statements describing initiatives that will lead to action plans designed to reach the outcome(s) established by the strategic goals. Action plans will include costs, implementation schedule and responsible parties.

Strategic directions are the heart of the Strategic Plan. They provide organizational structure and institutional focus and define the major long-term emphases or themes of the institution.

Strategic directions are typically set only every five to six years or when significant externalities require a shift in direction but are reviewed at least annually. While new strategic directions may arise during this time, they are generally not expected to change significantly over the life cycle of the plan.

Strategic goals give specificity to strategic directions and establish expectations of success. They, too, are key features of the written Strategic Plan. Strategic goals set the parameters for the institution in terms of how the approved strategic directions will be realized.

Strategic initiatives, by definition, are those initiatives that 1) have institutional impact and 2) are directly linked to specific institutional strategic goals. All strategic initiatives will include an action plan that outlines the unit(s) responsible for implementation, a timeline, resources needed, and performance targets.

### ***Strategic Direction 1: Prepare students to meet 21st Century needs and demands***

**Goal:** WCU will continue to align its academic programs and services consistent with its unique and nationally significant philosophy of integrative education.

**Initiative 1.1:** Fully implement model of integrative, intentional life-long learning (QEP) into all instructional and academic support programs.

**Initiative 1.2:** Expand engaged scholarly activities to enhance WCU students' global competitiveness.

**Initiative 1.3:** Enhance the study of languages and culture through curricular and co-curricular partnerships and in collaboration with other UNC campuses and institutional partners.

### **Strategic Direction 2: Serve the educational needs of North Carolina**

**Goal:** To address the projected demand for higher education in North Carolina, WCU will utilize an educational extension model to provide programming and services to non-traditional, underserved, and place-bound students; as well as increase the main campus capacity.

**Initiative 2.1:** Establish higher education centers in collaboration with regional community colleges.

**Initiative 2.2:** Collaborate with and support UNC GA in the development of initiatives to solve core conceptual and funding problems with distance education and summer session.

**Initiative 2.3:** Continue to expand partnerships with community colleges.

**Initiative 2.4:** Develop and expand innovative recruitment and retention activities with historically underrepresented populations in higher education, placing special emphasis on the Eastern Band of Cherokee Indians (EBCI), Hispanic population, low income students, military and adult (non-traditional) populations.

### **Strategic Direction 3: Improve public education**

**Goal:** Through its partnerships with the region's schools and its applied research, WCU will influence public policy and practice with regard to teacher preparation and retention, administrative quality, and school performance.

**Initiative 3.1:** Seek funding for a new College of Education and Allied Professions Building to provide adequate space and facilities to improve B-20 education in the Western region.

**Initiative 3.2:** Implement the Teacher Education Recruitment Plan within specified timeline as determined by UNC GA.

**Initiative 3.3:** Expand the type and nature of WCU's professional development activities, ensuring best practices and basing them on 21st Century Standards with an emphasis on science, technology, engineering, and mathematics (STEM) as adopted by the NC State Board of Education.

**Initiative 3.4:** Expand the role of WCU's Educational Leadership doctoral program to improve public policy as it relates to an effective state system of public education.

### **Strategic Direction 4: Promote economic and community advancement in WCU's region**

**Goal:** WCU will apply the Stewards of Place model as adopted by the Board of Trustees to advance the region.

**Initiative 4.1:** Implement the Millennial Initiative.

**Initiative 4.2:** Increase WCU's emphasis on innovation, entrepreneurship, applied research and development.

**Initiative 4.3:** Continue to strengthen key disciplines and programs that support economic development in WCU's region.

**Initiative 4.4:** Collaborate with local and regional economic agencies to analyze community needs and implement initiatives to foster regional development.

**Initiative 4.5:** Better integrate academic programming with regional visual and performing arts and crafts to enhance the livability of the community.

**Initiative 4.6:** Implement BS in Engineering to better address economic and community development in WNC.

**Initiative 4.7:** Seek approval to offer tuition and fee reciprocity for students located in adjacent counties in states bordering WNC.

### **Strategic Direction 5: Improve health and wellness in Western North Carolina**

**Goal:** WCU will expand its role as the major provider of allied health and nursing education, applied research, and service in the Western North Carolina region.

**Initiative 5.1:** Align curriculum, programs, and community outreach to address health and mental health needs in WNC with particular emphasis on aging and rural healthcare.

**Initiative 5.2:** Align curriculum and programs to address health and wellness education of WCU students, faculty and staff, with particular emphasis on healthy lifestyle choices.

**Initiative 5.3:** Convert current MS program to Doctor of Physical Therapy (DPT) in order to preserve the program support for the increasing need in the region for well-educated health professionals.

**Initiative 5.4:** Develop and implement those curricula, research and service programs that have been identified as meeting current (health informatics and gerontology) and future critical allied health needs in the region.

**Initiative 5.5:** Address the critical shortage of nurses in the region and state.

### **Strategic Direction 6: Model environmental sustainability**

**Goal:** WCU will expand its focus on education and research tied to environmental sustainability with particular emphasis on biodiversity and land use.

**Initiative 6.1:** Implement the STARS (Sustainability, Tracking and Rating System) accountability system to monitor its goal to become an environmentally conscious campus.

**Initiative 6.2:** Implement additional advanced degree programs in the environmental sciences focused on applied research related to environmental issues and to take advantage of unique institutional resources.

**Initiative 6.3:** Align as appropriate institutional resources, curriculum, and community outreach to address critical land use issues, including environmental reclamation, land use planning, and sustainable development.

### **Strategic Direction 7: Promote outreach and engagement within the region**

**Goal:** WCU will encourage the application of scholarship and research through its adaptation of the Boyer Model of Scholarship and its model of integrative, intentional learning (QEP).

***Initiative 7.1:*** Implement WCU's adaptation of the Boyer Model of Scholarship campus wide.

***Initiative 7.2:*** Focus student engagement on regional needs through integrated learning initiatives.

***Initiative 7.3:*** Modify and develop internal policies to facilitate research and development.

***Initiative 7.4:*** Develop mechanisms to support interactions between WCU and its regional audiences.

***Strategic Direction 8: Demonstrate institutional integrity, responsibility, and effectiveness***

***Goal:*** WCU will align its internal policies and processes to achieve its stated objectives as outlined in the strategic plan.

***Initiative 8.1:*** Establish an Administrative Program Review process

***Initiative 8.2:*** Implement the UNC GA recommendations regarding effectiveness of institutional systems

***Initiative 8.3:*** Revise institutional policies and make recommendations regarding UNC System policies to facilitate collaborative research and educational programs

***Initiative 8.4:*** Establish and publicize key performance data on institutional quality

***Initiative 8.5:*** Implement the recommendations of the President's Advisory Committee on Efficiency and Effectiveness (PACE).

***Initiative 8.6:*** Continue to develop public/private partnerships between WCU, local government, and private entities

### **Appendix 2.3 CEAP Strategic Plan 2005 – 2010**

**(See CEAP Mission Statement and Vision Statement Above)**

Summary of Trends That Affect the College

#### **A. Political/Legal/Competitive Trends:**

- State financial support for the UNC system and WCU is a mixed bag. The passing of the higher education bonds will provide \$98 million for repairs and new construction at WCU while the state budget has been unstable in recent years.
- WCU has increased its academic image statewide. We are now perceived as a competitive regional comprehensive for attracting students throughout North Carolina .
- Our geographical location has both positive and negative implications for making an attractive lifestyle for students, staff and faculty.
- We face increasing competition from private and public colleges for strong students.
- Redistribution of federal resources and/or a declining economy may decrease resources available for states or for national park and forestry facilities. Continuing atmospheric pollution may diminish the quality of the recreational experiences in the Great Smoky Mountains National Park . Fewer tourists and retirees will adversely affect the region's economy.
- Universities are in direct competition, even across state and national boundaries, and increasingly from sources outside traditional higher educational institutions.
- There is a strong trend at the state and national levels for accountability in higher education and for an explicit focus on the quality of undergraduate education. University business will increasingly be open to public scrutiny. At the state legislative level it has been increasingly difficult to identify who the major players are going to be.
- A strong presence in the Asheville area is critical to WCU fulfilling its mission as a regional university.
- Universities will be expected to embrace a student-learning-centered environment rather than a teaching-centered environment.

#### **B. Economic/Technological Trends:**

- Economic growth and the changing structure of the regional economy will continue.

- Our physical environment will continue to be a major area of concern and debate.
- Continuing advances in technology will require the incorporation of innovations in student learning and faculty development.
- The trend toward a truly global economy will require more globally oriented education practices.
- Harrah's Casino will continue to have a major impact on Cherokee and western North Carolina.

### **C. Demographic/Social/Educational Trends:**

- Baby boomers will continue to age and will be coming to live near us.
- The shift from teaching to student learning will continue.
- There will be a need for greater collaboration of universities with P-12 educational institutions in the preparation of teachers. Universities will need to be prepared to work with a diverse range of charter schools.
- To an increasing degree, universities will be preparing students for jobs that do not yet exist.
- Interdisciplinary efforts will become increasingly necessary.
- Many universities will shift from a residential model to cater to part-time students, commuters, non-traditional students, and distant learners.
- The role of faculty members will change in terms of workload expectations, involvement with students, and use of technology.

### **External Constraints**

The College of Education and Allied Professions recognizes constraints in several important areas including financial resources, personnel resources, physical facilities, external mandates, public relations, and rural location.

- The demographics and geography of the region make recruitment in general and minority recruitment in particular, a difficult challenge.
- External mandates by legislative bodies, oversight agencies, and accrediting agencies as well as the philosophical or political climate of the times create a drain on faculty/staff

time, unpredictability in strategic planning, a philosophical tension between the mission of the university and the demands of such groups, a threat to curricular integrity, and a drain on already tight financial resources.

- Lack of easy accessibility to diverse populations for clinical and field experiences impact our programs.
- The College's professional education programs are highly regarded. Yet, the recruitment of students into teacher education is becoming a challenge for all state universities.
- Due to salaries and working conditions, there is an increasing reluctance on the part of college students to pursue careers as professional educators.
- Fiscal problems at both state and national levels have created revenue shortages resulting in inadequate support for faculty programs and services.
- There are high demands on faculty due to course offerings in Cullowhee and Asheville as well as the demands of program delivery at community college sites and via distance education. Although faculty positions have increased, there are too few faculty to adequately staff off-campus programs for which there is a demand. Infrastructure issues, as they relate to distance education, need to be addressed.
- There are increased expectations for support of beginning professionals after graduation and faculty involvement in the schools.
- Inadequate teaching salaries in summer school coupled with other restrictions such as loss of FTE units reduce faculty incentives to teach summer school.
- Having education programs funded at the system level at Level 2 (and not Level 3) prohibits program development.
- Reduced or unpredictable opportunities for external grants and the resultant increase in competition for available funds make obtaining external funding a formidable challenge.
- Inadequate financial incentives for teachers to pursue a master's degree in their field impact our graduate programs.

### **External Opportunities**

The College of Education and Allied Professions has identified external opportunities in areas related to its rural location, the availability of student populations, conditions in the job market, opportunities in public relations, and the availability of funds in certain program areas.

- The University's rural location can make it attractive to students seeking the benefits of a rural mountain region.
- There is a strong community college system in the state.
- There is a strong demand for teachers and other educational personnel.
- There is a strong demand for support for beginning teachers.
- There is a strong demand for quality professional development activities for professional educators.
- There is a strong opportunity for service delivery, research opportunities, and consultation through the College's clinical programs and outreach centers.
- There are international needs for teacher education.
- There is a strong, system wide Deans' Council for Teacher Education.
- There are graduate programs in education and other fields offered in the region only by Western.
- The anticipated retirement of numerous school administrators in western North Carolina in the next few years will create an opportunity to shape public school leadership for the next century.
- The availability of Native American population within the region creates opportunities for student recruitment and service to diverse populations.
- There is a continued influx of non-traditional students.
- The College experiences strong support from the LEAs in our region.
- The College has a strong partnership with the schools in the region.
- The North Carolina Center for the Advancement of Teaching and Western Regional Educational Service Alliance are strong partners with the College.
- There are allied professionals in the region who are interested in supporting and collaborating with faculty members in programs within the College.
- The College of Education and Allied Professions is highly regarded throughout the state.

### **Internal Strengths**

The College of Education and Allied Professions recognizes several internal strengths that contribute to the overall mission and success of the College.

- There is an excellent teaching faculty committed to superior teaching, training of teachers, school principals, superintendents, and preparation of other agency personnel. The faculty members are widely respected by area schoolteachers, administrators, and agency personnel.
- The several service centers and programs of the College are dedicated to serving the university and region.
- The departments are committed to the continuous growth and development of academic programs that meet the needs of all students.
- There is a commitment to scholarship and research and to the integration of research with the departments' teaching missions.
- There is a high degree of collegiality within the College.
- The faculty's commitment to non-traditional students is demonstrated through the teaching of evening and weekend classes in Cullowhee and Asheville , distance education programs in elementary education and B-K.
- The public's recognition of the wide variety and high quality offerings of the College is a strength.
- The College's relationships with Arts and Sciences and other colleges and offices across the campus are strengths.
- The development of a college wide assessment plan is a strength.
- There is a college-wide commitment to diversity.
- There is a commitment to the responsible use of technology.
- There is availability of part-time staff and quality graduate assistants.
- The College has fully accredited programs.
- The establishment of excellent resource materials, computer lab facilities and other collections for students and faculty to use to aid learning are strengths.
- There is a strong technology and instructional technology support team within the college.
- The College is in the process of creating a Center (small c) for the Support of Beginning Teachers .
- There is a strong Model Clinical Teaching Program that employs public school teachers as co-instructors in methods courses.

- There are wired facilities with electronic classrooms, a technology lab and some wireless capability.
- There are three endowed professorships and one additional professorship in the process of being endowed.

### **Internal Constraints**

The College of Education and Allied Professions identifies a number of internal constraints, which hinder the success of the mission of the College.

There is a lack of cultural diversity among faculty, staff and, and to some degree, students.

There are limited staff members, office and operating space for part-time faculty and some of the service programs and centers.

There are too few faculty members to staff some instructional programs.

There is a lack of adequate laboratory and classroom facilities for optimal implementation of some programs.

There is a need for the renovation of some of the indoor and outdoor facilities serving the Department of Health and Human Performance.

There is a lack of sufficient funds to support program promotion and student recruitment.

There is a lack of growth in secondary education programs and a need for enhanced coordination of the program.

There is a lack of sufficient funds for adequate graduate student stipends.

There is a lack of sufficient funds to support clinical training programs off-campus, conduct a summer school clinic, and support professional development of center personnel, and training of graduate level clinical interns in the Speech and Hearing Center .

There are inadequate clinical training facilities in both Cullowhee and Asheville to provide necessary training for undergraduate and graduate programs with a clinical service component.

### **Strategic Actions**

*Continue to support the enhancement of appropriate academic standards (assessment of student learning, evaluation of programs by means of portfolios, curricula and syllabi review, providing feedback and consultation to departments in regard to curricular and portfolio reviews, and supporting program reviews related to strategic planning).*

- Monitor annually full compliance of all programs with all NCATE, SDPI, and SACS accreditation standards regarding program review and assessment. Action Agents: Dean, Associate Dean, Department Heads, Faculty.
- Continue preparations for NCATE/DPI visit. Action Agents: Dean, Associate Dean, NCATE/DPI Committees, Faculty, Staff.
- Develop and submit IHE Performance Report and Title II Report to DPI. Develop and submit AACTE/NCATE Joint Report. Action Agents: Dean and Associate Dean.
- Maintain the standing Assessment Committee in the College. Action Agent: Dean.
- Develop and implement an assessment system that collects and analyzes data on professional education applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the College and its programs. Action Agents: Dean, Associate Dean, Assessment Committee.
- Review annually activities of SUTEP, Incentive Fund, AAM, MSEN , ORE , Teaching Fellows Program, SHC, Reading Center , and MCTP and submit reports to appropriate parties. Action Agents: Program/Center Directors.
- Strengthen annual program review and assessment procedures in all programs. Action Agents: Program Coordinators, Department Heads, Assessment Committee.

- Conduct scheduled graduate program reviews. Action Agents: Department Heads, Program Coordinators.
- Continue evaluations of program requirements and course curricula. Action Agents: Department Heads and Faculty.
- Have all departments/programs review their assessment plans and revise as needed. Action Agents: Department Heads.
- Have all centers and other outreach units engage in unit-level strategic planning process. Action agent: Dean
- Continue to support teacher work sample concept and its application to teacher education programs. Action agents: Department heads, faculty, Director of Assessment.
- Continue to support the development of portfolios for all programs. Action Agents: Department Heads, Program Coordinators.
- Provide assessment information to the university relative to its action plan. Action Agent: Associate Dean.

*Facilitate controlled enrollment expansion by means of cooperation among Academic Affairs, Student Affairs, Administration and Finance, Advancement and External Affairs, and University Planning to develop a comprehensive plan for undergraduate and graduate enrollment management (recruitment, retention, marketing, readmission, community college articulation, probation/dismissal, learning contracts, and expansion of distance learning enrollment).*

- Participate in Open Houses, Graduate School events and Summer Orientation Information Fairs and other recruitment activities. Action Agents: Dean's Office, Departments.
- Continue to participate in and coordinate NC TEACH as well as other alternative licensure programs. Action Agents: Dean's Office, Department Heads, Faculty, Director of Alternative Licensure.

- Use the results of undergraduate program review to grow majors as indicated. Action Agents: Department Heads.
- Send letters from Dean to all prospects and applicants to programs in the College. Action Agent: Dean.
- Expand the number of partnerships with high schools with Teacher Cadet Programs. Action Agents: Dean, Office for Rural Education, Director of Special Programs.
- Update and disseminate College View book. Action Agent: Dean.
- Support reprints of departmental/program brochures. Action Agent: Dean.
- Sponsor activities such as “Reach to Teach” and “Teachers of Tomorrow” days. Action Agents: Director of Office for Rural Education, SUTEP Director .
- Enhance Asheville course offerings. Action Agents: Dean, Department Heads.
- Increase enrollment in secondary education. Action Agents: Department Heads, Faculty , A & S Teacher Education Council, A & S Dean's Office, A & S Department Heads, A & S Faculty.
- Maintain existing Teacher Cadet programs and expand to include others. Action Agent: Office for Rural Education.
- Revise appropriate programs to include on-line and distance education coursework. Action Agents: Department Heads, Program Coordinators, Dean of Continuing Education and Summer School.
- Integrate Recruitment Subcommittee into School University Teacher Education Partnership (SUTEP). Action Agent: SUTEP Director.
- Continue to review, revise and market along with the College of Arts and Sciences, the secondary education program. Action Agents: Associate Dean of CEAP, Associate Dean of Arts & Sciences, Department of Educational Leadership and Foundations, Appropriate Departments in Arts and Sciences.

- Involve the Council for the Advancement of the College of Education and Allied Professions in recruitment initiatives. Action Agent: Dean.

- Work with the Asheville Office and Graduate School to visit teachers in their schools promoting graduate programs in the College. Action Agents: Dean, Asheville Program Staff, Graduate School Staff, Program Faculty.

- Explore the feasibility of working with various LEAs to develop a cohort model for graduate courses to be offered through on-site delivery, distance education and campus/Asheville settings. Action Agents: Appropriate Department Heads, Dean's Office.

*Continue to support expanded regional outreach (community college articulation, delivery of 2+2 programs on community college campuses, use of distance learning technologies, increased cooperation with public schools, expanded contacts with regional businesses and health care providers, and implementation of workforce development initiatives).*

- Explore the feasibility of and appropriately expand upon the current distance-education and 2 + 2 programs for the B.S. Ed. in Elementary Education, B-K, SPED. Action Agent: Department of Elementary and Middle Grades Education, Department of Human Services, Admissions Office , Office of Distance Education.

- Revise appropriate programs to include on-line and distance education coursework. Action Agents: Department Heads/Program Coordinators.

- Continue to implement the online MSA. Action agents: Department of Educational Leadership and Foundations, Office of Distance education, CEAP Dean's Office.

- Investigate possibilities of expanding NC TEACH sites. Action Agents: Dean's Office, Appropriate Programs.

- Implement annually goals of programs such as SUTEP, MCTP, IF, ORE , and MSEN that focus on increased involvement with and positive impact upon the public schools. Action Agents: Appropriate Directors.

- Implement annually goals of grants and appropriations such as TSP, AAM, Mountain Connections II and the Communication Disorders Program in Severe Disabilities (CDPSD). .  
Action Agents: Grant Coordinators.
  - Join and participate in, as appropriate, distance learning consortia. Action Agents: Departments, Dean's Office.
  - Investigate ways to expand as well as create alternatives to the Teaching Fellows Programs.  
Action Agent: Dean, Director of Special Programs and Teaching Fellows.
  - Work with departments in continuing to develop user-friendly course delivery formats. Action Agent: Dean's Office, Department Heads.
  - Implement a network of support for beginning teachers in the region. Action Agents: SUTEP, Director of Beginning Teacher Support Program.
- Continue to support faculty and department head professional development initiatives related to teaching, scholarship, and leadership (technical and instructional support related to the student computer requirement, faculty international study and research, improvement of faculty evaluation procedures, support of Coulter Faculty Center initiatives, increased attention to leadership and management training for department heads, and continued implementation of phased retirement and post-tenure review).*
- Continue to promote and reward faculty /staff involvement in activities of Faculty Center for Excellence in Teaching/Learning. Action Agents: Dean, Department Heads.
  - Support FCTE by encouraging faculty to serve as Center fellows. Action Agents: Dean, Department Heads.
  - Continue to coach department heads on linking faculty to faculty development opportunities.  
Action Agent: Dean.
  - Continue to provide resources from Dean's Office to support faculty development initiatives.  
Action Agent: Dean.

- Continue to assist faculty in finding additional funding to support faculty development needs. Action Agents: Dean, Department Heads.
- Promote and publicize university-wide sources of support for faculty development. Action Agents: Dean, Department Heads.
- Continue to send new department heads to a national conference for department heads. Action Agent: Dean.
- Continue to sponsor brown bag luncheons on diversity. Action Agent: Dean.
- Continue Department Head workdays at the beginning of each semester.

### **Tactical Actions**

*Enhance freshman retention by studying the reasons for poor student retention rates, consolidating and enhancing the Enrollment Management division, and by expanding programming to increase retention (class scheduling, orientation, interest halls, learning communities, learning contracts, courses in common, and revision of the Academic and Career Planning course).*

- Continue to review schedule of course offerings and maintain offerings across the week and throughout the day. Provide evening course offerings and provide other consumer friendly formats such as weekends. Action Agents: Dean, Department Heads.
- Provide multiple year checklists of course offerings available in every program. Action Agents: Department Heads, Program Coordinators.
- Continue to offer USI 130 and freshman seminar offerings. Action Agents: Department Heads.
- Continue to support Liberal Studies program. Action Agents: Department Heads.
- Continue efforts to assist with the improvement of the graduation audit.

*Continue to give increased attention to University academic programs in Asheville (examine alternatives for increased and enhanced space for academic programs, assess community needs, examine graduate and undergraduate program offerings, examine innovative scheduling and other delivery issues, enhance the attractiveness of teaching to faculty members, enhance advertising, and increase the use of distance learning technologies).*

- Continue to offer all core courses in MAED and MAT in Comprehensive Education each year in Asheville . Action Agents: Department Heads.

- Provide all program courses in Asheville in a consumer friendly format. Action Agents: Department Heads.

- Provide three-year course offering checklist in Asheville . Action Agents: Department Heads, Program Coordinators.

- Continue to expand CEAP presence in Asheville . Action Agents: Dean, Department Heads.

- Increase two-way television and other distance education formats in course delivery to Asheville and other sites. Continue efforts to improve the technical facilities at the community college sites. Action Agents: Department Heads, Program Coordinators, Dean's Office.

- Provide EDCI 231 to community colleges through distance education. Action Agent: Department of Educational Leadership and Foundations.

- Continue efforts to expand special education offerings in Asheville . Action Agent: SPED Faculty.

*Accelerate the internationalization of the curriculum and the campus, with special emphasis on faculty and student participation (student and faculty exchanges, curricular enhancements, study abroad, faculty development, increased enrollment of international students, and use of the international students as community and campus resources).*

- Continue to implement undergraduate and graduate programs in Jamaica . Action Agents: Dean's Office, Departments, Office of Continuing Education and Summer School.

- Seek additional funding to maintain Global Partnership with Japanese schools. Action Agents: Dean's Office, Department of Educational Leadership and Foundations, Office of International Programs.

- Work with Office of Continuing Education to continue providing on-line accreditation preparation program for schools in Central and Latin America . Action Agents: Dean's Office, Office of Continuing Education and Summer School.

- Continue to host institutes for professional educators from South America, Latin America and the Caribbean . Action Agents: Department Heads, Office of Continuing Education and Summer School.

- Continue to work with the Director of International Programs to explore increased international opportunities for students and faculty. Action Agents: Dean, Department Heads, Office of International Programs.

- Continue master's program in C & I at Cali , Colombia .

*Explore the possibility of creating career-focused educational programs that look beyond the acquisition of a first job (enhanced internship and cooperative education programs, creation of innovative degrees that link different disciplines, interdisciplinary degrees, and linkages between selected majors and minors).*

- Continue to develop career-oriented programs at the undergraduate and graduate program like, for example, the athletic training program. Action Agents: Dean, Department Heads.

- Review all programs in terms of their career focus. Action Agents: Department Heads, Program Coordinators.

- Review length of all practica and internships in terms of their adequacy and length. Action Agents: Program Coordinators.

*Continue to work with Student Affairs to evaluate and revise the new student orientation program (with special emphases on methods of evaluating student readiness for collegiate work, retention programs, and special scheduling of courses for new freshmen).*

- Encourage faculty and staff to promote retention. Action Agents: Dean, Department Heads.

- Continue to participate in new student orientation program including working with learning communities and teaching sessions in the introduction to college teaching. Action Agents: Dean's Office, Department Heads.

- Work with Academic Affairs to schedule courses for new freshman as well as develop leadership courses for undergraduates. Action Agents: Dean, Department Heads, HR Program Director.

*Support the ongoing review of faculty and university governance procedures, policies, and structures.*

- Encourage members of the College to be actively involved in the faculty senate and staff forum. Action Agents: Dean, Department Heads.

- Encourage members of the college to participate as delegates to the system-wide Faculty Assembly. Action Agents: Dean, Department Heads.

- Encourage members of the College to participate in Leadership WCU and other professional development opportunities. Action Agent: Dean.

*Continue to support the development of the Honors College (living/learning initiatives, policies and procedures, undergraduate research, student exchanges, and curricular development).*

- Encourage departments to offer honors courses. Action Agents: Dean, Department Heads.

- Continue collaboration efforts between the Teaching Fellows Program and the Honors College . Action Agent: Director of the Teaching Fellows Program.

*Support efforts to develop and implement the Liberal Studies curriculum.*

- Encourage faculty to participate in teaching Liberal Studies courses. Action Agents: Dean, Department Heads.

- Encourage faculty to develop freshman seminar courses. Action Agents: Dean, Department Heads.

- Encourage undergraduate faculty to participate in advising workshops for Liberal Studies. Action Agents: Dean, Department Heads.

*Continue to work with the faculty to examine the efficacy of faculty evaluation policies, standards, and procedures.*

- Encourage departments to thoroughly review their AFE/TPR documents annually. Action Agent: Dean.

- Continue to tie teaching awards in the college to evidence-based teaching effectiveness. Action Agents: Dean, Department Heads.

*Give increased attention to, and support for, issues of diversity (including women's studies).*

- Maintain the College's Diversity Committee as a standing committee of the college. Action Agent: Dean.

- Implement the College's Diversity Plan. Action Agents: Dean, Diversity Committee.

- Continue programs such as "Reach to Teach" day hosting minority middle grade and high school students and encouraging them to enter teaching as a profession. Action Agents: Dean, Diversity Committee, SUTEP.

- Implement recommendations of Diversity Committee related to recruitment, field experiences and curricular offerings. Action Agents: Dean, Department Heads.

- Continue to sponsor brown bag luncheons and guest speakers on diversity. Action Agent: Dean.

- Support faculty/staff involvement in the Women's Center. Action Agents: Dean, Department Heads.

- Continue the integration of issues in diversity into the curriculum and faculty/staff development activities. Action Agents: Dean, Department Heads, Diversity Committee.

*Continue to study the feasibility of enhancing or creating undergraduate and graduate programs in which WCU has strategic advantages (including, but not limited to, the environment, technology, visual and performing arts, education, health care, and specialized business programs).*

- Continue to develop athletic training as a stand alone major. Action Agent: Department of Health and Human Performance.

- Encourage departments to develop proposals for program creation and enhancement. Action Agents: Dean, Department Heads.

- Encourage faculty to submit grant proposals related to program enhancement and creation. Action Agents: Dean, Department Heads.

- Explore feasibility of more content courses for MAT being taught in Asheville by A & S. Action agents: Deans of CEAP and A&S, appropriate ELF faculty, ELF Department Head, A & S faculty.

### **Operational Actions**

*Support ongoing efforts of the Coulter Faculty Center for Excellence in Teaching and Learning, Enrollment Management, and the Computer Center to integrate technology across the curriculum, provide training, and give technical support to the faculty and students.*

- Encourage departments, programs and centers to support these units. Action Agents: Dean, Department Heads.

- Encourage faculty to become actively involved as fellows, consultants and board members of these units. Action Agents: Dean, Department Heads.

- Continue to make our college known for its expertise in technology and in teaching. Action Agents: Dean, Department Heads, Technology Team.

- Continue to reward faculty for their involvement with FCTE. Action Agents: Dean, Department Heads.

- Continue to have Robinson Distinguished Professor in Educational Technologies consult with the university community.

*Continue to evaluate whether or not course scheduling is meeting student needs (course offerings, time of day, day of the week, compressed and innovative scheduling for adult learners).*

- Continue to ensure that CEAP courses are offered throughout the week and across the day using consumer-friendly scheduling and delivery modalities including weekend formats, compressed scheduling and distance learning such as interactive television and web-based components or courses in their entirety. Action Agents: Dean, Department Heads.

- Employ outcomes assessment measures such as surveys and focus groups to monitor the effect of the strategies. Action Agents: Dean, Associate Dean, Department Heads.

- Continue to expand course offerings in Asheville . Action Agents: Dean, Department Heads, Program Coordinators.

*Support academic advisory committees and Administration and Finance in developing the building programs for the Visual and Performing Arts Facility and the Workforce Development Center.*

- Continue to support the above-mentioned units in their efforts. Action Agent: Dean.

*Continue to enhance the orientation process for new faculty members.*

- Continue to engage in new faculty orientation at the college level. Action Agent: Dean.
- Encourage departments to provide departmental level new faculty/staff orientation. Action Agent: Dean.
- Encourage all new faculty members to participate in the faculty mentoring program sponsored by FCTE. Action Agents: Dean, Department Heads.

*Give increased attention to part-time faculty by means of creation of a handbook for part-time faculty, encouraging mentoring by tenure-track faculty, enhancement of the orientation process, and having the Coulter Faculty Center provide assistance on issues of teaching and learning.*

- Maintain an office for part-time faculty providing telephone and computer. Provide office assistant support. Action Agents: Dean, Department Heads.
- Ensure that departments adequately orient all part-time faculty members. Action Agents: Department Heads.
- Encourage faculty members' participation in the Model Clinical Teaching Program. Action Agents: Dean, Director of the Model Clinical Teaching Program.

*Refine the implementation of new University of North Carolina policies and procedures (post-tenure review, phased retirement, and faculty workload analysis).*

- Develop a five-year plan by which all faculty members in each department know when they are to go up for post tenure review. Action Agents: Dean, Department Heads.
- Monitor CEAP documents so they are regularly updated with regard to any changes in phased retirement policies, post-tenure review policies, and any other policies that are implemented. Action Agent: Dean.

*Work more closely with the Department of Athletics to ensure enhanced academic advising and coordination of other academic support services.*

- Encourage faculty members to work closely with representatives from athletics to ensure academic success of students athletes. Action Agents: Dean, Department Heads.

*Continue to work with Student Affairs on increasing student opportunities for service learning.*

- Encourage service learning for all students in the College. Action Agents: Dean, Department Heads, Faculty.

- Ask programs that have service learning requirements to make presentation on their service learning activities. Action Agent: Dean.

*Begin to implement the initial stages of Student Information and Help Center (a “one-stop center”).*

- Provide input as requested on the development of the Student Information and Help Center . A action Agent: Dean.

*Continue to work with the Division of Student Affairs in developing undergraduate leadership courses in the HR program.*

## **Appendix 2.4 HPER Strategic Plan 2010-2015**

### **Vision Statement**

The Department of Health, Physical Education & Recreation will be recognized as a unified department with cohesive student centered goals. The department will be a model of effective, transparent communication. The faculty and student majors will promote and model healthy, active lifestyles. All programs will implement creative interventions to face society's health issues.

### **Goals, Objectives and Strategies**

**The following goals were established:**

- 1. Planning**
- 2. Communication**
- 3. Resources**
- 4. Quality**
- 5. Outreach**
- 6. Growth**
- 7. Public Relations**
- 8. Research**

**Objectives and strategies relative to goals**  
**Goals and objectives**

**Strategies**

**To be completed**

**Goal 1. Planning**

**PRM Objectives (planning)**

1.1. Plan for PRM transition

- Present a written PRM Proposal to the Dean  
Maurice Nov 2011
- Organize a Plan B if no resources are forthcoming  
Maurice Jan 2012

1.2. Complete the Program Review

- Research other programs  
Ben Fall 2010
- Request release time to plan  
Ben, if needed

1.3. Outcomes Assessment

- Continue with the current plan  
Ben Spring 2011

1.4. Program Risk Management plans

- Continue with current plans  
Maurice ongoing

**PE/Health Objectives (planning)**

1.5. Revision of Undergraduate Graduate Program

- Require two additional Faculty meetings per semester to coordinate program instruction  
Bob 2015
- HPE advisors will meet to ensure that advising is consistent  
Maridy 2015
- Facilitate communication between classes to reinforce and connect program information  
Maridy 2015

1.6. Revise Graduate Program according to NCDPI standards

- Conduct graduate faculty meetings to develop a cohesive, revised program  
Gayle 2015
- Complete AA5s  
Gayle & Bob 2015

1.7. Faculty & Resource Planning

- Develop a proposal for faculty resources  
Marvin 2015

### 1.8 Address Obesity Issue

- Speak at local PTA meetings  
Maridy 2015
- Invite adults from the community to one hour workshops regarding obesity issues  
Maridy 2015
- Develop classes for parents (at little league practices— Fairview, Jackson County Recreation Program)  
Maridy 2015
- Develop After School Program  
Maridy 2015

### 1.9 Obtain support from Sue Nations

- Form a committee to talk with her  
David Troy 2011

### 1.10 Involve all local health and physical educators in the planning and implementation of the new Health & PE undergraduate program

- Invite all local physical educators to a Saturday Picnic  
Marvin 2015

## **Liberal Studies Health Objectives (planning)**

### 1.11 Support adjunct & fixed term liberal studies faculty

- Create a LS faculty handbook; mission, earning outcomes, polices, procedures, evaluation, etc  
Debby 2011
- Establish hiring guidelines & process  
Debby 2011
- Increase full-time faculty positions in LS
- Develop comprehensive training for Graduate Assistants  
Debby & Chris 2011

### 1.12 Create annual adjunct faculty evaluation criteria

- Develop evaluation system for adjuncts: peer, students, and Graduate Assistants  
Debby 2011
- Establish a mentor program  
Debby & Marvin 2011

### 1.13 Graduate Assistant training & workshops

- Plan pre-academic year training on teaching expectations, policies, communication, and strategies, planning  
Debby & Gayle ongoing

- Plan ongoing workshops on fitness/health related topics

Debby & Gayle ongoing

- Establish a mentor program

Debby ongoing

- Match Graduate Assistants to Health instructors based on interest and experience

Debby & Gayle ongoing

- Assign GA's so they can work with the same instructor for each class

Gayle ongoing

- Encourage GA's to attend the training course offered by the Coulter Faculty Commons

Marv & Debby ongoing

- Establish and implement a GA evaluation process

Gayle Fall 2011

#### 1.14 Continuing education for LS faculty

- Provide in-service trainings

Debby ongoing

- Use the Coulter Faculty Center for workshops

Bill ongoing

#### 1.15 Increase LS offerings in C4: Wellness, Health 111 & Health 123

- Designate some HEAL 111 and HEAL 123 courses as having specific activities

Debby Fall 2011 & 2012

(Intro to yoga, fitness balls, etc)

- Create a new C4 Wellness course

Debby 2012

#### 1.16 Activities in Health courses

- Plan consistency in activity offerings: quality, expectation, types and policies throughout faculty

Debby ongoing

### **HPER Objectives**

#### 1.17 Departmental risk management

- Complete a risk management plan

Maurice & Bob 2015

- All faculty become CPR/First Aid certified

ALL 2015

### **Goal 2. Communication**

#### **PRM Objectives (communication)**

##### 2.1. Communication within HPER

- Attend social gatherings

Maurice ongoing

- Share information at faculty meetings

Maurice ongoing

## 2.2. Communication with the Dean and College

- Continue to deliver the Tentpeg  
Maurice fall & spring
- Share information at college meetings  
Maurice ongoing
- Serve on college committees  
Maurice ongoing  
Ben ongoing

## 2.3. Communication with WCU

- Serve on the Western Outdoor Council  
Maurice ongoing
- Attend and network at Open Houses  
Maurice ongoing
- Send information to the Reporter  
Maurice ongoing
- Send information to the Western Carolinian  
Maurice ongoing

## 2.4. Communication in the region

- Send information to regional newspapers  
Maurice ongoing

## 2.5. Communication nationally

- Publish in national journals  
Maurice Fall 2010

## **PE/Health Objectives (communication)**

### 2.6. Within Department—so that everyone knows what is being taught within each course

- Each faculty member submit short paragraph  
Maridy 2015
- During faculty meetings, select faculty members  
will be expected to deliver a short presentation  
about what they do in their individual classes  
Maridy 2015

### 2.7 Within University

- Form a committee with Health Sciences to plan  
the new major  
Maridy 2015
- Develop a plan to share resources with Health  
Sciences  
Debby 2015

- Discuss restructuring ND 330 (course on basic nutrition) to better fit Health and PE needs

Debby 2015

- Develop an interdisciplinary major in Exercise Science

Maridy 2015

2.8 Faculty Loads—Committee Service, Research expectations, Advising

- Educate department on faculty load structure through faculty meetings

Bob 2015

2.9 With Library Curriculum Materials Center

- invite Beth McDonough to a faculty meeting

Maridy & Bill Aug 2010

### **Liberal Studies Health Objectives (communication)**

2.10 Internal LS Health faculty

- Use the Blackboard shell for scheduling and file sharing

Debby ongoing

- Set up an email group for all liberal studies health faculty

Debby ongoing

- Hold regular meetings, retreats, and workshops

Debby & Marv ongoing

- Communication to faculty about policies and information

Debby ongoing

2.11 Communication to our students

- Email all liberal studies students and all faculty about guest speakers

Debby 2012

- Blackboard: train all liberal studies faculty to use it

Debby & Chris ongoing

- Make Syllabi consistent

Debby & Chris ongoing

- Offer guest speaker presentations in another venue for LS

Debby 2013

- Role model, lead by example

ALL ongoing

2.12 With other HPER faculty

- Complete peer reviews and evaluations

Debby ongoing

## 2.13 Communication with GA's

- Plan training workshops  
Debby ongoing
- Hold weekly or biweekly program meetings  
Debby ongoing
- Create an email group for all graduate assistants  
Debby 2012
- Use lackboard (access to LS faculty shell)  
Debby ongoing

## 2.14 Increase use of electronic forms of communication

- Train LS faculty on use of Skype and Net-meeting software  
Bill Fall 2010
- Train LS faculty on use of desktop sharing software  
Bill Spring 2011

**HPER Objectives (communication)**

## 2.15 Communication within HPER

- Do presentations at faculty meetings  
Maurice & Bill ongoing
- Create a faculty resource book  
Debby 2012
- Share the FTE document  
Bob 2015
- Share the Committee Assignment Document  
Bob 2015

## 2.16 Collaborate with other programs

- Discuss the possibility of shared courses with Health Sciences  
Debby 2015

## 2.17 Discuss an interdisciplinary major

- Meet with Health Sciences to discuss an Exercise Science major  
Bob 2015

**Goal 3. Resources****PRM Objectives (resources)**

## 3.1. New personnel

- Gain a faculty member for Community Recreation  
Bob 2015

### 3..2. Improve physical resources

- Build a rappel ledge  
Ben 2015
- Improve the green area (122H) by removing old cabinets and buy new furniture for seating to match the south end  
Debby & Maurice Fall 2010
- Keep these seating areas for students who use them a lot  
Maurice ongoing
- Build a traverse type climbing wall behind the spire  
Debby 2015
- Shampoo the carpet  
Maurice Fall 2010
- Hang some BIG pictures of students like in the Administration Building  
Maurice Fall 2010

### 3.3. Equipment

- Keep a list ready for surprise money and end of year money  
Maurice ongoing

### 3.4. A towing vehicle

- Fund raise for associated expenses  
Maurice Fall 2010
- Work with development personnel for a gift  
Maurice Fall 2010
- Investigate the rules through the administration and Biology  
Maurice Fall 2010

## **PE/Health Objectives (resources)**

### 3.5. Write Grants

- Contact the Graduate School office and find someone to help write grants  
Justin Spring 2011

### 3.6 Project Value

- Encourage faculty to utilize project value funds  
Justin Fall 2010

### 3.7 State Connections

- contact NCAAHPERD members regarding resources  
Justin Fall 2010

**Liberal Studies Health Objectives (resources)**

## 3.8 Health education props, tools, teaching aids

- Complete an inventory  
Debby 2010
- Purchase new equipment  
Debby 2015
- Provide training  
Debby ongoing

## 3.9 HPER Campus resources

- Each LS faculty create a personal biography to share  
Debby 2011-2012
- Utilize Base Camp Cullowhee, CRC and the Wellness Program  
Bill ongoing

## 3.10 Textbook updates

- Review of new Health texts by committee (due Spring 2011)  
Debby 2011

## 3.11 Regional connections

- Communicate with NCAAHE  
(board members include: Gayle, Debby & Marv)  
Debby & Marvin 2015
- Communicate with the NC Comprehensive School Health Training Center  
Debby 2015
- Communicate with the Jackson County Public Health Department  
Debby 2015

**HPER Objectives (resources)**

## 3.12 Increase Personnel in all areas

- Complete a proposal  
Bob Spring 2011

## 3.13 Physical

- Be prepared to submit for year-end money and other Educational and Technology funds  
All Fall 2010
- Develop a future plan for Reid
- Hot water  
Chris 2015
- Green room  
Maurice Fall 2010

- Develop an outdoor volleyball court near the front office  
Marvin & Chris 2015
  - Negotiate Millennium Campus use  
Chris 2015
- 3.14 Technology
- Develop a plan for faculty competencies (committee)  
Bill Spring 2011
- Goal 4. Quality**  
**PRM Objectives (quality)**
- 4.1. Outcomes Assessment
- Continue with the Outcomes Assessment Program  
Ben Spring 2011
- 4.2 Teaching
- Re-certify with the National Ski Patrol, Red Cross and Fall Wilderness First Response  
Ben each
- 4.3 Continue offering national certificates
- National Ski Patrol OEC, American Canoe Association, Swift water rescue, Red Cross, Project Wild  
Sam & Ben each Fall  
Maurice each Spring
- 4.4 Advising
- Use the advising evaluations  
Debby, Ben & Maurice
  - Continue All Majors Advising Meetings  
Debby, Ben & Maurice
- 4.5 Global competitiveness
- Continue the Irish exchange  
Maurice ongoing
  - Encourage international internships  
Maurice ongoing
  - Participate with the S. American, Central American and Caribbean PE Program  
Maurice ongoing
- 4.6. Quality Enhancement Plan
- Apply the QEP fully  
Maurice ongoing
- 4.7. Ropes course expertise
- Utilize Moonshadow until the WCU ropes course is complete  
Earl & Ben each Fall

- 4.8. Program review  
- See under planning goal  
Ben 2015
- 4.9. Incorporate regional experts  
- Arrange for class visits and field trips  
Maurice & Ben each Spring
- 4.10. Accreditation  
- Investigate accreditation with NRPA and WEA  
Maurice WEA Fall 2010
- PE/Health Objectives (quality)**
- 4.11. Raise standard of Graduate Program  
-Continue with program Revisioning  
Maridy, Gayle & Justin
- 4.12. Instruction by our Interns  
-Focus on quality of students' performance  
Marvin 2015  
-Conduct systematic observations two times each semester  
Marvin 2015
- 4.13. GA Workshops to train Graduate Students' to:  
- Plan a workshop on making tests and quizzes  
Maridy & Gayle 2015  
- Learn skills (spinning, dance exercise)  
Maridy & Gayle 2015
- 4.14. NCATE scores—Program reviews  
-Develop and implement personal fitness project  
Bob 2015
- 4.15. Writing Skills of Students  
- Use the CC grading option and encourage use of the Writing Center  
David Troy 2011
- 4.16. Fitness Level of students  
- students must pass fitness tests in: HPE 335, HPE 354/364  
All ongoing
- 4.17. Make students aware of current research & updates in our field  
- Conduct reviews of literature in various classes  
Maridy 2015
- 4.18 Quality Enhancement Plan  
-Apply the QEP fully  
All ongoing

## **Liberal Studies Health Objectives (quality)**

### 4.19 Safety of program

- Establish clear guidelines for risk/waiver forms, medical history forms, doctor notes to participate, policies for working out & fitness testing, procedures for dealing with illnesses & infections.

Debby 2010

- Train all instructors & GA's on the Incident Report Form

Debby ongoing

- Plan equipment orientation for all GA's and new faculty

Debby ongoing

- Establish a budget to replace equipment and for maintenance

Debby 2015

### 4.20 Classes continue academic rigor

- Plan workshops for LS faculty & GA's

Debby ongoing

- Complete peer evaluations of LS faculty & GA's

Debby ongoing

- Plan GA Training

Debby & Gayle ongoing

### 4.21 Increase health & wellness of WCU students

- Increase percentage of student evaluation completions

Chris & Bill ongoing

- Partner with other campus recreational programs to increase wellness while attending WCU

David Troy 2011

### 4.22 Teaching

- Establish annual evaluation procedure for adjunct faculty

- Establish consistent hiring criteria and procedures for adjuncts

Debby 2015

- Establish ongoing training for adjunct faculty and GA's

Debby 2015

### 4.23 Global awareness

- Provide LS faculty with resources to link current health issues to global issues

Debby 2015

## 4.24 Quality Enhancement Plan

-Apply the QEP fully  
All ongoing

**HPER Objectives (quality)**

## 4.25 Global Competition

- Continue the Central America, South America and Caribbean workshops  
Bob & Susan Fonts 2015  
-Expand the Jamaican summer courses to include all disciplines in HPER  
Maurice each Summer

## 4.26 HPE workshops

- Invite local educators to workshops  
Marvin 2015

## 4.27 Fitness Level

-Develop a Fitness Evaluation for all HPE majors  
Chris ongoing

## 4.28 Writing

-Stress the CC option  
David Troy & Maurice  
-Encourage visits to the writing Center  
David Troy & Maurice  
-Plan visits from the writing center to classes  
David Troy ongoing  
-Use mentors from Writing Center  
David Troy ongoing

**Goal 5. Outreach****PRM Objectives (outreach)**

## 5.1. Regional

- Participate on the advisory council for SCC  
Ben March 2011  
- Communicate with the Cherokee Recreation Program  
Maurice Fall 2010  
- Continue outreach programs through PRM 361  
Maurice ongoing  
- Continue the mini-internship program  
Ben & Maurice ongoing  
- Support and organize the Regional Adventure Education Conference  
Ben & Maurice each Fall  
- Work with CuRvE (Cullowhee Revitalization Endeavor)  
Maurice ongoing

- 5.2 National
    - Continue the Old Cullowhee Canoe Slalom Maurice each September
    - Teach training courses for the National Ski Patrol and Red Cross Ben each Fall & Spring
  - 5.3 International
    - See goal 4 global competition Maurice ongoing
    - Communicate with international programs regarding other opportunities Maurice ongoing
- PE/Health Objectives (outreach)**
- 5.4. Parent's Night Out
    - Continue implementation through the PE Majors club David Claxton 2015
  - 5.5. After School Program
    - Create committee to plan an after school program David Claxton 2015
  - 5.6. Coop Teachers
    - Provide mentoring workshops for supervising new Interns Marvin 2015
    - Research possibility of offering Coop teachers CEU credits for mentoring new interns Marvin 2015
  - 5.7 Health Corps
    - Continue Health Corp through HEAL 123 and HEAL 111 courses Debby & Gayle ongoing

**Liberal Studies Health Objectives (outreach)**

- 5.8 Team up with other WCU programs and departments
  - Collaborate with BCC on Liberal studies fitness research Bill 2010-2011
  - Collaborate with PSY on a wellness survey Gayle 2015
  - Collaborate with CRC for tours, presentations, guest speakers, and classes Debby 2015
  - Collaborate with counseling, health services and Safe Zone to establish a student resource and referral program Debby 2015

## 5.9 Campus-wide fitness fair

- Offer to use Reid Gym to house a campus-wide fitness fair  
Debby 2011
- Have HPER classes design booths and interactive activities  
Debby 2011
- Work with other departments across campus to offer booths and activities (CRC, Wellness, BCC)  
Debby 2011
- Collaborate with the programs of nursing, EMC, HSCC, physical therapy, athletic training, sport management, etc., to offer booths and activities  
Debby 2011

**HPER Objectives (outreach)**

## 5. 10 Campus

- Organize a parents night out each semester  
David Claxton ongoing

**Goal 6. Growth****PRM Objectives (growth)**

## 6.1. Growth PRM

- Request resources to do this (new faculty)  
Ben ongoing
- Keep current adjuncts  
Ben ongoing
- PLAN for growth  
Ben 2015

## 6.2 Relationship with Recreation Therapy

- RT teach the course on disabilities  
Ben Spring 2011

## 6.3 Maintain relationship with SCC

- Review the matriculation agreement with SCC  
Ben Fall 2010

**PE/Health Objectives (growth)**

## 6.4. Student, both Undergraduate and Graduate

- Form committee to develop strategies to increase enrollment  
Bob 2015

## 6.5. Department

- Request additional staffing from Dean  
Bob 2015

## 6.6. Add Graduate Assistantships

- Request additional assistantships from Dean of Graduate College  
Bob 2015

## 6.7. Add Graduate Faculty

- Request additional staffing from Dean  
Bob 2015

## 6.8. Student Ambassadors—work with Admissions Office

- Form committee to recruit current HPE students  
David Claxton 2015

## 6.9. Pool of students to recruit at Open Houses

- Offer Professional development points to students who are willing to volunteer  
Maridy 2015

## 6.10. Contact local PE teachers to find out “who” would like to be a PE major at WCU

- Form committee to work with local educators to increase enrollment  
Marvin 2015

## 6.11. Add Exercise Science Major

- Continue discussion with CEAP Dean  
Maridy 2015
- Resume discussions with Health Sciences  
Maridy & Justin 2015

**Liberal Studies Health Objectives (growth)**

## 6.12 Increase distance education offerings

- Offer hybrid & online courses to meet distance students’ needs  
Bill & Chris ongoing
- Provide training and mentoring to LS faculty  
Bill & Chris ongoing

**HPER Objectives (growth)**

## 6.13 Grow all major, liberal studies and graduate program

- Increase faculty across the board  
Bob 2015
- Develop new upper level perspectives  
Gayle 2015
- Acquire more assistantships  
Gayle 2015
- Increase the graduate faculty  
Gayle 2015

## 6.14 Create more activity for WCU students

- Increase activity offerings  
Chris 2015

**Goal 7. Public Relations****PRM Objectives (public relations)**

## 7.1. The Dean

- Give a copy of the student newsletter each semester  
Ben each Spring

- 7.2. In Reid
- Construct a large display with all the major internships sites for the past 20 years (>300)  
Maurice Fall 2010
- 7.3 For WCU and the region
- See communication goal  
Ben & Maurice ongoing
  - Participate in the Parents Night Out  
Ben & Maurice ongoing
  - Participate in the Great Smokies National Park adopt a trail and campsite program  
Ben & Bill ongoing

### **PE/Health Objectives (public relations)**

#### **Liberal Studies Health Objectives (public relations)**

- 7.4 Communicate to CEAP & WCU the value of wellness classes
- Create a bulletin board about LS classes and success stories  
Debby ongoing
  - Create a video of LS classes to demonstrate what we offer  
Bill Fall 2013
  - Create research opportunities which students present at Undergraduate Research Expo  
Debby ongoing
- 7.5 Communicate with present & former LS Students
- Create a Facebook page and invite students  
Debby 2011
  - Support service learning initiatives
  - Create meaningful service learning opportunities for our LS students to increase community wellness awareness  
Debby 2012

### **HPER Objectives (public relations)**

- 7.6 Improve Image
- Redo HPER display board by investigating other displays  
Debby ongoing
  - Maintain the bulletin boards in Reid  
Debby ongoing
  - Subject to funding, post research posters on wall in Reid  
Justin ongoing
  - Introduce a PR internship display position  
Maurice ongoing

**Goal 8. Research****PRM Objectives (research)**

## 8.1. Undergraduate research

- Continue to participate in the WCU Undergrad Research Symposium each year  
Maurice, Ben & Debby ongoing
- Do research projects in class  
Maurice & Ben ongoing
- Mentor students who present at the Adventure Education Conference  
Maurice, Ben & Debby Fall
- Assist agencies like the UFS and State Parks  
Ben ongoing  
(i.e. Panthertown trail register)

## 8.2. Faculty

- Continue research for publication  
Maurice 2011

## 8.3. Inter-program cooperation

- Continue projects like the energy mile research with PE  
Maurice ongoing

**PE/Health Objectives (research)**

## 8.4. Utilize graduate students

- Assign graduate students to faculty members currently conducting research  
Maridy & Gayle 2015
- Encourage collaborative research with faculty and graduate students  
Justin Fall 2010

**Liberal Studies Health Objectives (research)**

## 8.5 Impact of courses on students overall wellness

- Conduct a wellness inventory & pre/post fitness testing and follow-up in 3 yrs  
Debby, Bill, Chris & Gayle

## 8.6 Undergraduate Research

- Create research opportunities for LS students  
Honors section instructors

**HPER Objectives (research)**

## 8.7 Utilize graduate students

- Assign graduate students to faculty members currently conducting research  
Maridy & Gayle 2015
- Encourage graduate students to present research and/or submit articles for publication  
Gayle 2015

## 8.8 Undergraduate students

- Increase participation in Undergraduate Expo  
Ben ongoing

## 8.9 Increase faculty production

- Collaboration between faculty
- Differentiated workload  
Chris ongoing



1. Community Recreation Concentration:

- \_\_\_\_\_ PE-264 (1) Skill Acquisition I
- \_\_\_\_\_ PE-410 (3) Coaching Baseball and Football
- \_\_\_\_\_ PE-411 (3) Coaching Basketball, Track and Field
- \_\_\_\_\_ PRM-330 (3) Aquatic Recreation Management (Fall)
- \_\_\_\_\_ PRM 340 (3) Challenge Course Facilitation (Fall)
- \_\_\_\_\_ PRM-352 (3) Beginning/Intermediate Canoe and Kayak
- \_\_\_\_\_ PRM-420 (3) Admin. and Leadership of Outdoor Pursuits (Spring)
- \_\_\_\_\_ PRM-427 (3-6) Wilderness Education
- \_\_\_\_\_ PRM-434 (3) High Adventure Travel and Outfitting
- \_\_\_\_\_ PRM-435 (3) Park and Rec. Sites, Facilities and Programs
- \_\_\_\_\_ PRM-440 (3) Travel and Tourism (Spring)
- \_\_\_\_\_ SM-315 (3) Introduction to Intramurals and Rec. Sports
- \_\_\_\_\_ SM-435 (3) Events and Facilities Management and Marketing

2. Outdoor Leadership and Instruction Concentration:

- \_\_\_\_\_ PRM-321 (3) Outdoor Education and Interpretation (Spring)
- \_\_\_\_\_ PRM 340 (3) Challenge Course Facilitation (Fall)
- \_\_\_\_\_ PRM-352 (3) Beginning/Intermediate Canoe and Kayak
- \_\_\_\_\_ PRM-420 (3) Admin. and Leadership of Outdoor Pursuits (Spring)
- \_\_\_\_\_ PRM-425 (3) Land-based Outdoor Pursuits Education (Spring)
- \_\_\_\_\_ PRM-426 (4) Water-based Outdoor Pursuits Education (Fall)
- \_\_\_\_\_ PRM-427 (3-6) Wilderness Education
- \_\_\_\_\_ PRM-434 (3) High Adventure Travel and Outfitting
- \_\_\_\_\_ PRM-486 (3) Field Experience (Fall, Spring, Summer)
- \_\_\_\_\_ RTH-470 (3) Adventure Based Recreational Therapy (Fall)

3. Commercial and Resort Recreation:

- \_\_\_\_\_ ACCT-161 (3) Accounting for Non-business Majors
- \_\_\_\_\_ BA-133 (3) Introduction to Business
- \_\_\_\_\_ HT-130 (3) Introduction to Hospitality and Tourism
- \_\_\_\_\_ HT-335 (3) Lodging and Resort Management
- \_\_\_\_\_ HT-336 (3) Club Management
- \_\_\_\_\_ MGT-300 (3) Introduction to Management
- \_\_\_\_\_ MGT-401 (3) Small Business Management
- \_\_\_\_\_ PRM 340 (3) Challenge Course Facilitation (Fall)
- \_\_\_\_\_ PRM-330 (3) Aquatic Recreation Management (Fall)
- \_\_\_\_\_ PRM-352 (3) Beginning/Intermediate Canoe and Kayak
- \_\_\_\_\_ PRM-425 (3) Land-based Outdoor Recreation Pursuits (Spring)
- \_\_\_\_\_ PRM-426 (4) Water-based Outdoor Recreation Pursuits (Fall)
- \_\_\_\_\_ PRM-427 (3-6) Wilderness Education
- \_\_\_\_\_ PRM-434 (3) High Adventure Travel and Outfitting
- \_\_\_\_\_ PRM-440 (3) Travel and Tourism (Spring)

4. Recreation Resource Management:

An approved area of study tailored to suit specific land agencies such as the National Park Service, National Forest Service, Army Corps of Engineers, and state parks.

**Appendix 3.2 Advising documents, student handbook, survey of student advising**

**Appendix 3.2.1 Parks and Recreation Management Student Handbook**

**PARKS AND RECREATION MANAGEMENT  
STUDENT HANDBOOK**

**THINGS EVERY PRM MAJOR REALLY NEEDS TO KNOW** The Parks and Recreation Management Program is part of the Department of Health Physical Education and recreation in the College of Education and Allied Profession's contents.

	<b>PAGE</b>
General Information	3
The Essay	4
Your strategic plan	5
Portfolios	5
Students Outcomes	5
Courses and course sequencing	6
Elective Credit	6
Internships and field experiences	7
Concentrations	8
Cooperative Learning and Distributed Leadership	8
Examinations	9
The PRM club	10
WEA National Certifications	10
National Ski Patrol	10
Study Abroad	11
Final Thoughts	11

This book is to help students through the process of gaining a PRM Major. It should be read in conjunction with the *University Catalog* which comprehensively covers all the rules and regulations. *All students should read both of these books* as different information is covered in each of them. You are ultimately responsible for your own program.

### **General Information**

The B.S. in Parks and Recreation Management (PRM) consists of the Liberal Studies requirements, a generalist core, an area of concentration and electives. The generalist core gives you the broad knowledge that professionals would need wherever they choose to work in the profession whether it is employee recreation, county recreation, military recreation, resorts, tourist attractions, or the land agencies (Parks, Forest Service, Army Corps, etc.). You choose a concentration that fits the area of specialization that most interests you. The concentrations are, Community Recreation Programs -- city, county, YMCA, military, etc., Outdoor Leadership and Instruction, Commercial and Resort Recreation, and Recreation Resource Management (for the Parks, Forest Service, Army Corps etc.). We do focus on program planning and administration. Many graduates will begin their professional careers as program planners and will have management and administration skills “under their belts” so they can move up the ladder of promotion. The mission of the Parks and Recreation Management Program is as follows.

#### **Mission Statement**

The mission of the Parks and Recreation Management Program is to promote resourcefulness, independent thinking, the ability to cope with change, and service to society -- by preparing leaders in the recreation resource and outdoor education professions. The program strives to maintain an intellectual and caring environment through cooperation and collaboration in active learning. Experiential education is also an important component to encourage application and modification of theories learned.

As you can see we believe in experiential learning -- where you apply the concepts that you learn, and we believe in Cooperative Learning where you learn to work in groups. There are some underlying ideas that we would like you to consider very carefully as they will help you get the most out of the PRM program and enable you to get a good job once you graduate. These ideas are about *commitment, studying, involvement, time management, maturity and writing skills*. We feel that we should be pretty blunt about these so here goes....

### **Declaring the major**

Write your required essay (to declare the major) early ( in PRM 250 if you are taking this class), then set up an appointment with your advisor and complete your strategic plan that details how to tie in extra curricular activities, certificates, special projects and service to your program as a whole. This will give you an excellent resume by the time you are ready to graduate.

### **Commitment**

*Turn up* for meetings, *be on time* and *get yourselves a good reputation* amongst your fellow students and faculty. This will be reflected in any reference that you get from the faculty. Often prospective employers do call us. We have to be honest in our response, so make it easy for us to give out glowing praise. Also, turn up to classes -- there is a strong correlation between good grades and class attendance.

### **Studying**

*Put in the time* to complete projects and to study. Be serious about this. For the PRM program a 2.5 GPA is a requirement. This will require that you put in the time to study and complete projects satisfactorily. Don't aim for just scraping through with an A. Aim for an A+ (there's no such thing but if you aim as high as you can, then you are more likely to get an A). There are comprehensive examinations in the Senior Seminar so you **need to save** all your notes and worksheets. We also suggest that you selectively buy some of your textbooks. If you lose your notes etc., then how can you study for your comprehensive finals or prepare for your Interview Portfolio?

### **Involvement**

All employers ask about this. They are looking for 'go-getters' who will be highly involved and show resourcefulness. They can tell how much you got involved by reading your resume (and from your references). *Get involved*.

### **Time Management**

*Start projects early*. Library research often requires inter-library loan material. Don't expect that you can get these on short notice. Early starts also enable good peer reviewing. If you catch each other's mistakes through good peer editing then everyone's grades will go up. Do the readings for each class before that class period to enable you to ask intelligent questions on the readings. This will also help you to retain information more easily. Trying to cram for

several courses the last week of the semester is an extremely poor practice as the amount of information will simply be too much for you to cope with.

### **Writing**

*Peer-edit each others' work* and do it brutally and honestly. It is better for you to catch each other with English/spelling/typo's on your written communication than the instructor. Unless you are really the expert with your English, then visit the Writing Center for assistance. For a lot of your projects -you will have to make edits after your final grade so that the documents are suitable for your portfolio. You do not want to present poor examples of your work in an interview. We check that you do make these changes in the Senior Seminar so you may as well do the best editing you can *before* you hand in work for your initial grades. This makes less work later and increases your grades at the same time. We know when you visit the Writing Center as we receive a note from them. This will gain you points as we regard this as a good thing to do. The ability to write will only improve with continual feedback. If your writing is poor, then you could receive 'CC' grades. If you receive two 'CC's' then you have to take English 300. The standard of your writing can affect whether you get a job and if you do get a job -- how long you stay. Embarrassingly written reports will not get you up the promotion ladder, nor will they secure your position in an organization. Please use correct English, rather than Instant Messenger style shorthand for any kind of correspondence with professors

### **Public Speaking**

Besides 'CC' grades in written communication, it is also possible to get 'OCC' grades in oral communication. Receiving two such grades prior to the semester in which you complete 110 hours means that you have to complete CMHC 300.

### **Maturity**

You will be representing the PRM Program in courses taught by other departments and other programs. Your actions will reflect on the PRM Program. Show your professors some respect by taking off your caps and acting like professionals. See yourself through their eyes. Appearance, dress and mannerisms can make a huge impression. You may be asking some of those professors for a reference and can only expect them to be truthful when they describe your professionalism to potential employers.

### **Myths and Realities**

1. Myth: This degree is “easy”. Reality: In actual fact the PRM courses are tough and with high expectations.

2. Myth: This (recreation) job involves teaching people. Reality: Some front line recreation jobs do like the front line leader/coach or outdoor instructors but often you will be more likely the program administrator/manager who sub-contracts the teacher/coach positions which are often volunteers. You will be meeting the public more often in relation to what they want in regard to your planning.

### **More Realities**

You could be working a lot while others are playing. There is a lot of seasonal work and some graduates work full time by combining two seasonal jobs such as Park Ranger and Ski Resort employee (for a time this can be exciting!). There are many full time jobs but you must be prepared to move to locations where they are. The better paid jobs such as Military Recreation (you work as a civilian) often require a higher G.P.A.

### **The Essay**

To become a PRM Major we require that you write an essay on why you wish to become a major. To prepare for the essay, look at the resources in the Pedagogy Lab and on the journal/magazine rack to get an idea of what the profession includes. There are many possibilities and directions to take in this field so we would like you to research these and then formulate some goals in your essay to start you off on the right foot. Get the essay writing direction sheet, come down to the green area and write it freehand. We will use this essay to help us in determining who should advise you and also to assist in putting together a strategic plan for you. We can also tell how much you need to work on your writing and appropriate strategies for this can be added to your plan. You will be given time in PRM 250 to prepare and write your essay if you wish to do it then.

### **Strategic Plan**

You will develop a strategic plan with us so that you can show involvement on your resume when you leave. Involvement is what prospective employers are looking for. Many of you will have only two years to do that (if you come to us after the completion of Liberal Studies requirements or as a transfer student) so we have to ‘hit the ground running’. We will use

another check sheet for this and assess how you are doing each advising session. Read the “What you can do with this degree sheet” to get some ideas – see appendix A.

### **The Portfolio**

All your projects, certificates, awards, documents from classes etc., will be used to build an interview portfolio. This will help you get a job and to help you do your job. Get a copy of the check sheet for what is expected. The Portfolio is a classy folder (from Wal-Mart or some such place -- around \$15) with most of what you produce while completing the PRM degree. It includes things like a Program/Grant Proposal, Program Evaluation, Research Prospectus, Business Plan, Risk Management Plan, certificates, and references from your mini internships. You would include whatever you think will help you but we have a “must include” list, so use the check sheet. This means of course that you *MUST save all your work* -- hard copies and disks. After a course is complete you will be given your work back with suggested changes to be made. In the Senior Seminar you will hand in the previous work with suggested corrections as well as the corrected work so we can check that improvements have been made. If documents are “lost”, then you must write another from scratch. However you do not want to be writing new documents in your senior seminar, so make copies as you go. Having one person in a group have the only copy is not a good idea; in fact it is a terrible idea. If you are working in a group to complete projects, then each team member must save everything.

The portfolio is extremely important. It is part of your ticket to getting your capstone internship and your first job as it is an *internship portfolio*. Think about that! You will be submitting examples of your work at an interview -- so the more you work on it at the “front end”, then the fewer corrections will be needed for the Senior Seminar version. You need to impress not depress a future employer. The quality of work then is very important. As the chances of getting a job hinge on this, your motivation to put the time in completing excellent work should be pretty high. Showing a prospective employer mediocre work would not make you very competitive in the job market!

All the documents in the portfolio are blueprints or models for you to use in the future. You will actually have something to help you when you are asked to produce such documents as part of your first or subsequent jobs.

This education has cost you and/or your family a lot of money and it has cost the state even more as your education is highly subsidized -- so look after your work. In the not-too-distant

future when you go for an interview, the expectation will be that you present evidence of your ability to produce the type of work expected. Examples of your work will be as important as having a B. S. degree.

### **Students Outcomes**

You will be graduating with a portfolio, which will contain the following documents (and others).

- Grant/Program proposal
- Evaluation report
- Trip Planning Document
- Research Prospectus
- Business Plan
- Risk Management Plan
- Leadership self-analysis (outdoor students)
- LOG/Journal (outdoor students)
- Resume/letter of application/3 references
- Computer example data - Leadership self study with graphs and charts
- Budget spreadsheet
- PERT Chart

### **Courses and course sequencing**

Use the Degree Requirement check sheets - which are coded (F = Fall, S = Spring, SS = Summer) to organize when you want to take your courses on the Long Range Planning Sheet. Make sure that you do certain courses early. Here are some that you have to schedule in early.

PRM 254	This course is a pre-requisite for the outdoor concentration courses.
PRM 383	The mini-internship is 50 hours in an agency of your choice (within reason). You attend the first session documented in the schedule to gain information on possibilities, then complete 50 hours at an agency. This has to be repeated three times. Start on these as early as you can. You can use one to get ‘the inside scoop’ on an agency that you might be considering for your capstone internship (big internship). It is possible to do two mini-internships in the summers. These experiences enable you to

give some service to the community and to bring examples back to classes and get your three “To whom it may concern” references for your interview portfolios. *Get the references before you leave.*

PRM 484 & 485 These courses are three credit internships that can be used to get further experience, they can be done any semester including the summer. They would count as electives.

PRM 486 This is a field experience class so that you can get credit for taking courses like Outward Bound, NOC or WFR course. You have to sign up for PRM 486 in advance of the course.

PRM 370 This is the Orientation to Internship course and must be done before The Capstone Internship (PRM 480 and PRM 483) as it gives you the skills to apply for it and prepares you for all the requirements (which are considerable). This course is only offered once a year in the spring semester -- so when you do your long range planning, slot it in before 480/483. This might mean three semesters ahead if you intend to do your internship in a spring semester.

PRM 495 In this class, *you will be asked to turn in your completed portfolio and take a final comprehensive examination* so do not register for this course until your final spring or fall semester. The comprehensive examinations cover information from all the core courses (not the concentrations) so **SAVE ALL YOUR NOTES, WORKSHEETS, BOOKS, COPIES FROM SUPPLEMENTARY NOTES FROM RESERVE MATERIALS** as well as your **PROJECTS FOR YOUR PORTFOLIOS** -- in a safe place.

### **Elective Credit**

You will need approximately a third of your degree requirements in elective credits.

They can be truly elective courses and may include a minor. Your advisor will suggest courses that would help you with your career aspirations, these can also be found on “guided” electives sheets available from your advisor.

### **Other important things to remember**

To graduate with the PRM Degree, you need to have completed 120 credits (with passing grades), of which 50% of major credits have to be upper division (300 and 400 level). To graduate from WCU you have to have a 2.0 G.P.A., however for the PRM program it is a **2.5 G.P.A.** Here's another quirk -- if you pass a course with a low grade and then repeat it to get a better grade, then you must fill out the required form for the Registrar's Office, otherwise your cumulative G.P.A. will be incorrect on your transcript. This could result in us thinking you have 120 credits when in fact you only have 117! Of course you cannot graduate with three credits short and the Registrar's office will almost certainly pick this up about a week before you are due to graduate!

*After approximately 90 hours – do a comprehensive check with your advisor to make sure that you have all the courses needed to graduate on your long range planning check sheet.*

**Immediately** after you have registered for courses the **semester before** you are due to graduate, complete the online graduate application form in MyCat (this will initiate a graduation fee, so don't be surprised to get hit with this – it is to pay for the diplomas, gifts and ceremonies). There are deadlines for graduation - so do not dilly-dally in getting this done! **Missing the deadline could mean that you graduate a semester later than you had planned. You cannot graduate if you do not apply for graduation.** The next thing to do is to view a NEW audit/evaluation, which will show all your courses in blue if they are complete or registered for. If there is anything in red, this means that there is a problem like you haven't done a required course, or a substitution form hasn't been completed, or you haven't reached 120 hours, or you haven't got an overall GPA of 2.5., etc. For anything red, high tail it to your advisor to straighten it out – the SOONER the better.

If Liberal Studies requirements are not completed correctly such as forgetting a science lab or the English Literature requirement, or doing the wrong course in a sub-section, then signatures by just about everyone and their mother are required to try for any waivers and this is just about impossible. So be very careful to complete all Liberal Studies requirements or you probably will have to come back an extra semester to take care of the omission.

## Internships and Field Experiences

- 383 Mini-internships These are to get you started and to “get your feet wet”. Choose different agencies that will give you the experiences that will help you in your career. They also enable you to learn things that you can bring back for discussion in classes or to practice things that you have learned in classes. You get to choose these (within reason) but we can also help you find one. You can do a couple in the summers if you wish. There are three to complete (each one credit).
- 389 Co-ops Cooperative Education is like an internship but the paper work is organized through the Career Services. Some agencies prefer Coops. They can be used for upper division elective credit and provide ways to get work experiences as do internships. Ask us for advice on this.
- 483 Internship These courses are your CAPSTONE EXPERIENCE done at the end or near the end of your course of study. **You must have completed the PRM 361 Program Planning course and PRM 370 Orientation to Internship** course before you can do this.
- 480 Independent study
- 484 Internship These are extra internships that can be done throughout the year or 485 Internship in the summers. They count for upper division credit.
- 486 This is where you can gain elective credit for completing Field Experience NOC, OB, WFR or NOLS type courses.

## Concentration Information

### All Concentrations

For information on the type of jobs you can get with strategies for helping you --see the “What You Can Do with This Degree Check Sheet”. The concentrations are Community Recreation, Outdoor Leadership and Instruction, Commercial and Resort Recreation, and Recreation Resources Management. Choose your concentration as early as you can, then you can choose research papers that you may be assigned to explore the area where you will be working in the future. There is further information on the Recreation Resource, and Outdoor Leadership and Instruction concentrations detailed below.

### **Recreation Resource Management Concentration**

If you are interested in natural resource management then you will be doing the Recreation Resource Management Concentration -- working for the Park Services, the Forest Service or the Army Corps of Engineers as a ranger. We realize that this area needs to be tailored to fit the different land agencies; for example, law enforcement is more useful for the Parks Service than the Forest Service. You can consider doing the Law Enforcement for Park Rangers at Southwestern Community College and we will transfer the credit to the concentration in this major. This course puts you ahead of others when applying for park jobs. If you are interested in Wildlife Management, then consider doing some Wildlife Management courses at Haywood Technical College -- again we will count this credit as part of this concentration. Basically we will tailor this concentration to fit the type of agency you prefer.

### **Outdoor Leadership and Instruction**

Experience counts for a lot in this area so you must keep a journal of all the trips, workshops, clinics, etc. that you do to add to your Interview Portfolio. Some agencies such as Outward Bound expect details of your past outdoor experiences. Outdoor equipment is available to PRM majors. Because of risk management concerns, climbing equipment is unavailable and kayaking equipment is restricted. If you wish to become an outdoor leader, then we recommend doing an expedition course through WEA, NOLS, OB, Landmark Learning or a similar agency. Credit can be given through PRM 486 Field Experience but you have to check with us first.

### **Cooperative Learning and Distributed Leadership**

Cooperative Learning is where you work in high functioning groups. It entails the use of five elements which are integrated into classes. These elements are as follows.

#### **1. Positive Interdependency**

As a group you must believe that you will "sink or swim together." The perception must be that one cannot succeed unless everyone succeeds. Each person's efforts benefit all, creating a commitment to other people's success as well as one's own. This may require a real mindset change for baby boomers and general 'scrappers'. Remember the "other directedness"<sup>1</sup> concept. If there is no positive interdependence, there is no cooperation.

---

<sup>1</sup>'Other directed' meaning selflessness is a term used by Paul Petzoldt in his outdoor education teachings

## **2. Individual and Group Accountability, and Personal Responsibility**

Each member must be accountable for contributing a fair share of the work and not "hitch hike". It includes assessing who needs extra assistance, support and encouragement. The truth is that as you provide instruction to a group member who needs it you 'cement' your own knowledge. The purpose of using cooperative learning in groups is to help improve the individuals in that group. A commitment is required to ensure that everyone contributes and understands all the material connected with the project.

## **3. Face to Face Promotive Interaction**

Cooperative Learning groups are both personal and academic support groups. Through interpersonal interactions, cognitive learning is increased. Things like oral explanations, discussions, connections to other learning, testing each other, and teaching each other all improve the learning. This fits nicely with the SQ3R method recommended for most effective studying. Remember - Survey, Question, Read, Recite, and Review. Often students without a group find it awkward or silly to recite material to themselves. Yet the actual recitation of the material is a significant part of learning it. Personal commitment is increased as the group promotes this kind of work together.

## **4. Interpersonal and Small Group Skills**

To get the task accomplished most effectively, groups must function as a team. This requires that all members practice good team skills which include; effective leadership, decision-making, trust building, communication, and conflict management. Everyone must also be *motivated* to use these skills. Remember -- you will need these skills when you enter the workforce.

## **5. Group Processing**

Group processing includes discussing how the group is working. How effective are relationships? Are the goals being met and is the task being accomplished? How well? How can the group improve? Is the group standing by the group norms set by the group? What can you do when group norms are ignored or dysfunctional behavior happens?

For the group to be a high functioning cooperative learning group, **all** of the above five elements need to be used. If the group gets the motivation to build in all these elements then a higher functioning team will grow with more learning. You can help by being a good group member --

- Be reliable
- Show commitment
- Be supportive
- Be open minded
- Do your share of the work.

We would like you to work on “distributed leadership”, which means that anyone and everyone will take on leadership roles in the group to move the group forward in the task or relationship. This requires functional or helpful group roles such as those mentioned above. Dysfunctional roles such as being unreliable or piggybacking will make the group dynamics unpleasant and the group ineffective. This all subsequently affects your grades.

You will have to work in groups in the work place so learn the skills now. In fact, the ability to work in a team is usually placed above anything else when comparing job skills. Read [The Group Book - Cooperative Skills for Effective Groups](#) (formerly known as [Groups Bloody Groups](#)) to help you with an understanding of this, along with strategies to get things going toward being an effective group with ongoing maintenance of relationships.

### **Examinations**

*Bring a Scantron sheet, #2 Pencil and a pencil sharpener to all examinations.* Study individually and study in groups. For essay questions, seriously plan potential question areas by drawing out cognitive maps which you can memorize and integrate into carefully prepared answers with critical thought. Write using good techniques such as carefully stating your thesis, then continually referring to it with a good chain of reasoning and good boiler plating. You can only receive points for quality information given. Careful preparation for examinations then, requires many hours of serious study.

### **The PRM Club**

The PRM Club is part of SGA at WCU (as long as it is registered each semester) and receives funding to help with club expenses. Additional funds can be accessed through SGA for special projects. Being a member of the club enables you to get to know other PRM students which, helps you to make friends on campus, broadens your network of professional contacts for when you have graduated. This can help you in future job searches and can help you whenever you need peer advice on whatever project you may be given. The club does quite a lot of service

in the region including being part of the Adopt a Trail and Campsite program for the Great Smoky Mountains National Park.

We encourage you to use the club to gain leadership experience. Several students have led trips to the Grove Park Inn, a city parks and recreation agency, or a tourism attraction. Some students have organized a club BBQ, a ropes course experience, a tournament or hikes in Slickrock and Shining Rock wilderness areas. Some students have done service projects for the community such as a Halloween Party with the Great Smoky Mountain Railroad for REACH kids, or have taken kids to Athletic events like basketball games or volleyball games for the Special Friends Program at Scotts Creek School. There are lots of opportunities to practice your leadership skills. Think of how you will answer the question that will most certainly be asked at your first job interview -- "What leadership roles have you taken?" The club is extremely important as it is the best avenue for you to develop both a strong professional network and your own leadership. Other avenues to do this are through fraternities and sororities, Base Camp Cullowhee or through Last Minute Productions at the University Center. However with other organizations, you may not be developing a network of Recreation Professionals who may help you as professionals in your future careers.

Don't forget that prospective employers are looking for graduates who have shown INVOLVEMENT through their resumes and references. Anyone can get involved in a variety of ways. To be competitive in the job market, you need to be involved -- that is the major reason for the club's existence.

At the end of each Spring Semester the club organizes an awards banquet for PRM Majors which usually consists of a nice dinner in some restaurant. Awards are presented in the form of plaques, certificates, and Mars bars followed by slides of the year gone by.

Several years ago the PRM Program started the Regional Adventure Education Conference. We organized it for four years then started a rotation with other colleges in the region, Warren Wilson, SCC, Montreat Anderson, and Brevard College. The club gets to run this every 5<sup>th</sup> year or so now. The conference is for students and run by students and costs very little -- another great way to get involved!

### **Wilderness Education Association (WEA)**

The PRM Program was highly involved with WEA but now only in a minimal way. We don't now offer expedition courses and so encourage students to do a WEA course with another university or agency. It is probably the least expensive option for expedition courses. Their website is <http://www.weainfo.org/>

### **The National Ski Patrol (NSP)**

The PRM Program is also accredited through the National Ski Patrol. Completing the NSP's Outdoor Emergency Care Certificate through PRM 256 will qualify you to train with the Ski Patrol at Cataloochee or Sapphire Valley Ski Resorts. This qualification is also regarded as being the equivalent of a Wilderness First Responder -- the first aid qualification currently regarded as the standard in the outdoor profession for outdoor leaders. The certification can be maintained by attending the annual updates provided by the National Ski Patrol throughout the country. Courses are also offered in professional rescuer CPR each year for students wishing to become involved with the ski patrol.

### **Forms to Guide You**

The following forms are designed to help you through the strategic planning process and through the academic curriculum. They are available from Ben's office in Reid Gym

What You Can Do With This Degree Check Sheet

Pre-major Check Sheet

Curriculum Check Sheet

Long Range Planning Sheet

Writing the Essay Check Sheet

Student Strategic Planning Check Sheet

Guided Electives Check Sheets

Portfolio Check Sheet

### **Study Abroad**

There are possibilities to study abroad for around the same cost as studying at Western. We have a special agreement with the Galway Mayo Institute of Technology in Ireland and have had international exchanges for a few years now. Studying in Ireland would require a year commitment and is best done early. It is a great experience to do study abroad. Ask for further details.

**Final Thoughts**

“Work hard and play hard”, that old adage holds especially true for PRM majors at WCU. Our location gives us some of the finest recreation areas in the country. Take advantage of this as you study hard and produce the best work that you can -- strike a good balance of recreation, play and work to make your experience here at Western both fruitful and enjoyable. We wish you well in your endeavors.

## Appendix 3.2.2 HPER Advisor Evaluation

### Department of Health, Physical Education, and Recreation

#### Meeting with Academic Advisor Evaluation

We need your help in assessing and improving our advisement services. Please complete this short survey and return to the main office in Reid 100 (across from the bowling alley). To maintain confidentiality, please complete this form after your advisement meeting while not in the presence of your advisor.

Based on your most recent meeting with your advisor, please select the answer that best describes your advisement experience.

Advisor Code: 0000

Strongly Agree	Agree	Disagree
----------------	-------	----------

1. My advisor was readily available for appointments or drop-ins.
2. My advisor was knowledgeable about degree and course requirements.
3. My advisor made me feel comfortable.
4. My advisor was a careful listener.
5. My advisor clearly addressed my questions and concerns.
6. I clearly understood what my advisor was telling me.
7. My advisor responded promptly to my emails and phone calls.
8. I was treated in a professional manner by my advisor.
9. Overall, I was satisfied with this advisement meeting.

Please feel free to add additional comments on the back of this form

**Appendix 3.2.3 PRM Students Evaluation of Advising** Student Evaluations of Advising

	Advisor Code	Average
Fall 2008	D. Singleton	4
	B. Tholkes	3.90
	M. Phipps	3.93
Spring 2009	D. Singleton	4
	B. Tholkes	3.87
	M. Phipps	3.90
Fall 2009	D. Singleton	4
	B. Tholkes	3.81
	M. Phipps	3.87
Spring 2010	D. Singleton	4
	B. Tholkes	4
	M. Phipps	3.90

## **Appendix 3.3 - Parks and Recreation Management Course Syllabi**

### **Appendix 3.3.1 PRM 250 Foundations of Parks and Recreation Management**

#### Foundations of Parks and Recreation Management

PRM 250

Fall 2010

Course Description - This course is designed to introduce students to the concepts, philosophical orientations, and aspects of recreation, play, and leisure. The significance and implications of leisure and recreation will be explored from both the individual's perspective and the organization and administration of leisure and recreation as a service and profession.

Credit Hours - Three (3)

Instructor - Dr. Ben Tholkes  
Reid Gym - Room 122  
Telephone - 227-7360

Office Hours – T Th – 11:00 – 2:00  
F 10:00 – 11:00

Meeting Day, Time, and Classroom - Monday, Wednesday, Friday  
11:15 am – 12:05 pm  
RD 132

Objectives -

\* To introduce the student to the basic concepts, theories, principles, and practices related to the parks, recreation, and leisure service field.

\* To study and analyze the meanings and importance of the terms recreation, leisure, and play.

\* To acquire a basic understanding and perspective of the historical and philosophical development of parks, recreation, and leisure.

\* To take an in-depth look at the various recreation delivery systems (public and private agencies).

\* To gain an understanding and appreciation of the importance of parks, recreation, and leisure service organizations to today's society.

\* To gain knowledge of topics such as legal issues, professionalism, and ethics in the field of parks and recreation.

\* To understand the importance of recreation to the state of North Carolina.

Additional Objectives:

- \* Develop a group/team working spirit.
- \* Participate in in-class group assignments.

Teaching Methods - The following methods will be used to achieve the course objectives.

1. Reading and Discussions - Assigned reading for each class will form the basis for our ensuing discussions. Reading will include the textbook and related literature.
2. Lecture - Lecture information will be based on the readings assigned in the textbooks and related literature.
3. Discussion - Discussion will center on the materials assigned from textbook exercises and study questions.
4. Assigned Projects - Various assignments will be completed and used for grading or discussion.
5. In-class Projects - Various individual and group projects will be completed and used for grading and discussion.
6. Tests - Test material will be based on information taken from the textbooks and class notes.

Required Text - Kraus, Richard, Recreation and Leisure in Modern Society.

- Gaskill, P., Introduction to Leisure Services in North Carolina

Grading -

In-class Assignments -----	35 points
Professional Involvement* -----	10 points
Quizzes -----	20 points
Assignment #1 -----	15 points
Test #1 and #2 -----	60 points (each)
Assignment #2 -----	20 points
Final Exam -----	<u>80 points</u>
TOTAL -----	300 points

A/A- --- 300 - 270 points (90%)

B+/B/B- - 269 - 240 points (80%)

C+/C/C- - 239 - 210 points (70%)

D+/D/D- - 209 - 180 points (60%)

\*Professional Involvement - Points will be awarded (up to a maximum of 10 points) for participation in an appropriate professional club or association such as Parks and Recreation Club. Two (2) points will be awarded for each meeting attended, event attended, or other function. Documentation of attendance must be turned in to the instructor to receive points.

Assignments - All assignments are due the day assigned. Assignments turned in late will receive a reduction of 5 points plus additional points for each day they are late.

Attendance Policy - Attendance will be taken each class period. Five points will be deducted from your final grade after your 3<sup>rd</sup> absence (excused or unexcused). See the Class Attendance Policy in the WCU General Catalog. NO make up grades will be given for missed quizzes or in-class assignments.

### **Course migration from WebCat to Blackboard**

WCU is in the process of migrating from WebCT Vista (WebCat) to Blackboard 9 (Blackboard) as our new Learning Management System. When you login to WebCat, you will use your Catamount Account (the first part of your Catamount email address and your password.) After logging in, you will see courses on the right of the page in WebCat and in the center in Blackboard. This course (HPE 355) is being taught in WebCat. Students who need content from WebCat need to request that content by June 1, 2011. For assistance, please call 1-866-374-8144. CLASS TIPS in the Hunter Commons in the basement of Hunter Library can help students as well.

### **WCU Academic Honor Code**

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

- A. Cheating--Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- B. Fabrication--Intentional falsification or invention of information or citation in an academic exercise.
- C. Plagiarism--Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- D. Facilitation of Academic Dishonesty--Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.” (WCU Student Handbook and Academic Planner, *Academic Honesty Policy*, 2004-2005, 7-8)

### **Sexual Harassment Policy Statement**

The University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

### **Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716, [lalexis@wcu.edu](mailto:lalexis@wcu.edu) or 144 Killian Annex.

**NOTES - Due to student feedback relating to use of electronics in the classroom, we would like all students to refrain from using cell phones, laptop computers and other electronic devices while in the classroom.**

## Course Schedule

This course schedule is subject to change due to changes in course content or other factors.

8/23 - Course Orientation

8/25 - Cooperative Learning

8/27 - Recreation and Leisure (Chapter 1)

8/30 - Play Questionnaire

9/1 - Basic Concepts of Play, Leisure, & Rec. (Chap. 2)

9/3 - Basic Concepts (Chapter 2 Continued)

**9/6 - Labor Day (No Class)**

9/8 - Personal Leisure Perspective (Chapter 5)

9/10 - Life Span and Family Influences (Chapter 5)

9/13 - Rec. & Leisure in Modern Era (Chapter 4)

9/15 - Early History of Recreation and Leisure (Chapter 3)  
(Chapter 1, ILSNC)

9/17 - Early History (Chapter 3, Continued)

**9/20 – Exam #1**

9/22 - The Leisure-Service System (Chapter 8)  
(Chap. 6 ILSNC)

9/24 - The Leisure-Service System (continued) (Chap. 8)  
Community Recreation (Video) (Chap. 5 ILSNC)

9/27 - Voluntary, Nonprofit Organizations (Chap. 8)  
(Chap. 4 ILSNC)  
Therapeutic Recreation Service (Chapter 9)  
(Chap. 8 ILSNC)

9/29 - Specialized Agencies (Chapter 9)  
(Chapter 12 ILSNC)

10/1 - Commercial Recreation (Chapter 8)  
Private Recreation (Chapter 9) (Chap. 2 ILSNC)

10/4 - Social Functions of Comm. Rec. (Chapter 7)  
(Chap. 7 ILSNC)

10/6 – Outdoor Recreation  
(Chapter 10 ILSNC)

10/8 - Adventure Recreation  
(Chapter 11 ILSNC)  
Review for Exam #2

10/11 - Risk and Recreation

**10/13 – Exam #2**

**10/15 – Fall Break (No Class)**

**10/18 - Fall Break (No Class)**

10/20 – Evaluation of Group  
Form New Groups

10/22 – Equity Issues in Recreation

10/25 - Recreation Research - Assignment #1

10/27 - In These Ancient Trees

10/29 - Environmental Ethics

11/1 - Career Opportunities in PRM (Chapter 12)

**11/3 – Advising Day (No Classes)**

11/5 - Conflict in Recreational Areas - Assignment #2  
Assignment #1 due

11/8 - Morally Marginal Recreation

11/10 - American's with Disabilities Act

11/12 – Adventure Conference

11/15 - ADA (Continued)

11/17 - Legal Issues in Park and Recreation

11/19 – Legal Issues (Continued)

11/22 - Playground Safety

**11/24 - Thanksgiving (No classes)**

**11/26 - Thanksgiving (No classes)**

11/29 - Leisure Services in North Carolina

12/1 - Leisure Services in North Carolina

12/3 - Leisure Services in North Carolina

12/6 - Assignment #2 Due  
Leisure Services in North Carolina

12/8 - Leisure Services in North Carolina  
Future Perspectives of Rec. and Leisure (Chapter 13)

12/10 - Review for Final Exam  
Park and Recreation Pro. (Chapter 12)  
(Chap. 9 & 14 ILSNC)

**12/13 M - Final Evaluation (3:00 - 5:30)**

**Course Evaluation dates – November 14 – December 5**

**PRM majors remember to save all of your class notes and assignments to use in preparing your PRM portfolio and for the comprehensive final exam in PRM 495 – Senior Seminar.**

### **Appendix 3.3.2 PRM 254 Introduction to Outdoor Pursuits Education**

#### **PRM 254 : INTRODUCTION TO OUTDOOR PURSUITS EDUCATION**

**I. Course Description:** Preparation for pedagogy in outdoor pursuits. An introduction to the professional aspect of adventure education. Wilderness and back country characteristics are reviewed in terms of potential hazards, use ethics, techniques for minimizing physical and social impacts on natural resources, and safety. Instructional techniques for outdoor pursuits. 3 lecture, 1 lab.

**II. Credit Hours:** Four (4) - 3 lecture, 1 lab

**III. Instructor:** Maurice Phipps  
Reid Gym  
Phone: 227-3844  
Web Page < <http://paws.wcu.edu/hipps>>

**IV. Office Hours:** As posted

**V. Meeting day, time and classroom:**

Wednesday 12:20 – 3:20 p.m., Reid 122H

Labs – see course calendar

**VI. Goals and Objectives**

**The overall goals of the course are threefold -**

1. To teach the students about the risks and prevention of survival situations in the outdoors.
2. To enable the students to make good administrative decisions concerning outdoor pursuits when they become administrators/managers in recreation organizations.
3. To enable the students to actually experience some outdoor pursuits together and learn the basics of teaching in the outdoors.

**Objectives/Expected Student Outcomes:**

Students will be presented with an opportunity to gain:

1. an understanding of theories and concepts for teaching and experiential education in the outdoors.
2. practice in basic kayaking skills.
3. practice in basic rappelling and rock climbing skills.
4. an awareness of the risks associated with doing activities in the wild outdoors.
5. an understanding of weather and weather related problems in the outdoors.
6. an understanding of problem plants and animals in the outdoors.
7. practice in the basic use of a compass.
8. an awareness of water related hazards.
9. an awareness of mountain and cave related hazards.
10. practice in a simulated evacuation.
11. an understanding of safety and risk management for outdoor pursuits.
12. experience in critiquing a university field trip.

**VII. Teaching and Learning Method:** The following methods will be deployed to achieve the course objectives:

1. Reading and Discussion: Assigned reading for each class will form the basis for ensuing discussions. Readings will include the text-book, hand out articles, supplementary notes and additional readings on reserve.
2. Discourse - Lecture - Discussion: Essentially we will talk together and stimulate pro-active communication - look for involvement on your part.
3. Assigned projects (2): Part of the course will be experiential - actually doing the activities. However a reaction paper is required (4 pages times font double spaced) based on the Base Camp field trip. **This paper must relate to as many theories as you can that we have discussed in class. A separate research paper (4 pages) must integrate avoidance of survival into a chosen outdoor pursuit.**
4. Cooperative Learning Projects:  
Throughout the class, cooperative learning and collaboration are expected. If *extended* base groups (minimum of 4) achieve 80% each on the mid-term and final, an extra 5% bonus will be given on the exams. The exams, however, are to be taken **individually**
5. Being actively involved in the outdoor pursuits is a requirement.

**VIII. Required Text:**

Rental: Petzoldt, Paul and Ringholz, Raye. The New Wilderness Handbook. WW Norton and Company

*Supplementary Notes in Outdoor Pursuits in Education* - available in the pedagogy lab  
PRM 254 Workbook – **Purchase** at the bookstore.

**IX. Grading:**

	<b><u>SCALE</u></b>
Mid-Term examination	30%
Final Exam	30%
Participation/skills	20 %
Research Paper	10%
Reaction Paper (to Base Camp field trip)	<u>10 %</u>
<b>TOTAL</b>	<b><u>100%</u></b>

**Grading Scale**

A+ 93-100  
 A 90 - 100  
 A- 87 - 89  
 B+ 84 - 86  
 B 81 - 83  
 B- 79 - 80  
 C+ 75 - 78  
 C 72 - 74  
 C- 69 - 71  
 D+ 66 - 68  
 D 63 - 65  
 D- 60 - 62  
 F Below 60

**A is outstanding****B is good****C is average****D is poor****F is failing****X. Attendance Policy:**

One miss only - this is a three hour class. 3 percentage points deducted for subsequent misses. As cooperative learning is an important aspect of the course and program, missing classes affects not only you, but others as well.

**Course migration from WebCat to Blackboard**

WCU is in the process of migrating from WebCT Vista (WebCat) to Blackboard 9 (Blackboard) as our new Learning Management System. When you login to WebCat, you will use your Catamount Account (the first part of your Catamount email address and your password.) After logging in, you will see courses on the right of the page in WebCat and in the center in Blackboard. This course (HPE 355) is being taught in WebCat. Students who need content from WebCat need to request that content by June 1, 2011. For assistance, please call 1-866-374-8144. CLASS TIPS in the Hunter Commons in the basement of Hunter Library can help students as well.

**WCU Academic Honor Code**

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

- A. Cheating--Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- B. Fabrication--Intentional falsification or invention of information or citation in an academic exercise.
- C. Plagiarism--Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

D. Facilitation of Academic Dishonesty--Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.” (WCU Student Handbook and Academic Planner, *Academic Honesty Policy*, 2004-2005, 7-8)

**Sexual Harassment Policy Statement**

The University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

**Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716, [lalexis@wcu.edu](mailto:lalexis@wcu.edu) or 144 Killian Annex.

### **Appendix 3.3.3 PRM 270 Leadership and Group Dynamics in Recreation**

PRM 270-02 Leadership and Group Dynamics In Recreation  
Reid 122H / Tuesday-Thursday/ 11:00am-12:15pm

**Error! Reference source not found., MA; Instructor HPER**

**Office:** Reid 102 (828) 227-3545 email through WebCat

**Office Hours:** M-W 10:00am-12noon T, Th, Fri *by appointment*

---

**Catalog Description** *Emphasis will be placed on appropriate theories and techniques for specific clientele and the populations that are encountered as a recreational professional.*

#### **Rental Textbook**

Jordan, D. J. (2007). *Leadership in Leisure Services: Making a Difference*. State College, PA: Venture Publishing, Inc.

#### **Supplemental Textbook**

Phipps, M. & Phipps, C. (2000). *The Group Book: Effective Skills for Cooperative Groups*. Sylva, NC: System 4 Services. Available for purchase in WCU Bookstore.

**Course Goals and Objectives** Over the span of the semester, the student will be presented with the opportunity to gain:

1. an understanding of the different concepts/theories of leadership
2. an understanding of group dynamics
3. an understanding of leadership and human development
4. an understanding and experience with various communication skills
5. an understanding of learning and teaching styles and how to apply them
6. an understanding of problem solving strategies and practice in using those skills
7. an understanding of behavior management and how to apply them
8. an understanding of the decision making process
9. an understanding of the practice of ethical decision making
10. practice in creating, implementing, leading and evaluating an activity through a partner presentation
11. practice in creating, implementing and evaluating activities in a group setting
12. the ability to verbally clarify the purpose of using a Full-Value Contract in groups (as well as develop)
13. the opportunity to work in a variety of group settings and apply skills learned during the semester
14. the opportunity to observe leadership and group dynamics outside of the classroom setting.

### Performance Measures

<i>Assignment</i>	<i>Points</i>
<b>Leadership Essay/Discussion</b>	<b>100</b>
<b>Leadership Presentation</b>	<b>200</b>
<b>Cooperative Group Presentation</b>	<b>200</b>
<b>Activity Notebook</b>	<b>100</b>
<b>Two Exams</b>	<b>200</b>
<b>In class participation, quizzes, etc.</b>	<b>100</b>
<b>Applied Learning Assignment</b>	<b>200</b>
<b><i>Total</i></b>	<b>1000</b>

#### **Leadership Essay/Discussion** (100 pts.)

Each student will write an essay comparing and contrasting two of the leadership theories from chapter 2 of the textbook. For each theory identified, the student will document: (a) the theory (b) the key concepts of the theory, (c) pros and cons of the theory, (d) provide examples of how the theory works when applied, and (e) opinion on if this theory would work with the student's personality and his/her own ideas about effective leadership. Similarities and differences between the two theories should be identified and discussed. The student is to find and document at least one other source (other than the textbook) of information for each of the two theories chosen. Acceptable sources include internet websites, books, professional journals, professional papers/essays and periodicals.

The paper should be double-spaced, 1" margins, 12 point font, no less than 900 words (@4-5 pages) and submitted via the WebCat assignment module.

For assistance composing your paper, visit the Writing Center's, "Assignment Strategies"; <http://www.wcu.edu/11666.asp>

Please use APA style to document your sources. Check out the WCU Writing Center's webpage devoted to APA style: <http://www.wcu.edu/11743.asp>

Students will be placed in small groups to elaborate on their essays and then lead a class discussion on their findings.

#### **Leadership Presentation** (200 pts.)

Each student will be paired with a peer and lead the class through a 10 minute interactive presentation. During which the partners will teach the class a skill, hobby, or craft. Presentations should be creative and original. No Repeats! Topics are on a first come first serve basis, if there is a conflict the partners who signed up for their topic first will present that topic. The partners will create a one page handout to accompany their presentation. S/he must provide a copy for each class participant as well as all materials necessary for the presentation. Leadership project grade will be determined through a combination of the professor's assessment and peer evaluations.

#### **Cooperative Group Project** (200 pts.)

Students will be assigned membership in small groups for the purpose of designing and presenting an experiential activity to the class during the last third of the semester. This assignment will be considered a summary performance measure, combining the practices learned

over the course of the semester. Each group will be allotted 30 minutes to make their presentation. Group project grade will be determined through a combination of the professor's assessment and peer evaluations.

### **Activity Notebook** (100 pts.)

Each student will create, compile and organize a notebook of activities that they can use in a variety of leadership and group settings. The notebook should be organized in a logical manner. Example: Types of Activities (icebreakers, games) or Age groups or subject matter (health, cognitive skills, fine motor skills, climbing, team building, etc.) Document all sources (APA style, source indicated on the same page as activity). In addition to activities, create a resource list (books, websites, articles, etc.) and an equipment and props list (where to find it, what you have, what you can make and how). Activities will be due on a periodic basis throughout the semester. Refer to WebCat for actual dates. A date will be set aside at the end of the semester for students to share their favorite or most creative activity.

### **Semester Examinations** (200 pts.)

There will be two semester examinations, each covering lecture material, assigned readings, experiential sessions, guest speakers and films of which the course is comprised. Both exams will be online.

### **In Class Participation, Quizzes, and Activities** (100 pts)

There will be many opportunities for students to earn in class participation points through a variety of assessments and activities. Many of these will be unannounced, some may be issued as homework assignments or pop quizzes.

### **Applied Learning Assignment**(200 points)

Students will work in **small groups or as an individual** to prepare, deliver and evaluate an activity to a group of individuals outside of this class. The objective of this assignment is to have the student complete the experiential learning cycle for this course. The presentation should include a warm-up activity with briefing, activity which focuses on specific group dynamic, and a debriefing. You will also be required to provide demographic data of your participants and conduct an evaluation of the activity. Possible audiences include other PRM classes, other HPER classes, HPER faculty meeting, local elementary schools, local recreation department event, athletic teams, campus recreation program or Base Camp Cullowhee program. Students will submit a proposal with an outline of the activity and other required materials, deliver the activity and then complete a reflective evaluation of the experience. Groups will present their evaluation to the class during the final exam period.

**Final Grade** A total of 1000 points are available for each student enrolled in PRM 270. Final grades will be calculated based on student point accumulation.

A+	100+%	Greater than 1000 points			
A	93-100%	930-1000 points	C	73-76.9%	730-769 points
A-	90-92%	900-929 points	C-	70-72.9%	700-729 points
B+	87-89.9%	870-899 points	D+	67-69.9%	670-699 points
B	83-86.9%	830-869 points	D	63-66.9%	630-669 points
B-	80-82.9%	800-829 points	D-	60-62.9%	600-629 points
C+	77-79.9%	770-799 points	F	Below 60%	599 or below

More information will be provided on WebCat for each assignment above prior to the due date of the assignment.

### Assignment Guidelines

1. Each assignment is due the class period assigned or designated on the course schedule. ***Late assignments will NOT BE ACCEPTED!!!!*** *If you are having a problem completing an assignment on time, please ask the instructor for assistance prior to the due date.*
2. Most assignments will be submitted on WebCat. Make sure you are familiar with the procedures before the due date. Assignment guidelines will be clearly stated for each piece of required work.
3. If an assignment is to be turned in during a class period, please **staple** multiple page assignments together before handing them in. Please **type** all assignments in a legible, easy to read 12 point font and either black or dark blue ink. Not typed, not accepted.
4. Use your spell-check, grammar, and thesaurus tools which are provided in all word document software. Errors will result in points deducted.
5. If you are required to read a chapter in the text, visit a website, complete homework or a project prior to a class, please do so. Class time is for discussion and activities. **Be Prepared!!**

*Tip: The University Writing Center in Hunter Library offers personal training in effective academic and professional writing. Plus, it's free! Make an appointment by calling 7197. Visit [www.wcu.edu/writingcenter](http://www.wcu.edu/writingcenter) to view on-line resources, frequently asked questions, and more.*

### Administrative Particulars

#### Attendance Policy

This policy is primarily in place to reward those students who attend class and are active participants in learning. Those students who choose not to participate nor attend class will be penalized for their lack of commitment. Three (3) absences (excused or unexcused) are allowed with no penalty. As noted in WCU's attendance policy: "A student with more unexcused

*absences than the semester hours given for a course can expect the instructor to lower their final grade, especially in a 100-(freshman) or 200-(sophomore) level course. Missing approximately 10% of class meeting times (e.g. 4-5 MWF classes, 3 TR classes, or 1 laboratory or night class) or more constitutes a significant amount of class materials and experience and is very difficult, if not impossible, to make up.”*

It is recognized that students may have legitimate excused absences. As noted in WCU’s attendance policy:

***II. University Excused Absences:*** *In addition to a documented and bonafide medical emergency or the death of an immediate family member, excused absences are granted for university events that include performances and events sanctioned by the Chancellor to promote the image of the university, regularly scheduled university team competitions (athletic and otherwise) including postseason play (practices and training sessions are excluded) and, in addition, student engagement sponsored by the institution and approved by the Provost (e.g. research presentations and performances at national conferences or events).*

*Individual class requirements such as field trips, field research or service learning activities are not considered institutional events. Faculty who schedule outside activities may request other faculty to excuse students from their classes so they may attend the outside event. However, individual faculty will determine whether the absence is excused or not. Should students be unable to attend the outside class event because of required attendance in other classes, they will not be penalized by the professor offering the outside activity.*

*An instructor is expected to honor a valid university excuse for an absence and to provide reasonable make-up work if the student notifies him or her of the approved absence at least one class period prior to the date of absence. A student who misses class work because of a university excused absence is responsible for contacting the instructor within one class meeting after returning to make satisfactory arrangements that the instructor deems appropriate for a make-up. Excused absences should not lower a course grade if the student is maintaining satisfactory progress in the class and has followed the instructor’s make-up procedures. Class experiences that are impossible to make up should be discussed during the first week of classes when there is sufficient time for a student to drop the course.*

*A student who anticipates missing a high number of classes (i.e. 10% or more of class time) for excused absences is required to discuss this issue with the instructor during the first week of classes to determine the possible solutions or consequences. Courses in professional programs with accreditation or licensure requirements should not be taken in a semester where a student anticipates a high number of absences.*

*The trip or activity sponsor must obtain written permission to travel as soon as possible and give each student a copy of the approved request. Each student must give the request to the instructor as soon as possible but ideally at least one week prior to the day of the absence. The request should contain the name of the sponsor and group, the purpose, date(s), location of the event, and time and the names of the participating students.*

If you miss **4 or more lecture classes (no bonafide excuse provided prior to or within 48 hours of missing)**, this will result in 3 points being deducted from your FINAL grade (ex: 81% - 3 points = 78%). To be excused from class for university sponsored events (music, sports, conferences, etc) you must present written documentation **BEFORE MISSING CLASS**.

Number of Absences	Points
Up to 3 absences	0 points (no addition, no subtraction)
4 or more absences	3 points per absence will be deducted from your FINAL grade.

### **Test Make-up Policy**

If you are sick or unable to complete an online test during the time period allotted, you must notify the instructor **ONE Week prior** to the time the test is scheduled or if sick, prior to the test cut-off time. If prior notification is not given, but you contact the instructor within 24 hours of the missed test, you can schedule a make-up test which will be different from the test originally given. If you do not contact the instructor at all, you will receive a grade of zero on the exam and no make-up. There are no make-up opportunities for quizzes.

If you are absent on the day the instructor describes an assignment, it is your responsibility to get the information from a classmate or check WebCat.

### **General Classroom Environment**

It is my intention to create a friendly, exciting, safe, and positive learning environment for this class. In order to accomplish this goal, there are several norms for classroom behavior. These include:

- Students should avoid disturbing the class with their behavior.
- ✓ Please turn off cell phones during class, this includes the “vibration” setting and text messaging.
- ✓ NO TEXT MESSAGING IN CLASS. First offense, students will be asked to stop. Second offense, texting device will be placed on table in front of room until the end of class.
- ✓ Please turn off and put away all portable music players, and take ear buds OUT of ears.
- ✓ Headsets are not allowed during class.
- ✓ Personal laptop computers are NOT ALLOWED during class unless the instructor requests their presence or the student has documentation from Student Support Services that they are needed.
- ✓ Smokeless tobacco is DEFINITELY NOT ALLOWED during class. Please spit it out prior to class.
- ✓ Hats may be worn during outside activities to shield sun, rain, wind, or snow from your eyes.
- ✓ Dress appropriate for the class. Some days will require activity so be prepared.
- ✓ Food and drink are acceptable, however, students are expected to throw away their own trash and not make a mess of the classroom.

- ✓ Students should be **ON TIME** for class. Walking in late disrupts the entire class. Announcements, assignments, and quizzes are given within 1 minute after class begins. You may miss something important and not be able to make up a quiz.
- ✓ Please be courteous and not talk while the instructor or another student is speaking.
- ✓ Please stay awake during class. Going to sleep will be counted as an absence.
- ✓ **Repeated disregard for these norms will result in removal from the class.**

- Students are expected to give their best effort and maintain the highest standards of academic honesty and integrity as established by the university. Students caught cheating, practicing plagiarism, or fabrication will be given an F (failure) for the assignment and possibly the course. Sanctions from the university may also apply (see your student catalog for more information or refer to the academic honesty statement described above).

- Students have a right to see their grades (schedule an appointment with the instructor), and to have their work (assignments, quizzes, tests, projects) returned in a reasonable amount of time. All grades and instructor/student conversations will remain confidential. You may check your grades on WebCat.

**The instructor reserves the right to modify the norms of classroom behavior, the course requirements, or the schedule of activities for the benefit of the students if circumstances warrant. Students will assist in the development of a Full Value Contract for this course.**

**Course Schedule:** Please refer to the WebCat calendar for the most current information.

**Course Evaluation Schedule:** Students will be asked to participate in an online evaluation of this course starting November 21 through December 5. \*The opening date could be changed, please refer to WebCat calendar for updates.

**National College Health Assessment:**

All non-distance education students over the age of 18 will be invited by the American College Health Association (ACHA) by email to participate in the NCHA survey online from September 20 - October 13. You will only be able to access the survey from the email invitation you receive from the ACHA. The subject line of the survey will be "Tell Us How You Roll, Take the NCHA Survey." The voluntary survey is completely confidential and will take about 30 minutes to complete. All eligible students are encouraged to participate. For more information about the NCHAI at WCU, please visit: <http://www.wcu.edu/26995.asp>.

**Course migration from WebCat to Blackboard**

WCU is in the process of migrating from WebCT Vista (WebCat) to Blackboard 9 (Blackboard) as our new Learning Management System. When you login to WebCat, you will use your Catamount Account (the first part of your Catamount email address and your password.)

After logging in, you will see courses on the right of the page in WebCat and in the center in Blackboard. This course (PRM 270) is being taught in WebCat. Students who need content from WebCat need to request that content by June 1, 2011. For assistance, please call 1-866-374-8144. CLASS TIPS in the Hunter Commons in the basement of Hunter Library can help students as well.

### **WCU Academic Honor Code**

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

- A. Cheating--Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- B. Fabrication--Intentional falsification or invention of information or citation in an academic exercise.
- C. Plagiarism--Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- D. Facilitation of Academic Dishonesty--Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.” (WCU Student Handbook and Academic Planner, *Academic Honesty Policy*, 2004-2005, 7-8)

### **Sexual Harassment Policy Statement**

The University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

### **Accommodations for Students with Disabilities**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716, [lalexis@wcu.edu](mailto:lalexis@wcu.edu) or 144 Killian Annex.

### Appendix 3.3.4 PRM 321 Outdoor Education and Interpretation

#### Parks and Recreation Management Program PRM 321

**I. Course Description:** Theory and principles of outdoor education as an interdisciplinary approach to learning in a recreational or educational setting.

**II. Credit Hours:** Three (3)

**III. Instructor:** Maurice Phipps  
Reid Gym Phone: 227-3844  
Web page <http://paws.wcu.edu/hipps>

**IV. Office Hours:** A posted

**V. Meeting day, time and classroom:** Tuesday & Thursday 11:00 -12:15pm RD 109

**VI. Goals and Objectives:**

Students will be presented with an opportunity to gain

1. An understanding of theories related to interpretation.
2. Insights from field trips to interpretive centers.
3. Practice in critiquing interpretive displays and construction of effective PowerPoint presentations.
4. An understanding of teaching and learning theories related to the outdoors.
5. An understanding of the different levels of facilitation.
6. An understanding of Cooperative Learning.
7. Practice in the Project Wild Activities.
8. Practice in teaching an outdoor related topic or producing an interpretive display.

**VII. Teaching and Learning Methods:** The following methods will be used to achieve the course objectives:

1. Reading and discussion: Assigned readings for each class will form the basis for discussion. Readings will include the text books, hand outs, a work book, reserve readings, journals in the library.
2. Lecture: There will be some lectures
3. Cooperative Learning: There will be some informal and formal cooperative learning. Study groups (min 4 students) can earn bonus points (5) on examinations by each student achieving 80%. The exams are taken individually – the studying is cooperative.
4. Assigned projects (3) -
  - a. A journal reflecting important insights from lectures, readings, documentaries and visits. This is an *individual* assignment.
  - b. Critique two visits to interpretive centers (as well as the Mountain Heritage Center – in class) by constructing a PowerPoint presentation using the techniques suggested in the textbook. This is a *cooperative* project (pairs). You must have read the Caputo, Lewis & Brochu book prior to the visits.
  - c. Individually teach a class for an educational/recreational establishment OR construct an interpretive display or video

5. There will be a field visits to interpretive sites
6. There will be guest speakers
7. Experiential learning will be incorporated into classes and assignments.

### VIII. Required Textbooks:

**Purchase** from the bookstore –

*Interpretations by Design: Graphic Design Basics for Heritage Interpreters* by Caputo, Lewis and Brochu

*The Group Book: Effective Skills for Cooperative Groups* by Phipps and Phipps  
(You should have this from PRM 270)

*PRM 321 Work Book*

**Rental** - *Applied Interpretation: Putting Research into Practice* by Knapp

<b>IX. Grading:</b>	Journal	20%
	Presentation on Visits	10
	Project Wild	10
	Teaching assignment or display or video	20
	Mid-term exam	20
	Final exam	<u>20</u>
	<b>TOTAL</b>	<b>100%</b>

### X. Attendance Policy:

Two misses only. 3 percentage points will be deducted for each subsequent miss. As cooperative learning is an important aspect of the course, missing classes not only affects you, but others as well.

### XI. Electronic Distractions

Turn off cell phones on entry into the classroom. Only use laptops to take notes or research during 'lab' type sessions. If you use a laptop in class you will be subject to extra questioning to make sure that you are using it for class purposes and not social networking or viewing inappropriate material. If you are distracted by such things, you will be asked to leave the classroom (with an absence) as it distracts others around you.

### XII. Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please call 828-227-7234.

#### Grading Scale

A 90-100	C+ 75-78
A- 87-89	C 72-74
B+ 84-86	C- 69-71
B 81-83	D+ 66-68
B- 79-80	D 63-65
D- 60-62	F Below 60

#### Assignments

##### Journal (Individual)

Your journal should reflect important points from the readings, classes, visits, and Project Wild. Although the important aspects of your journal are your insights and reflections – it must be readable. It should also include drawings, sketches and quotes as well as your written reflections.

### **Presentation on Field Visits (Cooperative Pairs)**

Have read the Interpretation by Design text. Make two visits to different interpretive centers and critique their interpretive displays using the information from the text. Call ahead to check that they are open at this time of year. Take a camera to aid your analysis but ask permission to take photographs. You will need to illustrate in your PowerPoint at least three good examples and 3 poor examples of interpretation. Hand in your PowerPoint (6 slides per page) and a written analysis of your critique (three pages double spaced times font) – relate to the design textbook. Do follow the guidance from the PowerPoint chapter!

Example field trip sites are:

- ☛ National Park Service Visitors Centers, Sugarlands (Gatlinburg), Oconaluftee (Cherokee) and Cades Cove
- ☛ Western North Carolina Nature Center, Asheville
- ☛ Museum of the Cherokee Indian, Cherokee
- ☛ Pisgah Center for Wildlife Education, near Brevard
- ☛ Blue Ridge Parkway, museum of NC Minerals (milepost 331), The Folk Art Museum (MP 382), The Parkway Visitors' Center (MP 384)
- ☛ Junaluska Museum, Robbinsville
- ☛ Cherokee County Historical Museum, Murphy

Other sites are possible –check with me if you are intending selecting alternative sites.

### **Teaching/Display**

Teach a class on an outdoor topic – you **MUST** clear the topic with me. Use the teaching check sheet and the Lesson Plan to prepare your class. It should be at least an hour long. Your prospective students could be from local schools, scouts, church youth programs, parks and recreation agencies etc. Analyze how your lesson went in a paper detailing your planning, your students and your evaluation (using the Learning Check Sheet) – 3 pages minimum.

**OR**

Produce a quality interpretive display or video - this will be accompanied by a three page paper detailing the specific techniques (from the design text) used to design the display.

### **Appendix 3.3.5 PRM 340 Challenge Course Facilitation**

#### **PRM 340 Challenge Course Facilitation**

##### **I. COURSE DESCRIPTION**

Behavior change, instruction, and personal growth taught in a challenge course setting. Includes operation of a ropes course, facilitation of activities, course technology and safety.

##### **II. CREDIT HOURS: THREE (3) - 2 LECTURE AND 2 LAB**

##### **IV. OFFICE HOURS:**

##### **V. MEETING TIME AND CLASSROOM**

Moonshadow Learning Services Ropes Course, Whittier

##### **V. COURSE OBJECTIVES**

Students will be presented with an opportunity to gain:

1. An understanding and practice in setting up low and high ropes course elements
2. An understanding and practice using appropriate knots
3. An understanding and practice in rescue systems, safety and response skills
4. An understanding and practice inspection and maintenance
5. Proficiency in facilitation skills
6. Proficiency in debriefing techniques
7. An understanding of group management skills.

##### **VII. COURSE FORMAT**

The course consists of classroom lectures and discussions and practice on a Ropes Course

##### **VIII. TEXTS**

**Rental:** Islands of Healing by Schoel, Prouty, Radcliffe

##### **IX GRADING CRITERIA**

###### **Grading:**

	<b><u>SCALE</u></b>
Quizzes	30 points
Tests (3)	135 points
Project (see below)	45 points
Final examination	<u>90 points</u>
<b>TOTAL</b>	300 points

###### **Grading scale:**

- A/A- 300 - 270 points (90%)
- B+/B/B- 269 - 240 points (80%)
- C+/C/C- 239 - 210 points (70%)
- D+/D/D- 209 - 180 points (60%)

## X. ATTENDANCE POLICY

Class attendance is expected. One miss for emergencies is allowed. For each subsequent 'hour' absence, 3 points are lost from the total grade. Thus, missing more than one three hour class forfeits 9 points (without three hours of make up time).

### Tests

There will be a quiz every other class session, a mid term exam and a final exam - the final exam is written, verbal, and practical, hence its weight in the overall grade.

### Project

The student project consists of a written plan (using the attached forms) for a fictional or actual group that the student would feel prepared to work with for a one day program. Students describe the characteristics of the group, goals and objectives of the day-long program, and the rationale for the specific sequence selected. The plan must include a comprehensive description of the planned activities, rules and parameters, as well as a complete list of props and/or elements to be used. Contingency plans for weather, risk management plan, and a briefing sheet for participants in the program they describe.

### Disabilities Statement

*Western Carolina University makes every effort to provide appropriate accommodations for students with documented disabilities in compliance with the Americans with Disabilities Act. To receive academic accommodations, students must be registered with the office of Student Support Services (contact Carol Mellen at 227-7127, Killian Annex). The letter received from Student Support Services should be presented as documentation to the instructor as early in the semester as possible.*

## WCU PRM 340 Calendar

Date	Topic
August 30	<b>Intro to class, logistics, policies</b> CYC, FVC, Experiential Learning Cycle, Goals Overview of MLS Challenge Course, Practical Application – Low Ropes
September 06	Practical Application – Low Ropes GRABBS, Tuckmann’s Group Development, Sequencing
13	<b>Overview of Challenge Course Technical Skills</b> Practical Application – Low Ropes Metaphors and Analogies

	20	Practical Application – Low Ropes CC Facilitator Responsibilities Goal Setting
	27	Practical Application – Low Ropes Program Design, Sequencing
October	4	Intro to High Ropes Practical Application Technical Skills
	11	High Ropes Practical Application Program Design & High Ropes use
	18	High Ropes Practical Application Rescue Scenarios
	25	Student Co-Leading Rotation Video Review
November	01	Rotation #2 Video Review
	08	Rotation #3 Video Review
	14	Rotation #4 Video Review
	22	Rotation #5 Video Review
	29	Rotation #6 (if needed)
December	06	WCU reading day
	10-15	Finals

### **Appendix 3.3.6 PRM 350 University and Career Planning in PRM**

#### **PRM 350 - 01 University and Career Planning in PRM Fall 2010**

##### **I. COURSE DESCRIPTION**

This course is designed to maintain students' preparation for service, graduation requirements and career development.

\* All the work for this class has to be done one way or another. Doing it in this class will help you through the process and relieve pressure for the Senior Seminar (PRM 495) and the Capstone Internship Orientation (PRM 370 when Portfolios and job application packets are due for final grading.

**II. CREDIT HOURS:** One lecture (1)

**IV. OFFICE HOURS:** See posting

##### **V. MEETING TIME AND CLASSROOM**

**Reid 122 H Wednesdays 9:05 – 9:55**

##### **V. COURSE OBJECTIVES**

###### **Students will:**

1. The students will have learned how to do an effective resume and will have uploaded theirs to the electronic briefcase.
2. The students will have studied the Student Handbook and know about pre-requisites, deadlines, and navigating through the WCU system.
3. The students will analyze and synthesize where they are in their university progress and where they aim to go regarding their career after writing a position paper on their progress.
4. The students will learn how to use the audit/evaluation and how to apply for graduation at the correct time.
5. The students will learn about cooperative learning and will practice the soft skills while working in groups.
6. The students will research internships for the Capstone Internship and begin the search process.
7. The students will begin the Interview Portfolio process, by purchasing a portfolio and starting to collect the appropriate professional documents for this.
8. The students will learn how the electronic briefcase works and will upload all their professional documents.
9. The students will analyze ethical decision-making

## VII. COURSE FORMAT

The course consists of classroom lectures and discussions, student presentations and cooperative learning exercises.

## VIII. TEXTS

### Rental

None

### Print

The PRM student handbook and the Capstone Internship Manual

### Bring from PRM 270 (or buy)

*The Group Book: Effective Skills for Cooperative Groups*

## IX GRADING CRITERIA

	<b>Points</b>	
		A+ 94-100
		A 90 - 93
		A- 87 - 89
1. Handbook quiz	20	B+ 84 - 89
2. Revised Resume	20	B 81 - 83
3. Synthesis paper	20	B- 79 - 80
4. Synthesis presentation	20	C+ 75 - 78
5. Electronic Briefcase and Portfolio	20	C 72 - 74
<b>TOTAL</b>	<u>100</u>	
A is outstanding		C- 60 - 71
B is good		D+ 66 - 68
C is average		D 63 - 65
D is poor		D- 60 - 62
F is failing		F Below 60

## X. ATTENDANCE POLICY

Class attendance is expected. Two misses are allowed only - so save them for emergencies only. For each subsequent absence, 3 percentage points will be deducted from the total grade.

## PROJECTS

### Handbook

Print the handbook from the PRM Web-page and study it (<http://www.wcu.edu/9182.asp>).

### Revised Resume

Revise your resume to fit the format as shown

### Synthesis Paper

Look at where you are and where you are going in relation to your current college experience and your future goals (employment or graduate school). Write a three-page paper synthesizing this information. Refer back to your initial strategic plan that you developed with your advisor when you declared the major.

**Synthesis Presentation**

Construct a PowerPoint Presentation to explain your college and career situation to the rest of the class

**Electronic Briefcase and Portfolio**

Start the WCU Electronic briefcase or collate all the required documents in an electronic folder (if the university EB is not yet functional). Hard copy these for your Interview Portfolio, add references and certificates already acquired.

**XI. Compliances****Course migration from WebCat to Blackboard**

WCU is in the process of migrating from WebCT Vista (WebCat) to Blackboard 9 (Blackboard) as our new Learning Management System. When you login to WebCat, you will use your Catamount Account (the first part of your Catamount email address and your password.) After logging in, you will see courses on the right of the page in WebCat and in the center in Blackboard. This course (HPE 355) is being taught in WebCat. Students who need content from WebCat need to request that content by June 1, 2011. For assistance, please call 1-866-374-8144. CLASS TIPS in the Hunter Commons in the basement of Hunter Library can help students as well.

**WCU Academic Honor Code**

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

- A. Cheating--Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- B. Fabrication--Intentional falsification or invention of information or citation in an academic exercise.
- C. Plagiarism--Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- D. Facilitation of Academic Dishonesty--Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.” (WCU Student Handbook and Academic Planner, *Academic Honesty Policy*, 2004-2005, 7-8)

**Sexual Harassment Policy Statement**

The University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

**Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716, [lalexis@wcu.edu](mailto:lalexis@wcu.edu) or 144 Killian Annex.

### **Appendix 3.3.7 PRM 352 Beginner/intermediate Kayak**

#### **PRM 352 : Beginner/intermediate Kayak**

**I. Course Description:** Water-based outdoor instruction in kayaking, and basic rescue techniques

**II. Credit Hours:** Three (3)

**III. Instructors:** Dr. Maurice Phipps  
Reid Gym  
Phone: 227-3844(office)  
586-8319 (home)

**IV. Book:** **Basic Kayaking** by Dickert and Rounds available from the University Bookstore – bought book (non rental)

**V. Meeting day, time and classroom:**

Monday through Friday 9am until 6pm

Meet in Reid 122H

**VI. Objectives/Expected Student Outcomes:**

Students will be presented with an opportunity to gain:

1. Practice in **Lake skills:**
  - Paddling straight forward and backwards
  - Turning using sweep strokes and stern draws
  - Moving sideways using draw strokes
  - Support strokes
  - River transition strokes
  - kayak rolling
- River Skills:**
  - Eddy turns
  - Peel outs
  - Ferries
  - Surfing
2. An understanding of:
  - The basic maneuvering skills
  - Safety
  - Basic rescue and self rescue techniques

**VII. Teaching and Learning Method:** The course is mainly experiential in nature, but videos and slides will be used to assist with the learning process.

3. Assigned projects:

- Most of the course will be experiential - actually doing the activities.
- A journal is required which will document reactions and analysis of what you learn each day
- Further library research (5 pages double spaced, APA format) on an aspect of kayaking. It will be a well integrated paper using appropriate references, logical progressions with a chain of reasoning, appropriate 'boiler-plating', and a good introduction and summary.

**VIII. Equipment:**

- The department has equipment but students may use their own.
- clothing – bring a change and towel every day (see list)

**IX. Grading:**

Research Paper	20%
Journal	20%
Quizzes	20
Participation	40%

**X. Attendance Policy: All sessions must be attended**

**All students must be on time every morning – meet in Reid 128 at 9am**

**XI Lunch**

Bring a packed lunch and drinks each day

**PROVISIONAL COURSE SCHEDULE****DAY**

1. <b>Sunday</b>	Class orientation Outfitting Pool sessions
2.	<b>Quiz #1 on readings</b> <b>Pages 57-77 and 83</b> Load trailer Cedar cliff lake (kayak)– basic strokes, wet exits and river transition strokes
3.	<b>Quiz #2 on readings</b> <b>Pages 78-87</b> Lecture River techniques and hydrology Tuckaseegee,
4.	<b>Quiz #3 on readings</b> <b>Pages 47-56</b> River techniques and basic rescue on the Tuckaseegee, Dillsboro - Barkers Creek – higher water
5.	am Kayak rolling on the lake pm Research time for papers
6	Nantahala River NOC exploration/river time in groups of five

### **Appendix 3.3.8 PRM 361 PROGRAM PLANNING**

#### **PRM 361: PROGRAM PLANNING**

- I. Course Description:** This course is designed to equip students with a variety of program planning methodologies and skills including proposal and grant writing. Evaluative research methods are also included. Theories are applied in an experiential setting. 4 lecture 1 lab. .
- II. Credit Hours:** Four (4) - 4 lecture, 1 lab.
- III. Instructor:** Dr. Maurice Phipps  
REID GYM  
Phone: 227-3844 (Office)  
WEB page <<http://paws.wcu.edu/phipps>>
- IV. Office Hours:**  
Monday through Friday 9-11am
- V. Meeting Day, Time & Classroom:**  
Tuesday & Thursday 11-1:50pm in Reid 108
- VI. Objectives/Expected Student Outcomes:**  
Students will be presented with an opportunity to gain:
1. awareness of research as used in needs assessments and in evaluation of programs.
  2. knowledge of planning and implementing a program using the *Rational Planning Process*.
  3. experience in public speaking through presenting a program proposal.
  4. knowledge of how to construct a PERT chart.
  5. experience in planning program solutions and design by organizing a program.
  6. knowledge of writing a program evaluation report using elementary statistics.
  7. an understanding of how to construct a budget that is suitable for a program plan.
  8. familiarity with risk management concepts and the ability to write a risk management plan.
  9. an understanding of grant/proposal writing through completing a written proposal.
- VII. Teaching and Learning Methods:** The following methods will be deployed to achieve the course objectives:
1. Reading and Discussion: Assigned reading for each class will form the basis for ensuing discussions. Readings will include the textbook, handout articles, supplementing notes and additional readings on reserve.
  2. Discourse - Lecture - Discussion: Essentially, we will talk together and stimulate proactive communication - look for involvement on your part.
  3. Assigned projects: The program/grant proposal, the actual program and its evaluation will enable experiential learning.

4. Cooperative Learning Projects: Throughout the class, cooperative learning and collaboration are expected. If extended base groups (minimum of 4) achieve 80% each on the mid-term, an extra 5% bonus will be given on the exam.

**VIII. Required Text:**

Rental: Russell, Ruth Jamieson, Lynne Planning Programs in Recreation.

Purchase: PRM 361 WORKBOOK

Purchase: Program Planning and Proposal Writing by Norton Kiritz

Reserve (In the Pedagogy Lab):\_ *Program Evaluation Techniques*

**IX. Grading:**

Quiz	5%
Public Relations Piece	10%
Poster Board	10%
Mid-term examination	30%
Grant/program proposal	30%
Average presentation of proposal	5%
Your evaluation of program	<u>10%</u>

**TOTAL      100%**

**Grading Scale**

A+ 93-100

A 90 - 100

A- 87 - 89

B+ 84 - 86

B 81 - 83

B- 79 - 80

C+ 75 - 78

C 72 - 74

C- 69 - 71

D+ 66 - 68

D 63 - 65

D- 60 - 62

F Below 60

**A is outstanding**

**B is good**

**C is average**

**D is poor**

**F is failing**

**X. Projects:**

1. The program/grant proposal is a written proposal to be presented to the 'board' for approval. This is to be done in groups of two. A specific format will be explained in class. The written proposal and visual materials must be printed on **LASERWRITER. THIS IS DUE ON November 9** 2. Copies of the summary and budget page should be brought to class on the day of your **presentation**

- (enough copies for each student).
3. The program being planned will be completed before **November 1**.
  4. The program will be evaluated and this research report, including tables will be submitted on **December 9**.
  5. A poster board with photographs of the event, data, and tables will be presented on December 6th

The lab time throughout the semester will be spent after class some days and researching, planning, organizing, marketing and doing the program, then evaluating it. The **PROGRAM MUST BE DONE USING AN ORGANIZATION SUCH AS THE INTRAMURALS, LMP, JACKSON COUNTY PARKS AND RECREATION, ETC.** A contract must be signed by the students and the organization supervisor.

#### **XI. Attendance Policy:**

Class attendance is expected from all students as cooperative learning is a substantial part of the class. Absences will affect the final grade. Two absences only are allowed for emergencies, subsequently 3 percentage points will be deducted per absence.

#### **XII. Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Kimberly Marcus for more information. Phone: (828) 227-7234; E-mail: kmarcus@email.wcu.edu.

#### **XIII. Compliances**

##### **College Mission**

The Parks and Recreation Program is housed in the Department of Health Physical Education and Recreation, a unit of the College of Education and Applied Professions at Western Carolina University. The curriculum is committed to the College Conceptual Framework, which provides guiding principles for all instructional activities within this division of the university. The conceptual framework described in the following paragraph will be reflected in the activities, assignments, and evaluation procedures used in this course.

The College fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions; appreciation of and respect for diversity, especially as such appreciation serves in the integration of the human community; and the fostering of the responsible use of technology.

##### **Course migration from WebCat to Blackboard**

WCU is in the process of migrating from WebCT Vista (WebCat) to Blackboard 9 (Blackboard) as our new Learning Management System. When you login to WebCat, you will use your Catamount Account (the first part of your Catamount email address and your password.) After logging in, you will see courses on the right of the page in WebCat and in the center in Blackboard. This course (HPE 355) is being taught in WebCat. Students who need content from WebCat need to request that content by June

1, 2011. For assistance, please call 1-866-374-8144. CLASS TIPS in the Hunter Commons in the basement of Hunter Library can help students as well.

### **WCU Academic Honor Code**

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

- A. Cheating--Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- B. Fabrication--Intentional falsification or invention of information or citation in an academic exercise.
- C. Plagiarism--Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- D. Facilitation of Academic Dishonesty--Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.” (WCU Student Handbook and Academic Planner, *Academic Honesty Policy*, 2004-2005, 7-8)

### **Sexual Harassment Policy Statement**

The University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

### **Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716, [lalexis@wcu.edu](mailto:lalexis@wcu.edu) or 144 Killian Annex.

## **Appendix 3.3.9 PRM 370 INTERNSHIP ORIENTATION**

### **PRM 370 INTERNSHIP ORIENTATION**

#### **I. COURSE DESCRIPTION**

This course is designed to prepare the student for the major internship prior to undertaking an experiential learning opportunity.

**II. CREDIT HOURS:** One lecture (1)

**IV. OFFICE HOURS:** Friday 10:00 – 11:00

Tuesday and Thursday 10:00 – 12:00

#### **V. MEETING TIME AND CLASSROOM**

Reid 109 Monday 10:10 – 11:00

#### **V. COURSE OBJECTIVES**

**Students will be presented with an opportunity to gain:**

1. Practice in finalizing a suitable resume
2. Practice in finalizing a suitable letter of application
3. A completed package suitable for an internship application
4. Information on the processes required for securing an approved internship agency.
5. Information from the internship files as they are continually updated
6. Information about the overall internship requirements.
7. In-depth review about each component of the internship requirements.
8. Insights through videos of past internship sites
9. An opportunity to conduct an independent study on resources related to your prospective internship.

#### **VII. COURSE FORMAT**

The course consists of classroom lectures and discussions, videos, cooperative learning exercises, and guest speakers. All students will complete the student workbook.

#### **VIII. TEXTS**

##### **Rental**

Bennis, W. *On becoming a leader*. New York: Addison-Wesley Publishing Co., Inc.

##### **Purchase**

Seagle, E., et al. *Internship in Recreation and Leisure Services*. PA State College: Venture Publishing Inc.

Phipps, M and Tholkes B. *PRM Internship Manual*. WCU Bookstore

**NOTES - Due to student feedback relating to use of electronics in the classroom, we would like all students to refrain from using cell phones, laptop computers and other electronic devices while in the classroom.**

**IX GRADING CRITERIA**

	<b>Points</b>	
		A 90 - 100
		A- 87 - 89
1. Letter of application, resume, and references	20	B+ 84 - 86
2. Complete workbook chapters	15	B 81 - 83
3. In class assignments	20	B- 79 - 80
4. Final Examination on internship expectations	25	C+ 75 - 78
5. Tent Peg Article	20	C 72 - 74
		C- 69 - 71
		D+ 66 - 68
		D 63 - 65
TOTAL	<u>100</u>	D- 60 - 62
		F Below 60

**X. ATTENDANCE POLICY**

Class attendance is expected. Late assignments are dropped a letter grade.

**PROJECTS****Internship Application Package**

The package consists of copies of your letter of application, resume, and three letters of reference (to whom it may concern letters that you received from your mini-internships). These must be in final form - just like you are sending out to prospective employers. They need to be perfect so **have them reviewed by many people** to try and catch any mistakes before you submit them for grade.

**Tent Peg Article**

Each student will prepare and type an article for the student newspaper – The Tent Peg. All articles will be one page double spaced. Articles must be well written and completely free of errors. Articles can relate to your PRM program, internships, summer employment or other PRM related issues. Your completed article will be peer reviewed, reviewed by your instructor for a grade and edited for submission to The Tent Peg. Remember that all PRM students receive a copy of The Tent Peg and copies are sent to the HPER Department Head and to the College of Education and Allied Professions Dean.

**Book Review (optional assignment)**

The book review is a review of "On Becoming a Leader" written to explain how specific suggestions will help you in your internship and new career (4 pages double spaced). Quotes should reference page numbers. **This is for bonus points (10)**

**Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information.

## Notes

**PRM 370-Course Calendar Spring 2010****WEEK****READINGS/ASSIGNMENTS/NOTES**

1/11

---

Class Orientation/Application Package/ Book Review **Bring the workbook to all classes**

---

1/18 MLK Holiday (No Classes)

1/25 Review Self-assessment &  
Internship goals  
Tent Peg article Assignment

**Have completed chapters 1, 2 & 3**  
Complete Exercise 1.2, 1.4, 2.2, 3.4

2/1 Resume and cover letter examples  
Writing the job descriptions in Resume

Work on your application package  
-get help from career services  
Read chapters 4 & 5  
Complete Exercise 5.1, 5.2, 5.3  
*Work on cover letter and Resume*

2/8 Critique each other's resumes  
& cover letters

Have internship application package  
  
Review Ch 3  
*Check PRM boards and files for sites*

2/15 Have completed Tent Peg Article  
Peer review of articles  
Bring to class

**Have completed Ch. 6**  
Resumes back  
*Check PRM boards and files for site*

2/22 Interview techniques using workbook

*Check PRM boards and files for sites*

3/1 View Video  
**Final Tent Peg Articles due**

*Check PRM boards and files for sites*

3/8 **Final Internship Application Package Due**

3/15 Internship requirements

Have read the internship manual  
**Bring to class**

3/22 Internship Preparation

Have read the internship manual  
Read Chapter 7

**3/29 Spring Break (No classes)**

4/5 Discuss PRM 480 Independent Study

4/12 Meet for individual need

4/19 Review for Final Exam  
**Book review due** (for bonus points)

4/26 **Final exam** on intern requirements -- **open book** Bring it!

### Appendix 3.3.10 PRM 420 Leadership and Administration of Outdoor Pursuits

#### PRM 420 LEADERSHIP AND ADMINISTRATION OF OUTDOOR PURSUITS

##### I. COURSE DESCRIPTION

Implementation of outdoor pursuits programs. Includes planning and leadership components, outdoor adventure based administrative techniques, and risk management. PREQ: PRM 254 or permission of instructor.

##### II. CREDIT HOURS: THREE (3) – Lecture and 1 LAB

##### IV. OFFICE HOURS: Monday through Friday 9-11am

##### V. MEETING TIME AND CLASSROOM

Reid 122H; 1:25 -4:25, Fridays

Lab time will be a Thursday evening and a three day week end field trip

Field Trip Costs are \$20 (for food). National certification through WEA (optional) would be \$ \_\_\_

##### V. COURSE OBJECTIVES

Students will be presented with an opportunity to gain:

1. An understanding of the land classifications and permits.
2. An understanding of trip planning.
3. Experience in outdoor leadership in the field.
4. An understanding of group dynamics and expedition behavior.
5. Experience with Total Food Planning.
6. Experience using navigation techniques.
7. Practice in using judgment and decision-making
8. Practice in the application of situational leadership styles.
9. Practice in analyzing group dynamics on an outdoor trip.

##### VII. COURSE FORMAT

The course consists of classroom lectures and discussions, cooperative learning exercises, and field trips.

##### VIII. TEXTS

###### Rental

Ford, Phyllis and Blanchard, James. *Leadership and administration of outdoor pursuits*. State College PA: Venture Publishing 2nd edition.

###### Course Package

*A Systematic Approach to Learning Leadership* - from the University Bookstore

##### IX GRADING CRITERIA

	Points	A 90-100	D+ 66 - 68
Main examination (at mid term)	30	A- 87-89	D- 63 - 65
Personal Leadership Critique	50	B+ 84-86	D 60 – 62
Final Examination (take home)	<u>20</u>	B 81-83	F Below 60
	100	B- 79-80	
		C+ 75-78	
LATE assignments are dropped a letter grade		C 72-74	
		C- 69-71	

## **X. ATTENDANCE POLICY**

Class attendance is expected. One miss for emergencies is allowed. For each subsequent 'hour' absence, 3 points are lost from the total grade. Thus, missing more than one three-hour class forfeits 9 points (without three hours of make up time). The Field Trip is compulsory as it is where we experience the leadership, expedition behavior, and group dynamics to write your leadership analysis.

### **Assignments**

#### **Personal Leadership Critique**

This will be an analysis of your own personal leadership style using data gained before and on the field trip. An information sheet will be given to assist the writing of this project. **Due on 4/9**

#### **Take Home Examination Questions (due on the final examination time)**

Use your **textbook only** to answer the following questions and **integrate your own ideas and personal experiences**.

Write an essay on **three** of the following questions. Each essay should be at least three pages long with double spacing, Times 12 point.

1. Strategic Planning and Transportation
2. Managing Risk
3. Marketing
4. The Natural Environment and Care of the Environment
5. Responding to Emergencies
6. Experiential learning

### **College Mission Compliance**

The Parks and Recreation Program is housed in the Department of Health Physical Education and Recreation, a unit of the College of Education and Applied Professions at Western Carolina University. The curriculum is committed to the College Conceptual Framework, which provides guiding principles for all instructional activities within this division of the university. The conceptual framework described in the following paragraph will be reflected in the activities, assignments, and evaluation procedures used in this course.

The College fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions; appreciation of and respect for diversity, especially as such appreciation serves in the integration of the human community; and the fostering of the responsible use of technology.

### **Sexual Harassment Policy Compliance**

The University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

**WCU Honor Code Compliance**

“Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

- A. Cheating--Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- B. Fabrication--Intentional falsification or invention of information or citation in an academic exercise.
- C. Plagiarism--Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- D. Facilitation of Academic Dishonesty--Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.” (WCU Student Handbook and Academic Planner, *Academic Honesty Policy*, 2004-2005, 7-8)

**Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Kimberly Marcus for more information. Phone: (828) 227-7060; E-mail: [kmarcus@email.wcu.edu](mailto:kmarcus@email.wcu.edu).

**Student Contract**  
**Submit with your Leadership Analysis**

**Name:** \_\_\_\_\_

Please fill out this contract and return it **with** the completed course requirements on **4/9**

Grading is based on the **quality** of the product - paper, and examinations. The grade is also dependent on attendance (one miss allowed for emergencies, then 9 percentage points per miss - this is not the type of course that you can 'read up' on to get all the information).

\_\_\_ I read all directions in the course outline

\_\_\_ Read assigned texts and other readings

\_\_\_ Attended \_\_\_ classes (and actively participated)

\_\_\_ Attended the field trip for all three days

\_\_\_ Completed group studying for the mid-term examination (5 bonus points available if all the study group members achieve 80% or more)

(My extended base group partners were.....

.....)

\_\_\_ I am prepared for the take home exam

\_\_\_ Submitted the Leadership Analysis of the Field Trip

**Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Appendix 3.3.11 PRM 383 - Mini-Internship Program

**WESTERN CAROLINA UNIVERSITY  
HEALTH and HUMAN PERFORMANCE  
PARKS & RECREATION MANAGEMENT PROGRAM  
PRM 383 - MINI-INTERNSHIP PROGRAM (50 hours)  
PRM 484 and 485 Internships (150 hours each)**

**I. Course Description:** Experiential learning situation in the field of Parks and Recreation Management study of agency operations in a work environment. Site selection requires advance instructors approval.

**II. Credit Hours:** One (1)

**III. Instructors:** Dr. Ben Tholkes            Dr. Maurice Phipps  
Reid 122I                                    Reid 122D  
227-3843                                    227-3844

**IV: Objectives:**

1. To develop leadership characteristics
2. To learn about planning and organizing
3. To become familiar with various leisure service delivery systems
4. To learn about various management functions
5. To gain knowledge and skills about how organizations operate
6. To study professional role models and learn from mentors
7. To understand roles and contributions of volunteer services in society
8. To grow as an aspiring professional.

**V. Value of Course:** The list of advantages as related to future careers is extensive.

1. May provide exposure to people and agencies that might someday open a door.
2. Usually means a good recommendation for a future employer
3. Helps focus on possible vocations and aptitudes for certain types of work.
4. Gives practical meaning to theoretical course work
5. Assists a student in securing valuable transferable skills that can be carried to a new or existing job.
6. Provides valuable experiences.

**VI. Agency Work Sites:** Students are encouraged to select three agencies that deliver different leisure services to assure a broad range of experience in the field of Parks and Recreation Management.

**VII. Requirements:**

1. Establish a concrete schedule by the end of the first week of how you will invest the minimum 50 hours of volunteer work throughout the semester.
2. Complete a minimum of 50 hours of work before the end of the semester.
3. Analyze your experiences through an "Accomplishment Log." This **must** be turned in **before** the end of finals week.

4. Receive a satisfactory agency progress report.
5. Receive a satisfactory letter of recommendation on agency letterhead before finals week.

**VIII. Grades:** A student will earn a letter grade of either "**S**" (**satisfactory**) or "**U**" (**unsatisfactory**). Grades will be determined by a combination of quality of performance at the agency and completion of the PRM program. Program requirements are spelled out in this syllabus. A grade of **Incomplete "I"** will **not** be given

**PRM 383 ACCOMPLISHMENT DIARY  
PARKS AND RECREATION MANAGEMENT PROGRAM AT WCU**

**ACCOMPLISHMENTS:**

**EXPERIENCES:**

**SKILLS:**



**PRM 383**  
**MINI-INTERNSHIP FINAL EVALUATION FORM**

Student \_\_\_\_\_ Date \_\_\_\_\_  
 Employer \_\_\_\_\_

**TERM (Circle):**     **Summer**     **Fall**     **Winter**

This report should be filled out by the student's direct supervisor. Supervisor's ratings will be used to evaluate the student's work performance for academic credit, may serve as a basis for counseling, and **will** become a part of the student's university record. We encourage you to discuss this evaluation with the student.

**Attitude Toward Work**

\_\_\_\_\_ highly enthusiastic  
 \_\_\_\_\_ interested  
 \_\_\_\_\_ sometimes indifferent  
 \_\_\_\_\_ along  
 \_\_\_\_\_ not interested

**Relationships with Co-workers**

\_\_\_\_\_ attracts others  
 \_\_\_\_\_ satisfactory  
 \_\_\_\_\_ has some difficulty getting  
 \_\_\_\_\_ along  
 \_\_\_\_\_ doesn't get along

**Ability To Work**

\_\_\_\_\_ learns very quickly  
 \_\_\_\_\_ average for his/her level  
 \_\_\_\_\_ below average for his/her level  
 \_\_\_\_\_ learns slowly

**Reaction to Supervision**

\_\_\_\_\_ seeks guidance  
 \_\_\_\_\_ adjusts to criticism  
 \_\_\_\_\_ some resentment shown  
 \_\_\_\_\_ fails to profit

**Student's College Preparation**

\_\_\_\_\_ well prepared for his/her job  
 \_\_\_\_\_ prepared for his/her job  
 \_\_\_\_\_ lacking in some areas  
 \_\_\_\_\_ not adequately prepared

**Punctuality**

\_\_\_\_\_ never late  
 \_\_\_\_\_ sometimes late  
 \_\_\_\_\_ often late  
 \_\_\_\_\_ usually late

**Appearance**

\_\_\_\_\_ always acceptable  
 \_\_\_\_\_ sometimes questionable  
 \_\_\_\_\_ often questionable  
 \_\_\_\_\_ rarely acceptable

**Quality of Work**

\_\_\_\_\_ superior  
 \_\_\_\_\_ good  
 \_\_\_\_\_ satisfactory  
 \_\_\_\_\_ unacceptable

**Judgment**

\_\_\_\_\_ very mature  
 \_\_\_\_\_ usually good  
 \_\_\_\_\_ average for his/her level  
 \_\_\_\_\_ sometimes immature  
 \_\_\_\_\_ immature

**Dependability**

\_\_\_\_\_ completely dependable  
 \_\_\_\_\_ usually dependable  
 \_\_\_\_\_ sometimes careless  
 \_\_\_\_\_ cannot be relied on

**Future Employability**

\_\_\_\_\_ highly desirable  
 \_\_\_\_\_ desirable  
 \_\_\_\_\_ some reservations  
 \_\_\_\_\_ undesirable

**Comments: (If the student needs counseling at this point, your suggestions as to areas in which improvement is needed would be helpful.)**

---

---

---

---

---

This report has been discussed with the student       Yes       NO

The Parks and Recreation Management instructors have permission to discuss this report with the student:

Yes       NO

---

<b>Agency Supervisor</b>	<b>Agency</b>	<b>Date</b>
--------------------------	---------------	-------------

---

**Student's Signature** (signature indicates ONLY that the student has seen the report)

**PLEASE RETURN THE ORIGINAL FORM TO WESTERN CAROLINA UNIVERSITY,  
PARKS AND RECREATION MANAGEMENT PROGRAM, 122 REID GYM,  
CULLOWHEE, NC 28723**

### **Appendix 3.3.12 PRM 356 Outdoor First Aid**

#### Outdoor Emergency Care

PRM 356

FALL 2010

Course Description - This course is based on the National Ski Patrol's requirements for Outdoor Emergency Care (OEC). It is designed to provide outdoor leaders, outdoor instructors, rangers, and ski patrollers with the training needed to deal with emergencies in remote areas.

Certifications available upon successful completion of the course include: National Ski Patrol Outdoor Emergency Care and Cardio Pulmonary Resuscitation (CPR).

Credit Hours - Four (4)

#### Instructors:

Classroom – Dr. Ben Tholkes

Reid Gym – Room 122-I (828-227-3843)

Office Hours – F 10:00 – 11:00

T Th 12:30 – 2:00

Lab -- Bill Clarke and Jane B. Sullivan

#### Meeting Days, Times, and Classrooms –

Lab -- Mondays 10:10 – 11:00 Reid Gymnasium (122A)

Classroom -- Tuesday & Thursday 2:05 – 3:20 RD 132

Objectives - The objectives of this course will include:

1. To introduce the student to the basic principles of emergency care.
2. To create an awareness, understanding, and appreciation of accident prevention and treatment.
3. To study the basics of human anatomy and physiology in order to understand necessary functions and to recognize when difficulties arise.
4. To understand words and terms important to the emergency care field.
5. To acquire the skills required to treat individuals suffering from illness or injury.
6. To gain knowledge in order to perform rescues safely.
7. To demonstrate proficiency in treating and transporting injured patients.
8. To have the opportunity to practice “hands on” emergency care.

Additional objectives:

Participate in group learning activities

Participate in all class and lab activities.

**NOTES - Due to student feedback relating to use of electronics in the classroom, we would like all students to refrain from using cell phones, laptop computers and other electronic devices while in the classroom.**

### Teaching Methods

1. Reading and Discussions - Assigned reading for each class will form the basis for our ensuing discussions. Reading will include the textbook and related literature.
2. Workbook - Workbook sections will be used to enhance textbook materials. Skill performance checklists, reviews, and questions will be completed as required.
3. Lecture - Lecture information will be based on the readings assigned in the textbook and related literature.
4. Assigned Projects - Various exercises in the textbook will be completed and used for grading and discussion.
5. In-class Projects - Various individual and group projects will be completed and used for grading and discussion.
6. Evaluations - Test material will be based on information taken from the textbook and class notes. Students will also be required to pass a practical evaluation of skills.

Required Text – Bowman, D., Outdoor Emergency Care, 4th Ed., National Ski Patrol System, Inc., 2003.

Purchase Text - Outdoor Emergency Care Study Book, National Ski Patrol System, Inc., 2003.

### Grading

In-class Assignments/Quizzes -----	50 points
First Test -----	50 points
Second Test -----	50 points
Practical Examination -----	50 points
Comprehensive Final Exam* -----	<u>100 points</u>
Total -----	300 points

\* In order to receive OEC certification, you must score at least 80% on the comprehensive final exam.

A/A-	300 - 270 points (90%)
B+/B/B-	269 - 240 points (80%)
C+/C/C-	239 - 210 points (70%)
D+/D/D-	209 - 180 points (60%)

Assignments - All assignments are due on the scheduled due date. Assignments turned in late will receive a reduction of a minimum of 5 points.

Attendance Policy - Attendance is required for all Monday Labs, Tuesday & Thursday class sessions, and Saturdays as scheduled. Five points will be deducted for each class missed after the 4<sup>th</sup> absence (excused or unexcused). NO quiz grades or in-class grades can be made up. See class attendance policy WCU General Catalog.

### **Course migration from WebCat to Blackboard**

WCU is in the process of migrating from WebCT Vista (WebCat) to Blackboard 9 (Blackboard) as our new Learning Management System. When you login to WebCat, you will use your Catamount Account (the first part of your Catamount email address and your password.) After logging in, you will see courses on the right of the page in WebCat and in the center in Blackboard. This course (HPE 355) is being taught in WebCat. Students who need content from WebCat need to request that content by June 1, 2011. For assistance, please call 1-866-374-8144. CLASS TIPS in the Hunter Commons in the basement of Hunter Library can help students as well.

### **WCU Academic Honor Code**

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

- A. Cheating--Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- B. Fabrication--Intentional falsification or invention of information or citation in an academic exercise.
- C. Plagiarism--Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- D. Facilitation of Academic Dishonesty--Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.” (WCU Student Handbook and Academic Planner, *Academic Honesty Policy*, 2004-2005, 7-8)

### **Sexual Harassment Policy Statement**

The University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

### **Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716, [lalexis@wcu.edu](mailto:lalexis@wcu.edu) or 144 Killian Annex.

Tentative Course Schedule, may be subject to changeFall 2010

M Aug 23 LAB----- **Cha 1-** Intro to OEC  
 T Aug. 24 ----- **Cha 2-**Rescuer  
 R Aug 26 ----- **Cha 3-**Interface with EMS  
  
 M Aug. 30 ----- Lab (Anatomy & Physiology)  
 T Aug. 31 ----- **Cha 4-**Anatomy & Physiology  
 R Sept. 2 ----- **Cha 5-**Vital Signs  
  
**M Sept. 6**----- **No Class-Labor Day Holiday**  
 T Sept. 7 ----- **Cha 7-**Patient Assessment  
 R Sept. 9 ----- **Cha 8-**Bleeding  
  
 M Sept. 13 ----- Lab  
 T Sept. 14 ----- **Cha 9-**Shock  
 R Sept. 16 ----- **Cha 18-**MOI & **Cha 19-**Soft-tissue injuries  
  
 M Sept. 20 ----- Lab  
**T Sept. 21** ----- **Test #1**  
 R Sept. 23 ----- **Cha 6-**Airway  
  
 M Sept. 27 ----- Lab  
 T Sept. 28 ----- **Cha 24-**Musculoskeletal & **Cha 25-**Bone & Joint  
 R Sept. 30 ----- **Cha 10-**Respiratory  
  
 M Oct. 4 ----- Lab  
 T Oct. 5 ----- **Cha 11-**Cardiovascular  
 R Oct. 7 ----- **Cha 12-**Neurologic & **Cha 16-**Behavioral  
  
 M Oct. 11----- Lab & Planning for stations  
 T Oct. 12 ----- **Cha 15-**Environmental  
**R Oct. 14** ----- **No Class-Fall Break**  
  
**M Oct. 18** ----- **No Class-Fall Brea**  
**T Oct. 19** ----- **No Class-Fall Break**  
 R Oct. 21 ----- **Cha 30-**Pediatric  
  
**Saturday Oct. 23 --- Professional Rescuer CPR**  
  
 M Oct. 25 ----- Lab  
 T Oct. 26 ----- **Cha 26-**Head & Spine  
 R Oct. 28 ----- **Cha 13-**Medical Emergencies  
  
 M Nov. 1 ----- **Student stations**  
**T Nov. 2** ----- **Test #2**

R Nov. 4 ----- **Cha 14-Sports Injuries**

M Nov. 8 ----- Lab

T Nov. 9 ----- **App. B-Prin. Wilderness Emerg. & App. C-Care Kits**

R Nov 11 ----- **Cha 27-Rescue lifts & loads**

M Nov. 15 ----- Lab

T Nov. 16 ----- **Cha 28-Triage & Cha 29-Mass-Casualty Management**

R Nov 18 ----- **Cha 20-Eye**

**Saturday Nov. 20 ----- Rescue Skills (Cha 27, 28 & 29)**

M Nov. 22 ----- Lab

T Nov. 23 ----- **Cha 21-Face & Throat**

**R Nov 25 ----- No Class-Thanksgiving Break**

M Nov. 29 ----- Lab

T Nov. 30 ----- **Cha 22-Chest & Cha 23-Abdomen & genital**

R Dec. 2 ----- **Cha 31-Adaptive Athletes**  
Review for skills test,  
App A Scenarios,  
App B Skills

M Dec. 6 ----- Lab

T Dec. 7 ----- **Cha 17-OB, Gyn. & Childbirth**

R Dec 9 ----- Review for cumulative final exam:  
**App A Scenarios**  
**App B Skills**  
**Glossary**

**Saturday, Dec. 11 ----- Skills Practical Exam**

**Mon. Dec. 13 12:00 noon until 2:30 p.m. -----Cumulative Final Written Exam=Certification Evaluation**

Course Evaluation dates – November 14 – December

**Appendix 3.3.13 PRM 425 Land-Based Outdoor Pursuits Education**

Land-Based Outdoor Pursuits Education  
PRM 425  
Spring 2010

**Course Description**

Land-based outdoor leadership, instruction, and rescue techniques in some of the following activities; mountaineering, rock climbing, skiing, and caving. The course includes institutional techniques used by different agencies and adaptations for people with disabilities. PREQ: PRM 254 or permission of instructor.

**Credit Hours** - Three (3), lecture and lab.

**Instructor** - Dr. Ben F. Tholkes  
Reid Gym, Room 122I  
(828) 227-3843

**Office Hours** – F - 10:00 – 11:00  
T, Th – 10:00 – 12:00

**Class Information** - Monday 1:25 – 4:15  
Room - Reid 122H

Lab hours will be assigned in class. Most lab hours will be before or after normal class hours on Monday. Students should avoid scheduling a 12:00 Monday class or a Monday night class due to conflict with lab hours.

**Course Objectives**

Upon completion of the course, the student will:

1. Have gained knowledge of the terminology and the equipment used for land-based activities.
2. Understand the safety procedures, rescue techniques, and instructional techniques of the activities.
3. Understand modern climbing and mountaineering techniques.
4. Demonstrate proficiency in the basic skills and demonstrate the selection and employment of appropriate skills in a given situation.
5. Have gained an understanding of leadership in relation to the selected land-based outdoor activities.
6. Show expertise in search and rescue techniques.
7. Understand the skills required to teach others in the land-based outdoor area.
8. Demonstrate the skills necessary for low-angle and high-angle rescue.

**NOTES - Due to student feedback relating to use of electronics in the classroom, we would like all students to refrain from using cell phones, laptop computers and other electronic devices while in the classroom.**

### Course Format

The course consists of classroom lectures and discussions, cooperative learning exercises, guest speakers, and experiential work in applying the theories and methods. A major part of the course will consist of student selection and presentation of assigned topics.

### Text

Rental – Cox, Steven M., Mountaineering: Freedom of the Hills. The Mountaineers.  
Purchase – Powers, Phil . NOLS Wilderness Mountaineering, Stackpole Books.

Additional Reading:

Setnicka, Tim, Wilderness Search and Rescue.

Perla, R. (1975). Avalanche Handbook, U.S. Forest Service, Fort Collins, CO.

Frank, J.A. & Smith J.B. (1992). CMC Rope Rescue Manual, CMC Rescue, Inc., Santa Barbara, CA.

Mountain Travel and Rescue (1995). National Ski Patrol, Lakewood, CO.

NASAR (2005). Fundamentals of Search and Rescue.

### Grading

In-class assignments -----	30 points
Assignment #1 -----	20 points
Midterm exam -----	100 points
Assignment #2 -----	30 points
Assignment #3 -----	20 points
Final exam -----	<u>100 points</u>
Total -----	300 points

A/A- -----	300 - 270 (90%)
B+/B/B- -----	271 - 240 (80%)
C+/C/C- -----	241 - 210 (70%)
D+/D/D- -----	211 - 180 (60%)

Attendance Policy - Attendance at all class sessions is expected. Absence from one class results in a loss of 3 hours of course content. This will result in a loss of points.

Equipment - All climbing equipment will be provided by the PRM department. Students may use their personal climbing harnesses upon approval by the instructor.

Clothing - Clothing needs will be discussed during class. At times, students may need to supply proper clothing to stay warm and dry during field trips.

Labs/Field Trips - All labs and field trips are required. We will be outside in all types of weather and students are advised to dress according to the weather and the activity.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information.

### Course Schedule

1/11 - The history and philosophy of search and rescue (Chapter 1, 6, 7, 8 & 22)  
Review ropes, webbing, knots (Chapter 9 & Assignment #1)

1/18 – MLK Holiday (No Classes)

1/25 - Mountaineering equipment (Chapter 4, 16 & 17)  
Winter camping (Chapter 2 & 3)  
Snow cave construction (Chapter 3)

2/1 - Avalanche SAR (Chapter 25 & 26)  
Search Management

2/8 - Search Management & Assignment #1 Due

2/15 - Anchor points, descending techniques (Chapter 10 & 13)  
Review for Midterm Evaluation

2/22 - Midterm evaluation  
Assignment #2  
Leadership (Chapter 21)

3/1 – Review midterm evaluation  
High angle SAR (Chapter 24)  
Ascending Technique (Chapter 12)  
Lowering/Raising Systems

3/8 – High angle rescue practice (Chapters 11)

3/15 - High angle rescue practice (Chapter 12)

3/22 - Assignment #2

3/29 – Spring Break (No class)

4/5 - Assignment #2

4/12 - High angle rescue practice

4/19 - Assignment #2

4/26 – Assignment #2  
Assignment #3 Due  
Review for final evaluation

5/5 - Final Examination – Wednesday

### **Appendix 3.3.14 PRM 426 WATER BASED OUTDOOR PURSUITS EDUCATION**

#### PRM 426: WATER BASED OUTDOOR PURSUITS EDUCATION

I. Course Description: Water-based outdoor instruction in canoeing, kayaking, and rescue techniques. Includes institutional teaching techniques used by different agencies (primarily American Canoe Association and Rescue 3 International) and adaptations for people with disabilities. Prerequisites PRM 254 and some ability in the above activities.

II. Credit Hours: Four (4) - 2 lecture, 4 lab

III. Instructor : Sam Fowlkes M.A. Ed. “Dr. Whitewater”  
 A.C.A. Instructor Trainer Educator  
 Whitewater Canoe + Advanced Swiftwater Rescue  
 Chairman ACA Safety + Rescue National Committee  
 Rescue 3 International Instructor Trainer  
 E-Mail: [whitewatersam@gmail.com](mailto:whitewatersam@gmail.com)  
 Website: [whitewater-rescue.com](http://whitewater-rescue.com)  
 Youtube site: TheWhitewatersam -  
[http://www.youtube.com/my\\_videos](http://www.youtube.com/my_videos)  
 Phone: 828 586-6563 mobile - 336-202-5531

IV. Office Hours: By Appointment! You are encouraged to e-mail prof with questions!

V. Meeting day, time and classroom:

Monday 11:15 a.m. - 6 p.m., Reid 131 (conference room)

Due to the nature of the course and the travel time that is necessary, the classes are expected to last until early evening. Please plan accordingly! As some weekend and other lab time are being used the course will finish in December.

Final Exam: Dec TBA.

VI. Objectives/Expected Student Outcomes:

Students will be presented with an opportunity to gain:

1. practice using current teaching and learning theories to teach kayaking, canoeing and swiftwater rescue.
2. participation in debriefing and summarizing of activities regularly.
3. knowledge of teaching kayak skills on flatwater and the river.
5. knowledge of canoe skills on flatwater and the river.
6. knowledge of how to safely and effectively lead a group on a whitewater river.
7. knowledge about and practice of shore based and in swiftwater rescue techniques.
8. knowledge about and practice using technical rope rescue techniques.
9. understanding and experience of how to work together as a team in a rescue situation using the incident command system.
10. knowledge about teaching people with disabilities canoe and kayak skills.
11. knowledge of how to make all of the above fun and intriguing.

VII. Teaching and Learning Method: The following methods will be deployed to achieve the course objectives:

1. Reading and Discussion: Assigned readings for each class will form the basis for cooperative study sessions and examination content -most class time will be experiential. The website – whitewater-rescue.com will be used extensively for reference articles, class

assigned readings and general dissemination of course information. Check the publications section and the WCU PRM 426 2010.

2. Cooperative Learning techniques will be used. You will be expected to study in groups and work together through the semester.

3. Assigned projects:

- Most of the course will be experiential - actually doing the activities, (Einstein).
- **A journal is required which will document reactions and analysis of the teaching and learning-taking place using the Instructor Effectiveness Check Sheet (IEC)**
- Further library research (8 pages double spaced, APA format) on an aspect of *Paddlesport*. A computer search is compulsory - do it the first week of school to allow time to get information. It will be a well integrated paper using appropriate references, logical progressions with a chain of reasoning, appropriate 'boiler-plating', and a good introduction and summary. Special topics will be granted additional time!
- 4. There will be one written (25%) and one practical (25%) comprehensive examination final.

### **VIII. Required Texts and Equipment:**

Rounds and Dickert (2003) *Basic Canoeing Stackpole* Books **rental** at bookstore

Rounds and Dickert (2005) *Basic Kayaking Stackpole* Books **buy** at bookstore

Printed hardcopy handouts:

*LSI3 Learning Style Inventory, Secrets of Effective Teaching – R Pope*

*DJ's Teaching Tips+ Lesson Plan, Concepts of Paddling, The Kiwi Rescue*

*Technique, The Instructor and Experiential Education in the Outdoors – Phipps*

*Swimming Whitewater – Ford, “Instructors Bag of Tricks” ACC*

*Journal sheets + Learning Evaluations*

Must READ! Phipps, M. L. (1988). “The Instructor and Experiential Education in the Outdoors.” *The Journal of Environmental Education*. Handout

### **Equipment**

- The department has multiple kayaks, two C-1 's, two solo canoes and three tandem canoes, paddles, sprayskirts, helmets, and PFD's for use in this course. Students may use their own equipment beyond the two department sets. All personal boats and gear are the responsibility of the owner student.

\* As this is an instructor oriented course, all students will be **REQUIRED** to bring to each class a minimum rescue kit consisting of a **throw bag, two locking carabineers, a 12' piece of 1 inch tubular webbing and two medium length 4' prussik loops**. **This should be carried in a bag in your boat at all times. This is a requirement!**

**See Professor Fowlkes for NRS wholesale pricing!**

### **IX. Grading:**

Grades will be determined on the basis of learning contracts. A certain minimum amount of work is expected of all students. The alternative learning contracts are:

- Grade C:
- Attend class
  - Read assigned texts
  - Meet requirements for the final examination (bonus points available)
  - Meet requirements for the presentation (shared grade)

Grade B: Everything for the grade of C  
Meet requirements for the journal\* using the IEQ

Grade A: Everything for the grade of B plus  
write the extra research paper (on an aspect of the IEC).

\*Note: The examination is based on both readings and practical work. The journal synthesizes the information as we progress through the course and therefore if well done, is an aid to studying for the final examination.

Participation	20%
Research Paper	10%
Journal	20%
Extra Research Paper*	5%
Final Examinations	50% (25% practical, 25%written)

\* Special Assignment – see Professor Fowlkes for details at start of course

Grading Scale: 6-point scale is in effect, questions please ask Prof Fowlkes!

**X. Attendance Policy. Notification of absence** - if possible- (gear considerations). All swiftwater rescue classes are required for certification by R-3 + A.C.A. Students are allowed one non-excused class miss, other absences must be approved, otherwise a 10% loss in grade points will be assessed!

XI. FURTHER READING LIST (Some available on reserve-others by request)

Nealy, W. (1986). *Kayak*. Birmingham AL: Menasha Ridge Press.

Rowe, R. (1988). *Whitewater kayaking*. Harrisburg, PA: Stackpole Books.

Bechdel, Les and Slim Ray. (1985) *River rescue*. Boston, M.A: AMC

Ray, Slim *Swiftwater Rescue (1997) CFS PRESS* Walbridge, Charles +Sundmacher, Wayne *Whitewater Rescue Manual (1995) RMP*

Foster, Tom+Kelly, Kel *Catch Every Eddy, Surf Every Wave (1995) OCN*

**PRM 426*****COURSE CALENDAR FALL 2010***

Date + Topics\*

\*Note! Dates and topics may change according to water conditions or class progress! Class goes rain or shine!

1. **8/23*****Class orientation: schedule, grading system + course syllabus***

ACA + Rescue-3 Certification Process  
 LSI3 Learning Style Inventory  
 Learning Theories  
 Teaching Techniques-"How to teach a skill"  
 Videos-"The River Runners Edge" + "Heads Up"  
 "Whitewater Self-Defense"  
 De-Briefing system  
 Journal requirements

Rope handling module – rope management, rope deployment, technical rope issues  
 Assignments: ACA SWR Course Outline – (whitewater-rescue website – WCU PRM 426 2010  
 Publications section ACA Swiftwater Rescue Course Outlines)

2. **8/30*****Swiftwater Rescue Training:***

Topics - Rescue Philosophy, Equipment, Medical  
 Considerations R-3 +ACA Training  
 Rope considerations, Knots, Anchors. Mechanical  
 Advantage+Boat Pins Applications-technical rope systems!

**Assignments:** ACA SWR Course Outline – whitewater-rescue website Swiftwater Rescue  
 Instructor Manual + Rescue 3 WRT Manual

<http://www.whitewater-rescue.com/newsletter.asp?ID08=266>

<http://www.animatedknots.com/indexrescue.php?LogoImage=LogoGrog.jpg&Website=www.animatedknots.com>

**9-6**

Labor Day Holiday **CLASS DOES NOT MEET!**

---

9-10 + 11 Old Cullowhee Slalom Race! PRM 426 students get an extra credit point for participation!

3. **9/13*****Swiftwater Rescue Training:***

Rope throwing +belays - review, Shallow water crossings: wading,  
 1-person, 2-personline astern, wedge  
 Swimming strategies-defensive + aggressive  
 Contact rescues, Rescue PFD " Tethered Rescuer" W/ Rescue PFD

Venue:

Tuckaseegee or Nantahala River

**Assignments:** whitewater-rescue website - ACA SWR Course Outline + ACA Swiftwater Rescue Instructor Test  
Rescue 3 WRT Manual

---

4. **9/20 *Swiftwater Rescue Training:***

Ferrying lines, line crossings, zip line, strainer exercise,  
V-lower-sag-tag, cinches, Incident command system, advanced topics  
Rescue scenario!

Venue - Tuckaseegee or Nantahala River

**Assignments:** ACA SWR Course Outline – whitewater-rescue website WRT Rescue 3 manual

Note! Additional Assignment – go to whitewater-rescue.com website and download the Roll Identifier section videos and study!

5. **9/27 *Lake Session: Kayak***

Stretching for paddlers  
Orienting the beginner-comfort in the boat, etc.  
Concepts of paddling and their application  
Basic and advanced strokes + maneuvers - plus drills,  
games and activities on the lake

Rolling practice (you should have studied the “ Roll Identifier”

T-

Rescues – “Eskimo rescue” + “Hands of God”.

Venue - Cedar Cliff Lake

**Assignments:** Concepts of Paddling, ACA Kayak Rolling Course Outline, Introduction To Kayak Course Outline – whitewater-rescue website - Roll Identifier w/ videos

Textbook - *Basic Kayaking – Chapters 1-4*

6. **10/4 - *Whitewater Kayak Instruction***

River techniques, group organization  
and communications - use of river signals

Trip planning, river reading and basic river maneuvers Ferrys, peel outs, eddy turns + variations on each

Venue -Tuckaseegee River

**Assignments:** ACA Whitewater Kayak Course Outline – whitewater-rescue website + Textbook - *Basic Kayaking Chapters 5, 6 + 7*

7. **10/11 *Whitewater Kayak Tuck Gorge Run***

Trip leading, teaching on the river-identifying teaching sites + setting up drills +  
Exercises Eddy turns, peel-outs, ferries-river strategies

Venue – Tuckaseegee River

**Assignments:** ACA Whitewater Kayak Course Outline, ACA Advanced Whitewater Kayak Course Outline – whitewater-rescue website

Important Note! Journals due for first half of course! 10% point deduction for every day late!

**Fall Break NO CLASS 10/18**

---

- 8     **10/25- Lake session: Open canoe-tandem and solo**  
       Orienting the beginner-types of boats and outfitting  
       Concepts of paddling and their application  
       Basic and advanced strokes  
       Tandem program  
       Solo program  
       Canoe games  
       Venue -Cedar Cliff Lake

**Assignments:** Concepts of Paddling– “Power + the Forward Stroke” ACA Introduction To Canoe Course, whitewater-rescue website  
 Textbook – “*Basic Canoeing*” Chapters 1,2,3 + 5

- 
- 9     **11/1- Open Canoe River Session**  
       Eddy turns, peel-outs, ferries-river strategies  
       Teaching on the river-identifying teaching sites + setting up drills + exercises  
**Assignments:** “ *Basic Canoeing*” Chapters 4 + 6  
 ACA Whitewater Open Canoe Course + Lean Upstream? Yes!

- 
- 10    **11/8 Open Canoe River Session**  
       Instruction sets- students teaching “How to Plan + Execute a River Trip”  
       Students lead all aspects of instructional river trip with the following focus:  
       Basic maneuvers - Eddy turns, peel outs, ferries +-river running strategies  
**Assignments:** ACA Whitewater Course Outline Expanded  
 whitewater-rescue.com website
- 

**Research Paper Due!**

- 11    **11/15 Intro to paddlers with disabilities –Adaptive Paddling**  
       **Guest lecturer Will Leverette A.R.M.O.U.R risk management expert and disabled paddler**  
       Use "Canoeing and Kayaking for People with Disabilities" handout

**Assignments:** Adaptive Paddling Article whitewater-rescue.com website

**Overview of course+ review for exam!**

**Submit Final JOURNAL!!**

**12 11/22**

Study group - \_practical topics \_practice! \_\_\_\_\_

13 **11/29 Final Practical Exams – 11:00 – 6:00**


---

**Tentative date: Final Exam is Monday TBA (see exam schedule for Monday classes) Dec 13, 3-5:30pm**

---

Kayak rolling practice will be held in Reid Gym Pool. TBA  
 We highly recommend you practice the roll prior to the lake session for Kayak.

**Key dates!****10-11 Journals due for first half of course****11-15 Journals due for second half of course****11-15 Research Paper Due****11- 29 Practical Exam****12-? (see exam schedule) Final Written Exam*****Student Contract***

Name: \_\_\_\_\_

Please fill out this contract and return it **with** the completed course requirements.

I have contracted for a grade of \_\_\_\_\_ (A or B) If you contract for a B, then you do not have to do the library research paper, however to attain a B, **the rest of your work** has to be in the A range.

Grading is still based on the **quality** of the product, paper, presentation, lesson plan, and final. A choice is available to allow different **amounts** of work.

The grade is also dependent on attendance (one miss allowed for emergencies, then 10 percentage points per miss - this is not the type of course that you can 'read up' on to get all the information).

\_\_\_\_ Read all directions in the course outline

\_\_\_\_ Read assigned texts and other readings

\_\_\_\_ Attended \_\_\_\_\_ classes (12) and actively participated

\_\_\_\_ Completed group studying for the final examination  
 (My extended base group partners were.....)

\_\_\_\_ Completed the presentation and submitted the lesson plan

\_\_\_\_ Submitted the Journal.

\_\_\_\_ Submitted Research paper

**Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

Note: your numerical grade must meet the criteria for letter grades of A+, A, A-, B+, B, B-, C+, C, C-.

### **Appendix 3.3.15 PRM 427 Wilderness Education**

## **Parks and Recreation Management Program**

### **I PRM 427 Wilderness Education 3 or 6 credits**

This is an expedition style course taught in a wilderness environment. Expedition skills are taught experientially to enable students to lead others safely using minimum impact techniques that preserve the environment. Modes of travel include activities from the following: Backpacking, mountaineering, and canoeing. National certification is possible through the Wilderness Education Association. Field trip

### **II. Credit Hours**

3 – 6 Hours

### **III Meeting Time**

Expedition Style course 8-16 days in the field

### **IV. Course Objectives**

The Wilderness Education Association's National Standard or Steward Certification 18 point curriculum will be taught.

1. Decision-making and problem solving
2. Leadership
3. Expedition behavior and group dynamics
4. Environmental ethics
5. Basic camping skills
6. Nutrition and Ration planning
7. Equipment and Clothing selection and use
8. Weather
9. Health and Sanitation
10. Travel techniques
11. Navigation
12. Safety and risk management
13. Wilderness Emergency Procedures and Treatment
14. Natural and cultural History
15. Specialized Travel/adventure activity
16. Communication skills
17. Trip Planning
18. Teaching processing and transference

### **V. Course Format**

Expedition style (as this course teaches expedition leadership). This course is taught completely in the field.

## VII. Teaching methods

Experiential learning by students being “leader of the day”. Use of field journals documenting leader decision-making, lectures, one on one discussions, group discussions, written tests and a group dynamics teaching model.

## VIII. Texts

A field journal is provided with information on outdoor living skills, leadership and group dynamics.

The following are provided in a portable library:

Wilderness Educator, edited by David Cockrell  
 The Back-country Classroom by Jack Drury and Bruce Bonney  
 The New Wilderness Handbook by Paul Petzoldt  
 Flora and Fauna Field Guides

## Grading Criteria

	Points
Journal	40
Leader experiences	40
Tests	<u>20</u>
	100

**Appendix 3.3.16 PRM 433 Outdoor Recreation**OUTDOOR RECREATION

PRM 433

Fall 2010

Course Description - An overview of the professional aspects of outdoor recreation, including classification systems, and policies of management agencies. The outdoor recreation experience and users are studied from the perspectives of individuals and commercial, non-profit and commercial groups, the participants, and the providers.

Credit Hours - Three (3)

Instructor - Dr. Ben Tholkes  
Reid Gym - Room 122  
Telephone - 227-3843

Office Hours – T, Th 11:00 – 2:00  
F 10:00 – 11:00

Meeting Day, Time, & Classroom – Tuesday and Thursday  
9:30 – 10:45  
Reid 108

Objectives -

- \* To assist students in understanding the scope of the field of outdoor recreation.
- \* To examine the agencies currently providing outdoor recreation services.
- \* To help students understand the benefits and importance of outdoor recreation.
- \* To familiarize students with recent models, theories and management philosophies outdoor recreation.
- \* To examine current issues in the field of outdoor recreation and adventure recreation.
- \* To familiarize students with research publication sources in the area of outdoor recreation.
- \* To develop the ability to formulate outdoor recreation research and apply it in examining an outdoor recreation problem or question.

Additional objectives include:

- \* Participate in cooperative learning groups.
- \* Develop a group/team working spirit.
- \* Participate in in-class activities.

Teaching Methods - The following methods will be used to achieve the course objectives.

1. Reading and Discussion - Assigned reading for each class will form the basis for our ensuing discussions. Reading will include textbooks and related literature.
2. Lecture - Lecture information will be based on the readings assigned in the textbooks and related literature.
3. Discussion - Discussion will center on the materials assigned from textbook exercises and study questions.
4. Assigned Projects - Various assignments will be completed and used for grading and discussion.
5. In-class Assignments - In-class assignments will be completed and used for grading and discussion.
6. Tests - Test material will be based on information taken from the textbooks and class notes.

Textbooks - Rental - Ibrahim, Hilmi & Cordes, Kathleen, Outdoor Recreation.

Purchase - Manning, Robert, Studies in Outdoor Recreation.

### Grading

In-class Assignments/Quizzes -----	20 points
Assignment #1 -----	20 points
Assignment #2 -----	50 points
Test #1 -----	50 points
Test #2 -----	70 points
IRB training -----	10 points
Final Exam -----	<u>80 points</u>
 Total -----	 300 points

A/A-	-- 300 - 270 points (90%)
B+/B/B-	-- 269 - 240 points (80%)
C+/C/C-	-- 239 - 210 points (70%)
D+/D/D-	-- 209 - 180 points (60%)

Assignments - All assignments are due the day scheduled. Any late assignments will be reduced by 5 points. No assignments will be accepted more than one week late.

Attendance Policy - Attendance will be taken each class period. Five points will be deducted from your final grade for each absence after your 3<sup>rd</sup> absence. No make up grades will be given for missed quizzes or in-class assignments. See the WCU attendance policy in the catalog.

### **Course migration from WebCat to Blackboard**

WCU is in the process of migrating from WebCT Vista (WebCat) to Blackboard 9 (Blackboard) as our new Learning Management System. When you login to WebCat, you will use your Catamount Account (the first part of your Catamount email address and your password.) After logging in, you will see courses on the right of the page in WebCat and in the center in Blackboard. This course (HPE 355) is being taught in WebCat. Students who need content from WebCat need to request that content by June 1, 2011. For assistance, please call 1-866-374-8144. CLASS TIPS in the Hunter Commons in the basement of Hunter Library can help students as well.

### **WCU Academic Honor Code**

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

- A. Cheating--Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- B. Fabrication--Intentional falsification or invention of information or citation in an academic exercise.
- C. Plagiarism--Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- D. Facilitation of Academic Dishonesty--Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.” (WCU Student Handbook and Academic Planner, *Academic Honesty Policy*, 2004-2005, 7-8)

### **Sexual Harassment Policy Statement**

The University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

### **Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716, [lalexis@wcu.edu](mailto:lalexis@wcu.edu) or 144 Killian Annex.

### Class Schedule

Class schedule is subject to change due to course changes or other factors.

8/24 - Orientation to Course

8/26 – Foundations of OR (Ibrahim, Chapter 1)

8/31 – Nature and the Spiritual Life (Ibrahim, Chapter 2)

Outdoor Recreation Activities (Ibrahim, Chapter 15)

Assignment #1 - Exam of Outdoor Recreation Activity

9/2 – Psychology and the Natural Environment (Chap. 4 Pp. 61-64)  
 The Social Aspects of Outdoor Rec. (Chapter 5)  
 Assignment #2 – Research projects

9/7 - Visionaries and Pioneers (Ibrahim, Chapter 3)  
 Champions of the Land (Video)

9/9 - Benefits of Outdoor Recreation  
Assignment #1 due

9/14 - Assignment #1 (Continued)

**9/16 - Test #1**

9/21 - Federal Resources (Ibrahim, Chapter 7)

9/23 - Federal Resources (Ibrahim, Chapter 7)

9/28 - Federal Resources (Ibrahim, Chapter 7)

9/30 - State Resources (Ibrahim, Chapter 8)  
 NC SCORP

10/5 - Local Resources (Ibrahim, Chapter 9)  
 Other Outdoor Recreation Resources (Ibrahim, Chapter 10)

10/7 - Management Policies (Ibrahim, Chapter 12)  
 Management Procedures (Ibrahim, Chapter 13)

10/12 – The Economics of Outdoor Pursuits (Ibrahim, Chapter 6)

**10/14 - Fall Break (No classes)**

**10/19 - Fall Break (No classes)**

10/21 - Wilderness Management

10/26 - Risk  
 Adventure Recreation

10/28 - Statistics

**11/2 - Test #2**

11/4 - Research in Outdoor Recreation  
 (Manning Chapters 1, 2, 3)

11/9 - Research (Continued)  
(Manning Chapters 4, 5, 6)

11/11 - Research (Continued)  
(Manning Chapters 7, 8, 9)

11/16 - Research (Manning Chapters 10, 11, 12, 13)

11/18 - Current Research in Outdoor Recreation

11/23 – Assignment #2 preparation

**11/25 - No Class (Thanksgiving)**

**11/30 - Assignment #2 reports**

**12/2 - Assignment #2 reports**

12/7 - Current Research in Outdoor Recreation

12/9 - Review for Final Exam

**12/15 (Wednesday) - Final Exam (12:00 - 2:30)**

**NOTES - Due to student feedback relating to use of electronics in the classroom, we would like all students to refrain from using cell phones, laptop computers and other electronic devices while in the classroom.**

**Course Evaluation dates – November 14 – December 5**

### **Appendix 3.3.17 PRM 430: Entrepreneurship & Commercial Recreation**

**PRM 430: Entrepreneurship & Commercial Recreation  
Western Carolina University  
Health, Physical Education & Recreation  
Fall 2010**

**Course # & Title:** Entrepreneurship & Commercial Recreation, PRM 430 (3 credit hours)  
**Class Times & Location:** Tuesday/Thursday 3:35-4:50pm Reid 109  
**Instructor:** Debby Singleton, M.A., Instructor HPER  
**Office:** Reid 102  
**Office Hours:** Mon. & Wed. 10am-12noon  
 Tues., Thurs & Fri by appointment only  
**Phone #:** 227-3545 (office) **E-mail:** via WebCat

**Purpose:** This course is designed to explore the operation and management of commercial recreational businesses with emphasis placed on people skills, technical abilities, general management, and entrepreneurship. This course will challenge the student to think creatively and work cooperatively.

**Resources Needed:**

- **Introduction to Commercial Recreation & Tourism: An Entrepreneurial Approach;** Crossley, Jamieson, & Brayley; 5<sup>th</sup> edition, 2007. Bookstore rental.
- **Entrepreneurship & Commercial Recreation Resource Notebook.** On reserve in Debby's office & the Pedagogy Lab. Large selection of journal articles.
- **Sample Business Plan Notebooks.** On reserve in Debby's office. (24 hour check-out)
- Access to a computer, printer, ink cartridges for the printer, paper for the printer, internet access, current browser software, pen, pencil, notebook, paper, stapler.
- Access to WebCat. Please refer to the WebCat instructional handout for more information.

**Learning Objectives to be Addressed:**

4. Gain a better understanding of the history, components, programming options, and business opportunities in commercial recreation.
5. To individually assess themselves as a potential business owner through self-evaluation of personal characteristics, demands, experience, and management experience.
6. Develop the ability to determine concept feasibility in terms of defining their business idea, refining it, and defining their market through research.
7. Gain an understanding of the issues and decisions surrounding starting a new business; franchising, buying an existing business, selecting advisors, selecting a location, selecting the type of business structure, and employee responsibilities.
8. Gain an understanding of business financing such as; start-up investment requirements, cash flow projections, balance sheets, income statements, and break-even analysis.
9. Create a comprehensive business plan utilizing the concepts presented in the class either individually or with peers.
10. Gain experience in organizing a professional presentation to showcase their business

plan.

11. Exposure to entrepreneurs in the area of recreation and the opportunity to learn from their experiences through presentations and field trips.

### GRADE DISTRIBUTION

Percentages	Points	Percentages	Points
100+% A+	>1500		
92-100% A	1380-1500	90-91.9% A-	1350-1379
88-89.9% B+	1320-1349	82-87.9% B	1230-1319
80-81.9% B-	1200-1229	78-79.9% C+	1170-1199
72-77.9% C	1080-1169	70-71.9% C-	1050-1079
68-69.9% D+	1020-1049	62-67.9% D	930-1019
60-61.9% D-	900-929	<60% F	899 or below

<i>COURSE ASSIGNMENTS</i>	<i>POINTS</i>
Worksheet #1: Assess yourself	50
Worksheet #2: Feasibility	50
Chapter 1	50
Chapter 2 & 3	100
Chapter 4	50
Chapter 5	50
Chapter 6	50
Chapter 7, cover page, cover letter, table of contents	100
Final Business Plan	500
Presentation of Business Plan	200
Homework, assignments, quizzes, readings	100
Final exam	200
<b>Total</b>	1500 points

### Explanation of Assignments:

- **Worksheet #1:** A self-analysis to help you define your personal characteristics and basic skills needed for small business ownership (50 points).

- **Worksheet #2:** This worksheet will be completed with your group or individually, it is the first in a series of assignments to help you formulate your business plan. This information will be part of your research and analysis to determine your concept feasibility. (50 points)

- **Business Plan:** The business plan is divided into 6 outlines which include 7 chapters, a cover page, table of contents and cover letter. The template and explanations are described in the text, chapter 4. This is the big daddy project of the semester. You have the option of forming a group of 3 or less. Due to class size, I will only allow a small number of individual business plans each

semester. These will be selected via a lottery within the first week of class.

The class is structured so that each part of the business plan is discussed in detail. Outlines are due throughout the semester with ample time to revise them before the final draft is due at the end of the semester. Outlines (400 points) Final Business Plan (500 points) \*Please see Business Plan Information sheet for more details. The final draft should be typed and bound. \*You will have the opportunity to evaluate your group in terms of participation. If someone did not contribute to the success of the project, it is up to the group to inform me.

**\*\*VERY, VERY IMPORTANT...** if you fail to turn in chapter 1 by the due date, you will be asked to reassess your commitment to taking this course. From past experiences, students who fail to complete the first 2 worksheets and chapter one, have an 85% chance of failing this course. Only 2, yes only 2 students in 14 years have actually completed a grade of “incomplete” in this course.

**\*Helpful Sources:**

- Southwestern Community College’s Small Business Center (<http://www.southwesterncc.edu/swain/small-bus-ctr/index.htm>) Information on business plan guides (we use their template) and other useful resources and weblinks.
  - American Express Small Business Resources (<http://www133.americanexpress.com/osbn/landing/informyourdecisions.asp>) Answers to small business questions.
  - Forbes Entrepreneur Website (<http://www.forbes.com/entrepreneurs/>) Answers to starting your own business questions.
  - Inc. Magazine Website with information for start-up entrepreneurs. (<http://www.inc.com/resources/startup/index.html>)
  - Entrepreneur.com with great resources and articles on starting a business, also include handy dandy forms. (<http://entrepreneur.com/>)
  - Class TIPS (Technology Instruction). <http://www.wcu.edu/10195.asp>  
They offer help with technology based questions and workshops related to web page design, PowerPoint presentations, excel spreadsheets and more.
- \*\*More sources will be given throughout the semester.

• **Presentation of Business Plan.** Each group or individual will present their business plan to the class at the end of the semester. Presentations should be at least 15 minutes in length and will be graded by your peers based on creativity, information presented, use of visual aids, interesting, professionalism, and investment/success potential of business. (200 points)

• **Homework, assignments, quizzes and readings:** Periodically you will be asked to complete in class assignments, quizzes, readings, and homework. (@100 points)

• **Final Exam.** The questions will be a combination of multiple choice, short answer, and essay. Questions will be based on chapter readings in the textbook, handouts, lecture, videos, guest speakers, supplemental readings, and class discussions. Questions will not only require recall and recognition but also application skills. (200 points) The format of the exam is open for class discussion.

**Attendance Policy:**

This class is an upper level PRM requirement, so it is imperative that you make every effort to attend every class. You will be allowed 3 absences for the semester.

After 3 absences (unexcused), your final grade will drop 5 points for each absence. Example: If you have a B (85%) for your final grade, but you have 5 absences, then subtract 10 points from 85% to get 75% or a C.

It is recognized that students may have legitimate excused absences. As noted in WCU's attendance policy:

***II. University Excused Absences:*** *In addition to a documented and bonafide medical emergency or the death of an immediate family member, excused absences are granted for university events that include performances and events sanctioned by the Chancellor to promote the image of the university, regularly scheduled university team competitions (athletic and otherwise) including postseason play (practices and training sessions are excluded) and, in addition, student engagement sponsored by the institution and approved by the Provost (e.g. research presentations and performances at national conferences or events).*

*Individual class requirements such as field trips, field research or service learning activities are not considered institutional events. Faculty who schedule outside activities may request other faculty to excuse students from their classes so they may attend the outside event. However, individual faculty will determine whether the absence is excused or not. Should students be unable to attend the outside class event because of required attendance in other classes, they will not be penalized by the professor offering the outside activity.*

*An instructor is expected to honor a valid university excuse for an absence and to provide reasonable make-up work if the student notifies him or her of the approved absence at least one class period prior to the date of absence. A student who misses class work because of a university excused absence is responsible for contacting the instructor within one class meeting after returning to make satisfactory arrangements that the instructor deems appropriate for a make-up. Excused absences should not lower a course grade if the student is maintaining satisfactory progress in the class and has followed the instructor's make-up procedures. Class experiences that are impossible to make up should be discussed during the first week of classes when there is sufficient time for a student to drop the course.*

*A student who anticipates missing a high number of classes (i.e. 10% or more of class time) for excused absences is required to discuss this issue with the instructor during the first week of classes to determine the possible solutions or consequences. Courses in professional programs with accreditation or licensure requirements should not be taken in a semester where a student anticipates a high number of absences.*

*The trip or activity sponsor must obtain written permission to travel as soon as possible and give each student a copy of the approved request. Each student must give the request to the instructor as soon as possible but ideally at least one week prior to the day of the absence. The request should contain the name of the sponsor and group, the purpose, date(s), location of the event, and time and the names of the participating students.*

**Tardiness** in a class this size is disruptive to the instructor and to fellow students. Announcements, assignments, and quizzes are given within 1 minute after class begins. You may miss something important and not be able to make up a quiz.

If you are sick or unable to attend class on the day an assignment is due, you must notify the instructor and turn in the work prior to class time. **Late assignments will not be tolerated.** If you do turn in as assignment late, please refer to the penalties in the “assignment guidelines” section.

If you are absent on the day the instructor describes an assignment, it is your responsibility to get the information from a classmate or check WebCat.

\*\*PowerPoint’s of class lectures will be posted on WebCat 12-24 hours prior to that particular class. All handouts, worksheets, templates, and useful material will also be posted on WebCat. If you are unsure how to access this service, please ask for assistance from a classmate, the Student Technology Center or make an appointment with the instructor.

### **Assignment Guidelines:**

2. Each assignment is due the class period assigned or designated on the course schedule. *Late assignments will be penalized (1 day late = minus 10% of total grade; 2 days late = minus 20%; etc.) If you are having a problem completing an assignment on time, please ask the instructor for assistance.*
3. Please **staple** multiple page assignments together before handing them in.
4. Most of your assignments will be submitted via WebCat.
5. Please type all assignments in a legible, easy to read font in either black or dark blue ink.
6. Use your spell-check, grammar, and thesaurus tools which are provided in all word document software.
7. If you are required to read a chapter in the text or supplemental readings, visit a website, complete homework or a project prior to a class, please do so. Class time is for discussion and activities. **Be Prepared!!**

**Course Schedule:** Please refer to the WebCat calendar for the most current information.

**Course Evaluation Schedule:** Students will be asked to participate in an online evaluation of this course starting November 21 through December 5. \*The opening date could be changed, please refer to WebCat calendar for updates.

### **National College Health Assessment:**

All non-distance education students over the age of 18 will be invited by the American College Health Association (ACHA) by email to participate in the NCHA survey online from September 20 - October 13. You will only be able to access the survey from the email invitation you receive from the ACHA. The subject line of the survey will be “Tell Us How You Roll, Take the NCHA Survey.” The voluntary survey is completely confidential and will take about 30 minutes to complete. All eligible students are encouraged to participate. For more information about the NCHAI at WCU, please visit: <http://www.wcu.edu/26995.asp>.

### **Course migration from WebCat to Blackboard**

WCU is in the process of migrating from WebCT Vista (WebCat) to Blackboard 9 (Blackboard) as our new Learning Management System. When you login to WebCat, you will use your Catamount Account (the first part of your Catamount email address and your password.) After logging in, you will see courses on the right of the page in WebCat and in the center in Blackboard. This course (PRM 430) is being taught in WebCat. Students who need content from WebCat need to request that content by June 1, 2011. For assistance, please call 1-866-374-8144. CLASS TIPS in the Hunter Commons in the basement of Hunter Library can help students as well.

**General Classroom Environment:** It is my intention to create a friendly, exciting, safe, and positive learning environment for this class. In order to accomplish this goal, there are several norms for classroom behavior. These include:

- Students should avoid disturbing the class with their behavior.
  - ✓ Please turn off cell phones during class, this includes the “vibration” setting and text messaging.
  - ✓ NO TEXT MESSAGING IN CLASS. First offense, students will be asked to stop. Second offense, texting device will be placed on table in front of room until the end of class.
  - ✓ Please turn off and put away all portable music players, and take ear buds OUT of ears.
  - ✓ Headsets are not allowed during class.
  - ✓ Personal laptop computers are NOT ALLOWED during class unless the instructor requests their presence or the student has documentation from Student Support Services that they are needed.
  - ✓ Smokeless tobacco is DEFINITELY NOT ALLOWED during class. Please spit it out prior to class.
  - ✓ This class requires you to be attentive and participative, you can not do this adequately if you are under the influence of alcohol or drugs. There will be zero tolerance for any student who is under the influence of either alcohol or drugs during class time.
  - ✓ Hats should not be worn during lecture classes (even if it is a bad hair day) Would you wear a hat to a professional interview?
  - ✓ Dress appropriate for the class. Practice your business casual, professional attire look. This will not be mandatory, but will be required for any presentations in front of the class, during field trips, and guest speaker days.
  - ✓ Food and drink are acceptable, however, students are expected to throw away their own trash and not make a mess of the classroom.
  - ✓ Students should be **ON TIME** for class. Walking in late disrupts the entire class. Announcements, assignments, and quizzes are given within 1 minute after class begins. You may miss something important and not be able to make up a quiz.
  - ✓ Please be courteous and not talk while the instructor or another student is speaking.
  - ✓ Please stay awake during class. Going to sleep will be followed by mandatory physical exercise as prescribed by the instructor.
  - ✓ **Repeated disregard for these norms will result in removal from the class.**
- 
- Students are expected to give their best effort and maintain the highest standards of academic honesty and integrity as established by the university. Students caught

cheating, practicing plagiarism, or fabrication will be given an F (failure) for the course. Sanctions from the university may also apply (see your student catalog for more information or refer to the academic honesty statement shown above).

- Students have a right to see their grades (schedule an appointment with the instructor), and to have their work (assignments, quizzes, tests, projects) returned in a reasonable amount of time. All grades and instructor/student conversations will remain confidential.

**The instructor reserves the right to modify the norms of classroom behavior, the course requirements, or the schedule of activities for the benefit of the students if circumstances warrant.**

### **WCU Academic Honor Code**

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

- A. Cheating--Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- B. Fabrication--Intentional falsification or invention of information or citation in an academic exercise.
- C. Plagiarism--Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- D. Facilitation of Academic Dishonesty--Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.” (WCU Student Handbook and Academic Planner, *Academic Honesty Policy*, 2004-2005, 7-8)

### **Sexual Harassment Policy Statement**

The University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

### **Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716, [lalexis@wcu.edu](mailto:lalexis@wcu.edu) or 144 Killian Annex.

### Appendix 3.3.18 PRM 434 High Adventure Travel

**PRM 434: High Adventure Travel**  
**Western Carolina University**  
**Health, Physical Education & Recreation**  
**Spring 2011**

**Course # & Title:** High Adventure Travel, PRM 430 (3 credit hours)  
**Class Times & Location:** Tuesday/Thursday 3:35-6:20pm  
**Instructor:** Debby Singleton, M.A., Instructor HPER  
**Office:** Reid 102  
**Office Hours:** Mon. & Wed. 10am-12noon  
 Tues., Thurs & Fri by appointment only  
**Phone #:** 227-3545 (office) **E-mail:** [singleton@wcu.edu](mailto:singleton@wcu.edu) or Blackboard

**Text:** • **Adventure Tourism, The New Frontier**. John Swarbrooke, Colin Beard, Suzanne Leckie, Gil Pomfret. Butterworth/Heinemann; 2003.

• **Articles and a book list will be available in the Pedagogy Lab & on Blackboard.**

**Resources Required:** Access to a computer, printer, ink cartridges for the printer, paper for the printer, internet access, current browser software, pen, pencil, notebook, paper, stapler.

**Purpose:** This course is designed to explore the past, present and future of adventure tourism and to provide the student with the knowledge, understanding and skills to be able to create, plan, organize, execute and evaluate adventure travel trips and programs. This course will challenge the student to think creatively, dream of far off horizons, and work cooperatively.

#### **Learning Objectives to be Addressed:**

1. To understand the fundamental components of adventure tourism.
2. To understand the characteristics of adventure tourism.
3. Be able to distinguish between typologies of adventure tourism.
4. Explore historical themes related to adventure travel.
5. Understand who the adventure tourist is.
6. Be able to describe the adventure tourism market, destinations and venues.
7. Understand the state of the adventure travel industry.
8. Critique and understand adventure travel marketing.
9. Be able to recognize, plan and evaluate adventure travel risk management practices.
10. Explore ethical issues facing adventure tourists and travel operators.
11. Explore the future of adventure tourism.
12. Be exposed to a variety of “real-life” adventurers through guest speakers, videos and slide shows.
13. Design, plan, organize, execute and evaluate a personal adventure.
14. Design and plan an international adventure trip.
15. Be exposed to great adventures, expeditions and travel writers through reading.

GRADE DISTRIBUTION	POINTS	GRADE DISTRIBUTION	POINTS
92-100% A	920-1000	90-91.9% A-	900-919
88-89.9% B+	880-899	82-87.9% B	820-879
80-81.9% B-	800-819	78-79.9% C+	780-799
72-77.9% C	720-779	70-71.9% C-	700-719
68-69.9% D+	680-699	62-67.9% D	620-679
60-61.9% D-	600-619	<60% F	599 & below

COURSE ASSIGNMENTS	POINTS
Book Review	100
Personal Adventure Trip: 3 parts Trip Plan= 100 points Trip Evaluation = 100 points Presentation to class= 50 points	250
International Adventure Travel Project (Group Trip Proposal)	200
Historical Theme Homework	25
Geography Challenge	25
Marketing Homework	25
Ethics Debate	100
Responsible Tourism Homework	50
Trip Planning	100
Guest speaker questions & reflection	25
Final Exam	100
<b>Total</b>	<b>1000</b>

\*\*Notes, power points, and outlines for class lectures will be posted on Blackboard 1-3 days prior to that particular class. All handouts, worksheets, templates, and useful material will also be posted on Blackboard. If you are unsure how to access this service, please ask for assistance during the first week.

### Assignment Guidelines:

8. Each assignment is due the class period assigned or designated on the course schedule. *Late assignments will be penalized (1 day late = minus 10% of total grade; 2 days late = minus 20%; etc.) If you are having a problem completing an assignment on time, please ask the instructor for assistance.*
9. Please **staple** multiple page assignments together before handing them in.
10. Please type all assignments in a legible, easy to read font in either black or dark blue ink.
11. Use your spell-check, grammar, and thesaurus tools which are provided in all word document software.
12. If you are required to read a chapter in the text or supplemental readings, visit a website, complete homework or a project prior to a class, please do so. Class time is for discussion and activities. **Be Prepared!!**

**Projects:****1. Read an adventure travel book and write a review. (100 points)**

A list of suggested titles will be posted on Blackboard. If you have another choice, not listed, please check with instructor for okay. A template for the review format will be included in the assignment on Blackboard.

**2. Personal Adventure Trip**

This project can be done as an individual, with a partner, or in a small group.

The project parameters are:

- a. You must plan, execute, and evaluate an adventure during the semester. Start planning NOW, you have spring break and Easter holiday as potential time periods to do a trip.
- b. It must be for at least 2 nights and 2 days. You can go for a longer period of time if you wish.
- c. It must be within your budget. I will not be loaning any money.
- d. You must use at least one form of human powered transportation during your trip. Such as walking, hiking, running, paddling, cycling, skiing/boarding (okay lift-serviced areas are actually human powered), swimming, etc.
- e. You must keep a daily journal during your adventure.
- f. You must take photos, either digital or print. You may also shoot video.
- g. A detailed trip description, itinerary, map, and budget will be completed prior to your trip. It must be graded and approved by the instructor BEFORE you actually go on your trip. (Examples will be given and a template will be provided.)
- h. Once you return from your adventure, you will need to write an evaluation of your experience. Please include the following; did the trip go as planned (why or why not), did it meet your expectations, how would you do it differently. You can incorporate entries from your journal or include as a separate piece. This evaluation should be written in a magazine format as a pseudo "travel article". (Read some travel articles to get a feel for the writing style) Please include any photos from your trip in the evaluation.
- i. Each student (or group) will present a small slide show of their trip to the entire class. These presentations will be presented as trips are completed.
- j. Pre-trip descriptions, itinerary, map, and budget are due before the 5<sup>th</sup> week of classes. (If your adventure is earlier than this date, please turn in at least 7 days prior to departure.
- k. All adventures must be completed by the Friday after Easter Break.
- l. Evaluations are due within 2 weeks of your adventure.

**3. International Adventure Travel Project**

This project may be done individually or in a small group (no more than 3).

Plan an international, commercial adventure travel trip for a group. This includes: selecting a destination, activities, theme or education component, deciding who your market is, logistics, transportation, lodging, meals, a budget, risk management concerns, how you plan to advertise it, how will you staff it, etc. A template will be given for you to use and will be posted on Blackboard.

**4. Homework and In Class Assignments:**

Throughout the semester you will be assigned homework related to the topics we are discussing. Most of them will be due on Blackboard. There will be a variety of guest speakers and you will be asked to create a series of questions to ask them during their

presentations. Reflections on these presentations will be required and turned in online within one week of their appearance.

**Attendance Policy:**

This class is an upper level PRM requirement, so it is imperative that you make every effort to attend every class. You will be allowed 3 absences for the semester.

After 3 absences (unexcused), your final grade will drop 5 points for each absence. Example: If you have a B (85%) for your final grade, but you have 5 absences, then subtract 10 points from 85% to get 75% or a C.

It is recognized that students may have legitimate excused absences. As noted in WCU's attendance policy:

***II. University Excused Absences:** In addition to a documented and bonafide medical emergency or the death of an immediate family member, excused absences are granted for university events that include performances and events sanctioned by the Chancellor to promote the image of the university, regularly scheduled university team competitions (athletic and otherwise) including postseason play (practices and training sessions are excluded) and, in addition, student engagement sponsored by the institution and approved by the Provost (e.g. research presentations and performances at national conferences or events).*

*Individual class requirements such as field trips, field research or service learning activities are not considered institutional events. Faculty who schedule outside activities may request other faculty to excuse students from their classes so they may attend the outside event. However, individual faculty will determine whether the absence is excused or not. Should students be unable to attend the outside class event because of required attendance in other classes, they will not be penalized by the professor offering the outside activity.*

*An instructor is expected to honor a valid university excuse for an absence and to provide reasonable make-up work if the student notifies him or her of the approved absence at least one class period prior to the date of absence. A student who misses class work because of a university excused absence is responsible for contacting the instructor within one class meeting after returning to make satisfactory arrangements that the instructor deems appropriate for a make-up. Excused absences should not lower a course grade if the student is maintaining satisfactory progress in the class and has followed the instructor's make-up procedures. Class experiences that are impossible to make up should be discussed during the first week of classes when there is sufficient time for a student to drop the course.*

*A student who anticipates missing a high number of classes (i.e. 10% or more of class time) for excused absences is required to discuss this issue with the instructor during the first week of classes to determine the possible solutions or consequences. Courses in professional programs with accreditation or licensure requirements should not be taken in a semester where a student anticipates a high number of absences.*

*The trip or activity sponsor must obtain written permission to travel as soon as possible and give each student a copy of the approved request. Each student must give the request to the instructor*

*as soon as possible but ideally at least one week prior to the day of the absence. The request should contain the name of the sponsor and group, the purpose, date(s), location of the event, and time and the names of the participating students.*

**Tardiness** in a class this size is disruptive to the instructor and to fellow students. Announcements, assignments, and quizzes are given within 1 minute after class begins. You may miss something important and not be able to make up a quiz.

If you are sick or unable to attend class on the day an assignment is due, you must notify the instructor and turn in the work prior to class time. **Late assignments will not be tolerated.** If you do turn in as assignment late, please refer to the penalties in the “assignment guidelines” section.

If you are absent on the day the instructor describes an assignment, it is your responsibility to get the information from a classmate or check WebCat.

\*\*PowerPoint’s of class lectures will be posted on WebCat 12-24 hours prior to that particular class. All handouts, worksheets, templates, and useful material will also be posted on WebCat. If you are unsure how to access this service, please ask for assistance from a classmate, the Student Technology Center or make an appointment with the instructor.

**Assignment Guidelines:**

1. Each assignment is due the class period assigned or designated on the course schedule.
2. *Late assignments will be penalized (1 day late = minus 10% of total grade; 2 days late = minus 20%; etc.) If you are having a problem completing an assignment on time, please ask the instructor for assistance.*
3. Please **staple** multiple page assignments together before handing them in.
4. Most of your assignments will be submitted via WebCat.
5. Please type all assignments in a legible, easy to read font in either black or dark blue ink.
6. Use your spell-check, grammar, and thesaurus tools which are provided in all word document software.
7. If you are required to read a chapter in the text or supplemental readings, visit a website, complete homework or a project prior to a class, please do so. Class time is for discussion and activities. **Be Prepared!!**

**Course Schedule:** Please refer to the Blackboard calendar for the most current information.

**Course Evaluation Schedule:** Students will be asked to participate in an online evaluation of this course. Please refer to schedule in Blackboard for dates.

**Course migration from WebCat to Blackboard**

WCU is in the process of migrating from WebCT Vista (WebCat) to Blackboard 9 (Blackboard) as our new Learning Management System. When you login to WebCat, you will use your Catamount Account (the first part of your Catamount email address and your password.) After logging in, you will see courses on the right of the page in WebCat and in the center in Blackboard. This course (PRM 430) is being taught in WebCat. Students who need content from WebCat need to request that content by June 1, 2011. For assistance, please call

1-866-374-8144. CLASS TIPS in the Hunter Commons in the basement of Hunter Library can help students as well.

**General Classroom Environment:** It is my intention to create a friendly, exciting, safe, and positive learning environment for this class. In order to accomplish this goal, there are several norms for classroom behavior. These include:

- Students should avoid disturbing the class with their behavior.
- ✓ Please turn off cell phones during class, this includes the “vibration” setting and text messaging.
- ✓ NO TEXT MESSAGING IN CLASS. First offense, students will be asked to stop. Second offense, texting device will be placed on table in front of room until the end of class.
- ✓ Please turn off and put away all portable music players, and take ear buds OUT of ears.
- ✓ Headsets are not allowed during class.
- ✓ Personal laptop computers are NOT ALLOWED during class unless the instructor requests their presence or the student has documentation from Student Support Services that they are needed.
- ✓ Smokeless tobacco is DEFINITELY NOT ALLOWED during class. Please spit it out prior to class.
- ✓ This class requires you to be attentive and participative, you can not do this adequately if you are under the influence of alcohol or drugs. There will be zero tolerance for any student who is under the influence of either alcohol or drugs during class time.
- ✓ Hats should not be worn during lecture classes (even if it is a bad hair day) Would you wear a hat to a professional interview?
- ✓ Dress appropriate for the class. Practice your business casual, professional attire look. This will not be mandatory, but will be required for any presentations in front of the class, during field trips, and guest speaker days.
- ✓ Food and drink are acceptable, however, students are expected to throw away their own trash and not make a mess of the classroom.
- ✓ Students should be **ON TIME** for class. Walking in late disrupts the entire class. Announcements, assignments, and quizzes are given within 1 minute after class begins. You may miss something important and not be able to make up a quiz.
- ✓ Please be courteous and not talk while the instructor or another student is speaking.
- ✓ Please stay awake during class. Going to sleep will be followed by mandatory physical exercise as prescribed by the instructor.
- ✓ **Repeated disregard for these norms will result in removal from the class.**
  - Students are expected to give their best effort and maintain the highest standards of academic honesty and integrity as established by the university. Students caught cheating, practicing plagiarism, or fabrication will be given an F (failure) for the course. Sanctions from the university may also apply (see your student catalog for more information or refer to the academic honesty statement shown above).
  - Students have a right to see their grades (schedule an appointment with the instructor), and to have their work (assignments, quizzes, tests, projects) returned in a reasonable amount of time. All grades and instructor/student conversations will remain confidential.

**The instructor reserves the right to modify the norms of classroom behavior, the course requirements, or the schedule of activities for the benefit of the students if circumstances warrant.**

### **WCU Academic Honor Code**

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

- A. Cheating--Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- B. Fabrication--Intentional falsification or invention of information or citation in an academic exercise.
- C. Plagiarism--Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- D. Facilitation of Academic Dishonesty--Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.” (WCU Student Handbook and Academic Planner, *Academic Honesty Policy*, 2004-2005, 7-8)

### **Sexual Harassment Policy Statement**

The University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

### **Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716, [lalexis@wcu.edu](mailto:lalexis@wcu.edu) or 144 Killian Annex.

**Appendix 3.3.19 PRM 461 Management and Administration of Parks and Recreation**

**PRM 461  
Management and Administration of Parks and Recreation  
Taught from a Practitioner's Point of View  
Spring 2010  
Reid Gym, Room 108  
Wednesday nights, 6:00 – 8:50 p.m.**

**Instructor** - Rhett Langston, Adjunct Professor in the Parks and Recreation Management Department, received a Bachelor of Science from the University of Alabama and a Masters of Sport Science from the United States Sports Academy. 18 years experience in the parks and recreation field. Currently serves as Director for the Waynesville Parks and Recreation Department.

**Office** – The instructor is available for consultation immediately after class or by appointment. He can be reached by email at [recdirector@townofwaynesville.org](mailto:recdirector@townofwaynesville.org)

- I. Course Purpose** – The course provides insight into the management, organization, and supervision in Parks, Recreation, and Leisure Services. The course exists to provide students with the skills needed to understand the management of a PRLS agency. Will place an emphasis on Manager's responsibilities, budget development and monitoring, the Risk Management Plan, Personnel Management, Current Issues and Trends in the Parks and Recreation field. **PREQ: 250 or permission of advisor.**
- II. Course Objectives** – Upon completion of the course, each student will have a better understanding of Management's responsibilities within an organization. The student will have the ability to view management of Parks and Recreation services from a practitioner's perspective. Each student will have the opportunity to obtain knowledge on or have the ability to produce:
- An Organizational Chart for a large agency, and where Managers fit within the system.
  - The planning functions that Managers perform in order to perform the agency's work.
  - The different styles of Personnel Management, how they work, the good and the bad, and how to recognize and respond to the many varied styles of management.
  - A Budget. In addition to developing a budget, you will have to defend yours.
  - Risk Management and why it is so important in today's society. Each student will work to develop a Risk Management Plan.
  - Future Trends in the Parks and Recreation profession.
  - How to use your people skills through group projects and role plays.

- Use your written communications skills by writing reports, letters, papers, etc. Each student will have the opportunity to utilize their writing skills on a weekly basis. Proper grammar, spelling, and sentence/paragraph construction will be expected.
- A clear understanding of the relationship with the media and how to write press releases.
- Each student will develop an emergency operations plan.
- Each student will learn the fundamentals of oral communication

### III. Course Materials

**Rental Text** – Kraus & Curtis, Creative Management in Recreation, Parks, and Leisure Services, 6<sup>th</sup> edition.

**Supplemental Text (required)** – Peterson, Hronek, and Garages, Risk Management, 5<sup>th</sup> edition.

### IV. Faculty Expectations of Students/Course Policies

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

**Statement on Academic Integrity** – Western Carolina University is a community of honor. Faculty, staff, administrators and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense. Refer to the attached *Statement on Academic Integrity* for details.

**Teaching Methods** – The following methods will be used.

- Readings and Discussion – Each week, assigned readings from the 2 textbooks will be the basis of class discussions.
- Lectures – These will be based upon the readings, and the experiences of practitioners in the field.
- Quizzes – There will be a total of 8 quizzes. These will be based upon the assigned readings and information in the lectures.
- Group Projects – The class will develop 1 major project: **A Risk Management Plan**. Smaller projects may include a Budget and an Employee Performance Review.

- Role Plays – Students may conduct Performance Reviews and Budget Presentations.
- Exams – The semester will involve 2 exams, a Mid-Term which covers the 1<sup>st</sup> half of the semester, and a Final Exam that covers the 2<sup>nd</sup> half.

**Attendance Policy** – Come to class – period. And come prepared. Read your assignments. Since the class meets only once a week, each session is vital to your success. Plan on staying for the entire time (leaving early or arriving late will deduct points). Each full class missed will deduct 4 points from final grade.

**Class Structure** – Each class will begin with a Q&A from the previous class. There will then be a 45-50 minute lecture, followed by a 10 minute break. The class will resume with project work, presentations, role plays, possible guest speakers, etc. for 45-50 minutes. After a break, the remaining class time will be spent on review, Q&A, and a quiz.

### **Class Expectations**

- No cell phones, tobacco products, headsets, or other nonsense (as defined by instructor) in class
- Respect others, disruptive behavior shall not be tolerated
- Come prepared to participate
- If you can't be on time, be early
- This is an upper level required course. Treat it as if you were being paid for a job well done.

### **V. Grading Procedures** – Students final grades will be based upon the following

- |   |               |
|---|---------------|
| • Quizzes & Class Participation   | 20%           |
| • Project – Risk Management Plan  | 20%           |
| • Project – Budget Development & Presentation<br>and/or Performance Review & Presentation | 20%           |
| • Mid-Term Exam   | 20%           |
| • Final Exam  | 20%           |
| • Extra Credit Paper*   | 10% potential |

\*The Extra Credit Paper will be based upon a future trend in the Parks & Recreation field. A list of trends will be provided from which to choose. Papers will require research and compilation of statistics.

Letter Grades will be assigned according to the following:

97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+

73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and below	F

## **Statement on Academic Integrity**

### **Academic Honesty Policy**

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity.

Academic dishonesty includes:

- a. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.
- c. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- d. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of "F" in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.

**(This next section about academic honesty may be included or you may refer students to the Student Handbook.)**

The department head or graduate program director will meet with the student to inform him/her orally and in writing of the charge and the sanction imposed by the instructor within 10 calendar days of written notice from the instructor. Prior to this meeting, the department head will contact the Office of Student Judicial Affairs to establish if the student has any record of a prior academic dishonesty offense. If there is a record of a prior academic dishonesty offense, the matter must be referred directly to the Office of Student Judicial Affairs. In instances where a program does not have a department head or graduate program director, the Dean or Associate Dean of the college will assume the duties of department head for cases of academic dishonesty.

If the case is a first offense, the student can choose to accept the charge and sanction from the instructor by signing a Mutual Agreement with the department

head or graduate program director or can choose to have a hearing with the Academic Integrity Board. Within 10 calendar days of the meeting with the student, the department head or graduate program director will 1) report the student's choice of action in writing to the Office of Student Judicial Affairs, 2) file a copy of the Mutual Agreement (when applicable) with the Office of Judicial Affairs, and 3) inform the student of the sanction or sanctions to be imposed under the Mutual Agreement or inform the student of the procedure for requesting a hearing with the Academic Integrity Board if the Mutual Agreement is not accepted. Mutual Agreements are final agreements not subject to further review or appeal.

In instances of second offenses, or when the student chooses a hearing, the Office of Student Judicial Affairs will meet with the student to provide an orientation to the hearing process and to schedule a date no less than 10 and no more than 15 calendar days from the meeting for the hearing. The student can waive minimum notice of a hearing; however, extensions are at the sole discretion of the Office of Student Judicial Affairs. Should the student choose not to attend his/her orientation meeting, a hearing date will be assigned to the student.

The hearing procedures will follow the same format as stated in the Code of Student Conduct (Article V.A.5). The hearing body (Academic Integrity Board) will consist of 2 students from the Student Judicial Affairs Student Hearing Board and 3 faculty members. The faculty fellow for academic integrity will be one of the faculty members and will serve as the chair. The other two faculty members will be chosen by the Director of Student Judicial Affairs from a pool of eight faculty hearing officers. Each academic year, each college dean will appoint two faculty members from the college to comprise the pool of eight faculty hearing officers. Hearings will be held in a student's absence when a student fails to attend the hearing for any reason. The hearing body may impose any sanctions as outlined in Article V.B. in the Code of Student Conduct. Students given a sanction of probation for academic dishonesty will remain on probation at Western Carolina University until graduation.

6. Following a decision from the Academic Integrity Board, the Office of Judicial Affairs will inform the student of the sanction or sanctions to be imposed upon them and of their right to file an appeal with the University Academic Problems Committee. The appeal is limited to those rules and procedures expressly mentioned in the Code of Student Conduct (Article V.D.2) and is limited to the existing record. If the student does not file an appeal with the University Academic Problems Committee within 5 calendar days, the sanction or sanctions from the Academic Integrity Board will be imposed. The decision of the Academic Problems Committee may be appealed to the Vice Chancellor for Student Affairs. Any decision of the Vice Chancellor for Student Affairs may be appealed to the Chancellor.

Upon final resolution of a case involving suspension or expulsion, the Director of Student Judicial Affairs will inform the appropriate dean, department head, and the administrator in the One Stop Office who is responsible for University Withdrawals of the sanction. An act of academic dishonesty, including a first

offense, may place the student in jeopardy of suspension from the university. A repeated violation or more serious first offense may result in expulsion. Disciplinary records for any act of academic dishonesty are retained by the Office of Student Judicial Affairs for at least five years from the date of final adjudication. These records are available to prospective employers and other educational institutions in accordance with federal regulations.

# **Capstone Internship**

## **Manual**

**PRM 483 and PRM 480**

**Parks and Recreation**

**Management**

**Program**

**Department of Health Physical**

**Education and Recreation**

**Western Carolina University**

## Table of Contents

	Page
Independent Study Guidelines	2
Grading	2
Letter of Understanding	2
Special project	2
Management Questions information	3
Video/PowerPoint	3
Final Package	3
Example of Letter of Understanding	4
Project Guidelines Form	6
Management Questions	7
PRM 483 Requirements	9
Capstone Checklist and Timeline	26

## PRM 480 Independent Study Guidelines for the Capstone Internship

PRM 480 for three credits must be completed as part of the overall Capstone Internship experience. PRM 480 and PRM 483 are intended to complement each other. The independent study (PRM 480) consists of four different projects.

### Projects and Grading

Project	Grade (%)
1. A letter of agreement for the internship (total job description)	20
2. Completion of a special project that is documented by a major paper	40
3. Completion of a set of management questions	20
4. A six minute video or PowerPoint of the internship	20

### Grading

The grade for PRM 480 is a separate grade from PRM 483. PRM 480 is completed for a letter grade. Satisfactory completion of one course does not guarantee satisfactory completion of the other course.

#### 1. The Letter of Understanding

The student and supervisor, prior to the start of the internship must sign a letter of agreement. This letter should be outlined to suit the needs of both the student and the agency and sent back to the university supervisor as soon as possible. It will be returned signed by the university supervisor. An example can be found in Appendix A.

#### 2. The Special Project

The student will adopt a problem by the agency, research it thoroughly, and give a solution. This could be a type of research such as a needs assessment, a risk management plan, a marketing plan, a business plan, a program proposal or an evaluation report. It could also be a special project for the agency such as the development of a park, or area within a park, the organization of a tournament/program, writing an employee handbook, making trails, etc. The project should be something that will be of particular use to the agency. This will help assure that the agency will value the student as someone who can make a significant contribution. The project has to be documented with a well written paper using APA format. The length of the paper will vary with the project. At the end of the second week of the internship you should meet with your agency supervisor to identify a project, then complete the Project Guidelines Form (Appendix B) and send it to your university supervisor.

### 3. The Management Questions

It is the intent of this assignment to get you to understand exactly how the agency functions so that you can quickly gain an in-depth understanding of the whole operation. The management areas you are asked to investigate are:

1. Goal development
2. Policy development
3. Planning and Organizing
4. Decision making/problem solving
5. Motivation and leadership
6. Communication patterns
7. Personnel supervision/development
8. Program operations
9. Budgeting and finances
10. Promoting and marketing
11. Equipment and facilities

Your agency may not address some of the areas and some may be “off limits” such as the budget if it is a private agency. Many questions may be answered by studying the employee handbook. The questions are in Appendix C. Type **both** the **questions** and the **answers** for your responses.

### 4. Video/PowerPoint

The student should produce a six minute video illustrating the internship. You should be the “host” of the video. Creativity is encouraged. Our preference is for you to do a video but if this is not possible, you may complete a PowerPoint with photographs and descriptions. Send this in the final package.

### Final Package

This should include your 483 paperwork – see Appendix D (which includes a copy of the “to whom it may concern” reference letter on agency letterhead), the special project paper, and the video/PowerPoint. This should reach us by **signature mail** (Fed Ex, Priority Mail etc. during the **last week of classes**, or in the summer, by **August 1<sup>st</sup>**. Incompletes usually affect graduation by a semester so advisors are very averse to giving them. Please refer to Appendix E for a checklist-timeline for completion of requirements.

## Appendix A

### EXAMPLE LETTER OF UNDERSTANDING

**The following example can be referred to as you develop your letter of understanding.**

NOTE: MAKE SURE YOU INCLUDE #14 and #15 on the next page  
IN YOUR LETTER OF UNDERSTANDING

Letter of Understanding:      Heidi Lederhosen  
   Recreation Coordinator  
   Student Intern

Recreation Department – Smoky Mountain National Park

Ms Heidi Lederhosen can follow the following job responsibilities as she assumes the position of Recreation Coordinator in Smoky Mountain National Park for the summer session. It is our understanding that this Park position is included as an internship for Western Carolina University.

Her job will involve working with a staff of three people, and service to approximately three hundred and twenty five employees. Her job performance will be monitored and evaluated by the personnel manager.

The specific tasks to be performed by Ms Lederhosen will include the following:

1. Scheduling of recreational events to involve a total staff of three hundred and twenty five employees in four different locations in Smoky Mountain National Park.
2. Being responsible for meeting the organizational needs and interests of employees of all ages from eighteen years through seventy years. A constant monitoring and evaluation of the recreation program will be required, ensuring group participation.
3. Collecting, evaluating, and incorporating employee suggestions relating to recreation programming.
4. Setting up and maintaining the recreation halls for employee use.
5. Organizing and supervising employee film nights in four park locations. Evaluating employee participation and completing nightly cash and attendance reports.
6. Planning, organizing, and supervising employee tournaments (volleyball, ping pong, backgammon, etc.) in four park locations.
7. Planning and creating informational articles for publication in an employee newspaper to be printed at least once every two weeks during the summer season (June 1 through September 15).
8. Scheduling the recreation staff, ensuring coverage for the employee recreation hall and employee events.
9. Completing and maintaining an inventory of recreation equipment ensuring that budgets are maintained within set guidelines.
10. Completing and maintaining a daily and weekly log, evaluating the recreation program. Completing and maintaining financial reports for money spent and earned for all recreation events.
11. Creating new ideas within the employee recreation field, exhibiting an active concern for day-to-day productivity.

12. Compiling and revising the recreation manual that is used by the staff and department as a reference.
13. Compiling an end-of-season report indicating the successes and the learning experiences of the recreation program for the current season. This includes evaluating personnel suggestions on how to improve self and the program. Make recommendations for future seasons.
14. Other related tasks as appropriate.
15. Send required internship paperwork back to the university on time.

---

Ralph Welcomen, Personnel Manager  
Smoky Mountain National Park  
North Carolina  
Phone number

---

Date

---

Heidi Lederhosen, Recreation Coordinator  
and Student Intern, General Delivery  
Smoky Mountain National Park  
Phone number

---

Date

---

Ben Tholkes/Maurice Phipps/Debby Singleton

---

Date

Appendix B

# SPECIAL PROJECT GUIDELINES FORM

See page 2 for special project details

**STUDENT** \_\_\_\_\_

**Project Title** \_\_\_\_\_

**Objectives** \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Procedures**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APPROVED:**

\_\_\_\_\_  
Agency Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Date

## Appendix C

### Management Questions

Please type the questions followed by your answers giving examples wherever possible. Attach fliers, brochures, news-bulletins etc.

#### Goals

1. What are the most important goals in the organization?
2. How were these goals developed? Who was actually involved?
3. How are these goals communicated?
4. What would be the “super ordinate” values that drive the organization?
5. What actual behaviors have you observed which indicate that employees are fulfilling goals? – give examples.

#### Policy Development

6. At what level within the organization is policy formulated?
7. How are policies and practices disseminated?
8. How are policies reviewed?
9. What happens when policies/practices are ignored?
10. What are some polices that you have to follow?

#### Planning and Organizing

11. How is planning carried out? Who does this function?
12. Is there an overall strategic plan that is available for review?
13. Are there departmental or unit plans?
14. Explain the organizational structure of the agency?
15. How many people are employed?
16. Do all employees have an opportunity to make contributions to the planning?
17. Give examples of some planning contributions

#### Decision- making and Problem-solving

18. How are problems handled in this organization?
19. What constitutes a major problem or issue that faces this organization?
20. Is there a methodology for unearthing problems and dealing with them? Explain.
21. To what extent is there participatory decision-making?

#### Motivation and Leadership

22. Describe the type of leadership that you see at this agency
23. Is there a belief that different leader styles are required for different situations?
24. How are employees motivated to excel?
25. How are people rewarded for doing exceptional work?

#### Communication Patterns

26. Identify the ways in which information is communicated within the agency.
27. What are some examples of blocks in communication?
28. Is there any in-service training to improve communication? What does it consist of and is it effective?

**Personnel Supervision and Development**

29. Describe the orientation that takes place when a new employee joins the organization.
30. Is there an employee handbook?
31. How are employees supervised?
32. If policies are not followed, what are the consequences?
33. How are employees evaluated?
34. Is there any method for handling disputes between employees and supervisors?
35. What opportunities are there for advancement

**Program Development**

36. What are the primary recreational programs and how are they organized?
37. Who is responsible for the planning and implementation of programs?
38. How are programs evaluated?
39. What attempts are made to address needs of participants?
40. How are programs funded?
41. What facilities and equipment are available?

**Marketing and Promotion**

42. Describe the marketing for the agency and programs.
43. Are there target market segments? Discuss them.
44. What market research do they conduct?
45. What strategies do they implement?
46. What promotional efforts do they make?
47. What has been your role in any marketing?

**Equipment and facilities**

48. Describe the area and facilities in which you work.
49. How are these maintained?
50. Is the maintenance costly?
51. Are the facilities well designed or are they not functional in any way?
52. Do the facilities appeal to participants?

**Appendix D****PRM 483 Internship Requirements**

The following requirements are the same as other PRM internships that you have completed except for the amount of credit and number of hours. It does have to be done in conjunction with PRM 480 as described in the first half of this manual.

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

## Internship Student Agreement Form

### Parks and Recreation Management Program at Western Carolina University

As a student majoring in the B.S. in Parks and recreation Management degree program, I am completing an internship with \_\_\_\_\_ during the \_\_\_\_\_ semester to secure practical experience in the field of Parks and Recreation Management. I agree to meet all the requirements listed below and will attempt to meet them to the best of my abilities.

1. Abide by all personnel policies and practices established by both the university and the agency where I do my internship.
2. Be prompt and conscientious in fulfilling all internship requirements established by both the university and the agency where I am doing the internship.
3. Alert my university supervisor and/or agency supervisor to any problems that affect my overall performance, as soon as possible.
4. Represent the university and agency in a manner that reflects well on all parties involved with the internship.
5. Complete, in a timely fashion, all internship requirements, as outlined in this package and/or my agency supervisor.
6. Realize that there are inherent hazards in any internship setting.

My signature below indicates that I have read completely, and fully comprehend the aforementioned policies and agree to abide by all of them.

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

Student phone number (cell or where you can best be reached) \_\_\_\_\_

Student email (the one that you check) \_\_\_\_\_

Name of the agency \_\_\_\_\_

**Complete** address of the agency \_\_\_\_\_

Agency Supervisor \_\_\_\_\_

Supervisor's telephone number \_(\_\_\_\_\_)\_\_\_\_\_

Supervisor's email \_\_\_\_\_

Web address for the agency, business etc. \_\_\_\_\_

**Please give this form to your internship advisor before you begin the internship**

**WESTERN CAROLINA UNIVERSITY**  
**HEALTH PHYSICAL EDUCATION AND RECREATION DEPARTMENT**  
**Parks and Recreation Management Program Capstone Internship Paperwork**  
**PRM 483 Capstone Internship**

**I. Course Description:** Experiential learning situation in the field of Parks and Recreation Management. Study of agency operations in a work environment. **Site selection requires advance instructor approval.**

**II. Credit hours:**

**PRM 483 Capstone Internship (6) for 400 hours plus PRM 480 (3)**

**III. Instructors:**

	Dr. Ben Tholkes	Dr. Maurice Phipps	Debby Singleton
	Reid 122I	Reid 122D	Reid 102
Work	227-3843	227-3844	227- 3545
Home	293-7134	586-8319	586-5252 Debby [cell (828) 508-1736]

**During the summer, we are best reached at home or by cell phone**

**IV. Objectives:**

1. To develop leadership characteristics
2. To learn about planning and organizing
3. To become familiar with various management functions
4. To become familiar with various leisure service delivery systems
5. To gain knowledge and skills in how such organizations operate
6. To study professional role models and learn from mentors
7. To understand roles and contributions of volunteerism
8. To grow as an aspiring professional
9. **To gain outstanding reference letters.**

**V. Value of the Course:** The list of advantages for future careers is extensive. Some are -

1. Exposure to people that might someday 'open a career door'
2. Can mean a good recommendation for a future employer
3. Helps to focus aptitude for certain types of work
4. Gives practical meaning to theoretical coursework
5. Gives transferable skills that can be carried to a new or existing job.

**VI. Work Sites:** PRM 483, the Capstone Internship can be at the same place as one of the 383s but the site selected should be a type of agency as similar as possible to the first full time position desired upon graduation. If the Capstone Internship is the last part of the degree requirements, it is best to choose an internship site in the geographic location favored for a first full-time position -- networking and availability for interviews are then made possible.

**VII. Requirements:**

1. Establish a schedule by the end of the first week of how you will invest the required number of hours
2. Complete the hours before the end of the last day of classes
3. Analyze your experiences through the “Accomplishment Log”.
4. Receive a satisfactory agency evaluation
5. Receive a satisfactory letter of recommendation on agency letterhead
6. **Complete and turn in all the above paperwork by the last day of classes.**

**VIII. Grades:** A student will earn a letter grade of either “S” (satisfactory) or “U” (unsatisfactory). Grades will be determined by a combination of performance at the agency and completion of the PRM Accomplishment Log, Experiences Log and timeliness in getting paperwork in on time. Only in exceptional circumstances will a grade of incomplete be given as these often result in graduation problems at a later date.

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

**WCU PARKS AND RECREATION MANAGEMENT  
INTERNSHIP ACCOMPLISHMENT LOG**

**Type of internship (please circle)**

**383 483 484 485**

**EXPERIENCES**

**SKILLS**

**REACTIONS TO THE INTERNSHIP**

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

**WCU PARKS AND RECREATION MANAGEMENT**  
**INTERNSHIP EXPERIENCE LOG** (duplicate this form as necessary)

Type of internship (please circle)

383   483   484   485

Employer \_\_\_\_\_

Date	Description of tasks	Hours	Supervisor Initials

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

**WCU PARKS AND RECREATION MANAGEMENT  
INTERNSHIP EXPERIENCE LOG (duplicate this form as necessary)**

Type of internship (please circle)

383    483    484    485

Employer \_\_\_\_\_

Date	Description of tasks	Hours	Supervisor Initials

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

**WCU PARKS AND RECREATION MANAGEMENT  
INTERNSHIP EXPERIENCE LOG (duplicate this form as necessary)**

Type of internship (please circle)

383    483    484    485

Employer \_\_\_\_\_

Date	Description of tasks	Hours	Supervisor Initials

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

**WCU PARKS AND RECREATION MANAGEMENT**  
**INTERNSHIP EXPERIENCE LOG** (duplicate this form as necessary)

Type of internship (please circle)

383   483   484   485

Employer \_\_\_\_\_

Date	Description of tasks	Hours	Supervisor Initials

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

**WCU PARKS AND RECREATION MANAGEMENT  
INTERNSHIP EXPERIENCE LOG (duplicate this form as necessary)**

Type of internship (please circle)

383    483    484    485

Employer \_\_\_\_\_

Date	Description of tasks	Hours	Supervisor Initials

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

**WCU PARKS AND RECREATION MANAGEMENT**  
**INTERNSHIP EXPERIENCE LOG** (duplicate this form as necessary)

Type of internship (please circle)

383   483   484   485

Employer \_\_\_\_\_

Date	Description of tasks	Hours	Supervisor Initials

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

**WCU PARKS AND RECREATION MANAGEMENT  
INTERNSHIP EXPERIENCE LOG (duplicate this form as necessary)**

Type of internship (please circle)

383    483    484    485

Employer \_\_\_\_\_

Date	Description of tasks	Hours	Supervisor Initials

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

**WCU PARKS AND RECREATION MANAGEMENT  
INTERNSHIP EXPERIENCE LOG (duplicate this form as necessary)**

Type of internship (please circle)

383    483    484    485

Employer \_\_\_\_\_

Date	Description of tasks	Hours	Supervisor Initials

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

**WCU PARKS AND RECREATION MANAGEMENT  
INTERNSHIP EXPERIENCE LOG (duplicate this form as necessary)**

Type of internship (please circle)

383    483    484    485

Employer \_\_\_\_\_

Date	Description of tasks	Hours	Supervisor Initials

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

**WCU PARKS AND RECREATION MANAGEMENT  
INTERNSHIP EXPERIENCE LOG (duplicate this form as necessary)**

Type of internship (please circle)

383    483    484    485

Employer \_\_\_\_\_

Date	Description of tasks	Hours	Supervisor Initials

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

**WCU PARKS AND RECREATION MANAGEMENT  
INTERNSHIP EVALUATION BY THE AGENCY SUPERVISOR**

**Type of internship (please circle)**

383   483   484   485

**Term (please circle)**

Fall   Spring   Summer

**Employer** \_\_\_\_\_

This report should be filled out by the student's direct supervisor. The agency supervisor's ratings will be used to evaluate the student's work performance for academic credit, may serve as a basis for counseling, and will become a part of the student's university record. We encourage you to discuss this evaluation with the student.

**Attitude Toward Work**

- highly enthusiastic  
 interested  
 sometimes indifferent  
 not interested

**Relationships with Co-workers**

- attracts others  
 satisfactory  
 has some difficulty getting along  
 doesn't get along

**Ability to Work**

- learns very quickly  
 average for his/her level  
 below average for his/her level  
 learns slowly

**Reaction to Supervision**

- seeks guidance  
 adjusts to criticism  
 some resentment shown  
 fails to profit

**Student's College Preparation**

- well prepared for his/her job  
 prepared for his/her job  
 lacking in areas  
 not adequately prepared

**Punctuality**

- never late  
 sometimes late  
 often late  
 usually late

**Appearance**

- always acceptable  
 sometimes questionable  
 often questionable  
 rarely acceptable

**Quality of Work**

- superior  
 good  
 satisfactory  
 unacceptable

**Judgment**

- excellent  
 usually good  
 average for his/her level  
 sometimes poor

**Dependability**

- completely dependable  
 usually dependable  
 sometimes careless  
 cannot be relied on

**Future Employability**

- highly desirable  
 desirable  
 some reservations  
 undesirable

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

**AGENCY SUPERVISOR EVALUATION (CONTD)**

**COMMENTS:**

If the student needs counseling at this point, your suggestions as to areas in which improvement is needed would be helpful.

This report has been discussed with the students \_\_\_\_ Yes \_\_\_\_ No

The Parks and Recreation Management instructors have permission to discuss this report with the student \_\_\_\_ yes \_\_\_\_ no

\_\_\_\_\_  
**Agency Supervisor**

\_\_\_\_\_  
**Agency**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student's Signature** (indicates ONLY that the student has seen the report)

Please return this form to:  
**Western Carolina University,  
Parks and Recreation Management Program,  
122 Reid Gym, Cullowhee, N C 28723**

## Capstone Internship Checklist and Timeline

- Before you begin.** Turn in your Letter of Agreement  
Develop the Letter of Understanding.  
\_\_\_\_\_ Send it to your supervisor at WCU.
- Week 1** Complete your special project guidelines form.  
Make sure that you are keeping your daily experience log.
- Week 2** Begin your management questions.  
\_\_\_\_\_ Send your special project guidelines form back to your WCU supervisor.  
\_\_\_\_\_ Send in your first 2 weekly logs (send other logs in **every two weeks**).
- Week 5** Have completed the following:  
\_\_\_\_\_ Management questions  
\_\_\_\_\_ Video/PowerPoint.  
\_\_\_\_\_ Send this package to your WCU supervisor.
- Week 10** Send in your final package to include all the PRM 483 Internship requirements to include:  
\_\_\_\_\_ Your Accomplishment Log  
\_\_\_\_\_ Your Work Experience Log (completed daily)  
\_\_\_\_\_ Your evaluation completed by the agency supervisor  
\_\_\_\_\_ Your "To whom it may concern" reference  
\_\_\_\_\_ Your Special Project Paper (as outlined for PRM 480).
- ✓ Use some kind of signature mail when mailing your packages
  - ✓ Remember to keep your daily experience log, have it initialed each week by your agency supervisor and send them to your WCU supervisor **every two weeks**.
  - ✓ All work has to be at WCU by the last week of classes or August 1 in the summer.

Please call us at home (reasonable hours- unless an emergency).

(828) 293-7134 Ben

(828) 586-8319 Maurice

(828) 586-5252 Debby [cell (828) 508-1736]

**Appendix 3.3.21 PRM 495 Seminar in Park and Recreation Management**Seminar in Park and Recreation Management

PRM 495

Fall 2010

Course Description - This course will examine current trends and issues; individually researched topics; employment decision-making; and graduate school options.

Credit Hours - One (1)

Instructor - Dr. Ben Tholkes  
Reid Gym - Room 122 I  
Telephone - 227- 3843

Office Hours – T, Th 11:00 – 2:00  
F 10:00 – 11:00

Meeting Day, Time, and Classroom - Wednesday  
10:10 – 11:00  
Reid 132

Objectives -

- \* To examine current issues in the field of parks and recreation management.
- \* To assist students in participating in individual topics of their choice.
- \* To examine the job market and employment opportunities for graduates in the parks and recreation management program.
- \* To explore the option of continued education at the graduate level in the field of parks and recreation management.
- \* To provide a forum for discussion of topics vital to the field of Parks and Recreation.
- \* To review important information from previous Parks and Recreation Management courses.
- \* To prepare a professional portfolio for each PRM student.

Teaching Methods - This course will be presented in a seminar format. Students will be encouraged to share their ideas and experiences with the class.

1. Discussions - Each class will include a discussion of a current issue in the field of parks and recreation. Students will lead the discussion of a chosen topic.

2. Assigned projects - Each student (or group of students) will choose a topic to present during the course.
3. Tests - The midterm assignment will be used to prepare for the final exam which will be a comprehensive evaluation of the student's knowledge acquired as a Parks and Recreation Management major.
4. Portfolio - Each student will be asked to prepare and hand in a portfolio (more information will be discussed in class).

Required Text - None

Grading -

*Class participation and discussions -----	60 points
Assignment #1 -----	25 points
Midterm Evaluation -----	20 points
Portfolio -----	45 points
Final Exam -----	<u>150 points</u>
Total -----	300 points

(A+) A/A---	300 - 270 points (90%)
B+/B/B-----	269 -- 240 points (80%)
C+/C/C-----	239 --210 points (70%)
D+/D/D-----	209 --180 points (60%)

Assignments - All assignment are due the day listed in the syllabus. Assignments turned in late will receive a reduction of 5 points plus additional points for each day they are late.

\*Attendance Policy - Due to the nature of a seminar course, attendance is required to take part in class discussions. Five points will be deducted for each class missed.

### **Course migration from WebCat to Blackboard**

WCU is in the process of migrating from WebCT Vista (WebCat) to Blackboard 9 (Blackboard) as our new Learning Management System. When you login to WebCat, you will use your Catamount Account (the first part of your Catamount email address and your password.) After logging in, you will see courses on the right of the page in WebCat and in the center in Blackboard. This course (HPE 355) is being taught in WebCat. Students who need content from WebCat need to request that content by June 1, 2011. For assistance, please call 1-866-374-8144. CLASS TIPS in the Hunter Commons in the basement of Hunter Library can help students as well.

### **WCU Academic Honor Code**

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

- A. Cheating--Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- B. Fabrication--Intentional falsification or invention of information or citation in an academic exercise.
- C. Plagiarism--Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- D. Facilitation of Academic Dishonesty--Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.” (WCU Student Handbook and Academic Planner, *Academic Honesty Policy*, 2004-2005, 7-8)

### **Sexual Harassment Policy Statement**

The University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

### **Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716, [lalexis@wcu.edu](mailto:lalexis@wcu.edu) or 144 Killian Annex.

### Course Schedule

This course schedule is subject to change due to changes in course content or other related occurrences.

8/25 - Course orientation

Identification of current issues in park and recreation

9/1 - Employment opportunities in park and recreation

Graduate school requirements

Portfolio Review

9/8 - Assignment #1

9/15 - Assignment #1

9/22 - Assignment #1

9/29 – Assignment #1

### **10/6 – Midterm Evaluations due**

10/13 – Assignment #1

10/20 - Assignment #1

10/27 - Portfolio due

**11/3 – Advising Day (No Class)**

11/10 - Assignment #1

11/17 - Assignment #1

**11/24 – Thanksgiving Break (No Classes)**

12/1 – Assignment #1

12/8 - Review for final evaluation

**12/15 - Wednesday - Final Evaluation (8:30 – 11:00)**

**Course Evaluation dates – November 14 – December 5**

### Appendix 3.4 Frequency of PRM Course Offerings and Mean Class Size

<b>PRM Course offerings</b>	<b>Mean class size</b>
PRM-356 (4) Outdoor First Aid (Fall)	12
PRM-250 (3) Foundations of Parks and Recreation (Fall, Spring)	27
PRM-254 (3) Introduction to Outdoor Pursuits (Fall, Spring)	18
PRM-270 (3) Leadership and Group Dynamics (Fall, Spring)	25
PRM-361 (4) Program Planning and Evaluation (Fall)	27
PRM-370 (1) Internship Orientation (Spring)	19
PRM-383 (1, repeat 3 times) Internship in PRM (Fall, Spring ,Summer)	15
PRM-430 (3) Entrepreneurship and Commercial Rec. (Fall)	28
PRM-433 (3) Outdoor Recreation (Fall)	25
PRM-461 (3) Management and Administration of PRM (Spring)	27
PRM-480 (3) Independent Study (Fall, Spring, Summer)	10
PRM-483 (6) Capstone Internship in PRM (Fall, Spring, Summer)	9
PRM-495 (1) Senior Seminar in PRM (Spring, Fall)	18
PRM-321 (3) Outdoor Education and Interpretation (Spring)	15
PRM 340 (3) Challenge Course Facilitation (Fall)	12
PRM-352 (3) Beginning/Intermediate Canoe and Kayak (Summer)	16
PRM-420 (3) Admin. and Leadership of Outdoor Pursuits (Spring)	18
PRM-425 (3) Land-based Outdoor Pursuits Education (Spring)	13
PRM-426 (4) Water-based Outdoor Pursuits Education (Fall)	12
PRM-427 (3-6) Wilderness Education (Summer)	14
PRM-434 (3) High Adventure Travel and Outfitting (Spring)	22
PRM-486 (3) Field Experience (Fall, Spring, Summer)	5

**Appendix 3.5 Number of Junior/Senior PRM Majors During the Past Five Years****PRM Junior and Senior Majors**

<b>Year</b>	<b>Spring</b>	<b>Summer I</b>	<b>Summer II</b>	<b>Fall</b>
2005	41	N A	23	42
2006	47	12	31	45
2007	46	12	41	45
2008	54	22	34	46
2009	46	9	36	42
2010	42	6	25	40

**Appendix 3.6 Time to Degree for PRM Graduates****Time to Degree Completion**

<b>Year</b>	<b>Spring</b>	<b>Summer II</b>	<b>Fall</b>
<b>2005</b>	-	4.4	3.6
<b>2006</b>	5.9	5.3	3.7
<b>2007</b>	4.1	4.0	4.2
<b>2008</b>	3.3	5.4	4.1
<b>2009</b>	5.3	4.2	4.4
<b>2010</b>	4.9	Future	Future



<b>**List Pre-requisites and any statement pertaining to course or program:</b>							
<b>Upper Level Perspective (ULP): An <u>approved</u> Upper Level Liberal Studies Perspectives course is required in one of the Liberal Studies Perspectives categories.</b>							
<b>SUMMER I</b>				<b>SUMMER II</b>			
<b>Course Prefix or Liberal Studies requirement</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Hours</b>	<b>Course Prefix or Liberal Studies requirement</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Hours</b>
<b>**List Pre-requisites and any statement pertaining to course or program.</b>							
<b>JUNIOR YEAR</b>							
<b>FALL</b>				<b>SPRING</b>			
<b>Course Prefix or Liberal Studies requirement</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Hours</b>	<b>Course Prefix or Liberal Studies requirement</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Hours</b>
PRM	361	Program Planning	4	/Guided Elective			3
PRM	433	Outdoor Recreation	3	PRM	461	Mgt. and Admin.	3
PRM	356	Outdoor First Aid	4	PRM concentration			3
Guided elective			3	Guided elective			3
PRM	383	Intern	1	Guided Elective			3

--	--	--	--	--	--	--	--

**\*\*List Pre-requisites and any statement pertaining to course or program: PRM 250 is pre-requisite for PRM 461**

**Upper Level Perspective (ULP): An approved Upper Level Liberal Studies Perspectives course is required in one of the Liberal Studies Perspectives categories.**

SUMMER I				SUMMER II			
Course Prefix or Liberal Studies requirement	Course Number		Hours	Course Prefix or Liberal Studies requirement	Course Number		Hours

**\*\*List Pre-requisites and any statement pertaining to course or program:**

FALL				SPRING			
Course Prefix or Liberal Studies requirement	Course Numbr	Course Title	Hours	Course Prefix or Liberal Studies requirement	Course Number	Course Title	Hours
Guided Elective			2	PRM	370	Internship Orientation	1
Guided Elective			3	PRM	383	Internship	1
Guided Elective			3	Guided Elective			3
PRM Concentration			3	Guided Elective			3
PRM Concentration			3	PRM Concentration			3
				PRM	495	Senior Seminar	1

<b>**List Pre-requisites and any statement pertaining to course or program: Pre-requisite for PRM 370 is PRM 361</b>							
<b>SUMMER I</b>				<b>SUMMER II</b>			
<b>Course Prefix or Liberal Studies requirement</b>	<b>Course Numbe r</b>		<b>Hours</b>	<b>Course Prefix or Liberal Studies requirement</b>	<b>Course Numbe r</b>		<b>Hours</b>
PRM	483	Internship	6				
PRM	480	Independen t Study	3				
<b>**List Pre-requisites and any statement pertaining to course or program:</b>							

**Total Hours for Degree: 120**  
**Total Hours of Pre-requisites: 6**

**Any notes or other information:**

Students may finish earlier if they attend summer school at WCU or another approved institution.

**Appendix 3.8 PRM Annual Assessment Reports**

**Appendix 3.8.1 2005-2006 Annual PRM Assessment Report**

**Parks and Recreation Management**

**Health and Human Performance**

**Program Assessment**

**Education and Allied Professions**

**May 2005 – May 2006**

**Dr. Ben F. Tholkes**

## **Parks and Recreation Management Mission Statement**

The mission of the Parks and Recreation Management (PRM) Program is to promote resourcefulness, independent thinking, and the ability to cope with change, and service to society – by preparing leaders in the Parks and Recreation profession. The program strives to maintain an intellectual and caring environment through cooperation and collaboration in active learning and critical thinking. Experiential education is also an important component to encourage application and modification of theories learned.

The program prepares professionals to design, plan, promote, and deliver the physical and social components of the leisure service industry. This includes skills in administration, management, research and evaluation, leadership, and instruction. Graduates will be prepared to manage resources, facilities and programs, and to lead and instruct for programs in commercial, public, and non-profit settings.

### **PRM Link to the Western Carolina University Mission:**

The PRM program supports the university role and mission of teaching and learning by stressing the importance of scholarship in all of our courses. Dr. Phipps, Dr. Tholkes and Debby Singleton emphasize experiential and cooperative learning in the classroom. Students are encouraged to take an active role in the learning process. PRM students actively participate in research and service during their time at WCU. Each year PRM students conduct research and present their research at the Undergraduate Research Conference and at the Outdoor Adventure Conference. Service to the WCU community is a major component of the PRM program through Mini-Internships and Internships. Over the years, PRM students and faculty have assisted and provided expertise to a number of agencies such as: the National Park Service, National Forest Service, Jackson County Recreation and Park, American Red Cross, Wilderness Education Association, Jackson County Chamber of Commerce and other county and national organizations.

## **Parks and Recreation Management Program Assessment 2005-2006**

### **Assessment Plan (See Appendix A & B for details)**

The eight educational goals for the program are as follows:

1. Leadership and decision-making
2. Program Planning
3. Administration
4. Research
5. Outdoor Leadership and Instruction
6. Communication
7. Career Search
8. Foundations

Details of the educational goals and measurement tools can be found in Appendix A. The assessment master plan can be found in Appendix B

### **Assessment Activities Conducted During the Past Year:**

#### **Comprehensive Examination**

PRM seniors are required to complete a comprehensive examination in PRM 495 – Senior Seminar in Parks and Recreation Management. The comprehensive examination includes essay questions, true/false questions, short answer and multiple-choice questions. The test questions are prepared from all eleven PRM courses. The test has 150 points, the highest score recorded during the assessment period was 144 points, and the average score was 133. We had 20 PRM seniors take the examination during the spring semester of 2004. Students scored well in all areas. Prior to the exam, students were observed sharing course materials and assisting each other in preparing for the examination.

#### **Senior Survey and Round Table**

As part of the Senior Seminar course, Dr. Phipps and Dr. Tholkes sit down with the PRM seniors for a round table discussion about their experience as PRM students. In addition to the round table discussion, students are asked to complete a senior survey (see Appendix C). The results of the senior round table and senior survey are presented below.

#### **PRM SENIOR SURVEY RESULTS SPRING 2005**

##### **Q1. How would you rate your overall satisfaction with the Parks and Recreation Management Program at WCU?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
12	1	1	2

##### **Q2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
13	0	2	1

##### **Q3. How would you rate your satisfaction with faculty-student interactions in the PRM program?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
11	2	0	3

**Q4. Which parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?**

<u>Class</u>	<u>Students Marked</u>
PRM 250	0
PRM 254	0
PRM 256	2
PRM 270	3
PRM 321	2
PRM 361	2
PRM 370	0
PRM 383	0
PRM 420	2
PRM 425	2
PRM 426	1
PRM 430	2
PRM 433	3
PRM 440	1
PRM 461	2
PRM 483	0
PRM 486	0
All	1

**Q5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?**

1. The rec. therapy classes should be dropped.
2. RTH 350 should be removed. SM 415 should be omitted.
3. A classroom with windows.
4. RTH 350 should be omitted. Sport Mgt. classes omitted.
5. We need to be accredited program. Many other universities in the system have the accreditation. It seems foolish that WCU hasn't considered out location, the % of students that stay and graduate from the program, and the strength of the program.
6. Set a schedule for all the classes that should be taken and when I almost messed up and couldn't graduate because some classes were only offered in the spring.
7. More direct internship connections.
8. Figure something out for the RTH 350 to make it more applicable to our major.
9. Opportunities for law enforcement training either via WCU or SCC.
10. I think there should be classed tailored to suit students who are interested in working with search and rescue after graduation. Maybe a 488 field experience opportunity with Jackson County Rescue Squad, but already have like set-up.
11. As for me personally I highly doubt that I will ever get into accounting so I found 461 to be a little irreverent. Also, I believe that for required PRM classes we should have PRM professors. (RTH 350, PRM 270).
12. Need to stress keeping portfolio stuff, I know you do but it can't be said enough. Also make sure partners give each other a copy of graded final. I would make that worth a grade possibly. Both senior seminar classes are in spring. What is Maurice's class was in the fall

and Ben's in the spring? Many summer jobs could be applied for before Christmas and the spring session could be to follow up and do portfolio.

13. I think some of the classes get full of non-majors; the needed courses to graduate should be closed to majors only.
14. Offer more variety, better facilities. We do a lot of power point, need more rooms with this equipment, better seating. Rooms are overcrowded with outdated seating. Accredited program is need as well.
15. None

**Q6. Have you any other comments related to your experiences as a Parks and Recreation Management major at WCU?**

1. I'm graduating! This was a great experience, I'm glad I'm involved with this program. It has really prepared me for my career world.
2. Overall good. Love the instructors. They do a great job.
3. I'm currently taking ENG 401 and my skills involving writing

**Discussion of the survey and round table:**

The above information was based on 16 senior surveys completed in PRM 495 – Senior Seminar. During the 2005-2006 school year, we had approximately 60 PRM majors. In addition to meeting with our advisees during advising week each semester, we conduct an all majors meeting each semester, require PRM majors to meet with their advisor for strategic planning, and require our majors to maintain a 2.5 GPA.

The results of the student surveys and round table shows that there are many aspects of the PRM program that the students enjoy and certain parts of the curriculum students would like to see changed. PRM students seem to enjoy classes that have some amount of “hands-on” experience in the course. These courses include: PRM 254, PRM 321, PRM 425, PRM 420 and PRM 426. However, students also showed interest in classes such as Program Planning, Commercial Recreation, Management and Administration of PRM, and Outdoor First Aid. It seems our students feel we have a good mix of academic courses and skills courses.

As in past years, we do have some courses which our students would like to see changed, eliminated or added to our curriculum. One change we have made in recent years was to reduce the PRM program to 120 hours. Students are now required to take 38 – 40 credits in the program major, 12 hours in a concentration area, and 26 - 28 hours of guided electives. The reduction in our total hours allowed us to redesign our program and remove classes such as statistics, sociology, marketing, and sport management. We have also added a research/statistics class (PRM 360) designed specifically for PRM students. This fall, we also began offering a course in high ropes course facilitation (PRM 493). If this course proves to be beneficial to our students, we plan to add the course to our curriculum as a concentration area selection. We feel these changes will address many of the student concerns voiced in the senior survey and senior round table and strengthen our entire program.

Student survey's indicated a concern with courses which have an overlap in materials. In order to address this concern, we have dropped PRM 150 Career Opportunities in PRM and have included the course materials in PRM 250 Foundations of Parks and Recreation. This change has also allowed us to drop our PRM Minor requirement from 19 to 18 credit hours.

One area of concern from the student surveys is the number (3) of students extremely unsatisfied with faculty/student interactions. During the senior seminar discussion, students indicated this was a lack of time during advising for serious career planning. We ask all of our

students to talk over a strategic plan with their advisor prior to their declaration of major, but during advising we are only able to devote 20 minutes to each student for their advising session. Due to the number of advisees we work with, it is very difficult to devote time to anything more than planning a schedule of the next semester during advising time. Debby Singleton has now been able to assist us with advising, so hopefully with Debby's help we can devote more time to our students during advising sessions.

Another area of concern expressed by students is in our travel/tourism concentration. We have addressed some of these concerns by offering two courses in the Commercial and Resort area which we were unable to offer for a number of years (PRM 434 High Adventure Travel and PRM 435 Parks and Recreation Sites, Facilities and Programs). Currently, we are teaching travel/tourism with the assistance of one adjunct faculty member. We will continue to ask for a full-time tenure track person to assist with the commercial and resort area of our program.

Two final issues raised by our students' concern accreditation and additional courses in the area of community recreation. These two issues are closely linked because in order for our program to be accredited by the National Recreation and Parks Association (NRPA), we would need to increase our number of full-time faculty members. We feel a valuable addition to our program would be a faculty member who could teach courses in community recreation. This faculty addition would address our student's concern in this area and allow us to consider applying for NRPA accreditation.

## **Internships**

Our students complete many internships during their time with the PRM program. All students completed a combination of 50-hour internships and a capstone (400-hour) internship. Other internships (150-hours) are available as student electives. All students secured their own capstone internships using the placement materials developed in PRM 370 – Orientation to Internships. For the capstone internship sites, students compete with other university students throughout the country. The internships consist of a ten-week experience working 40 hours a week and allows students to practice theories learned in classes. It is also a full time position that is a “stepping stone” to a career. Major (capstone) internships were completed at:

- Arrowmount Stables
- Asheville Parks and Recreation
- Camp Greenville
- Carolina Outfitters
- Cradle of Forestry
- Great Smoky Mountains National Park
- Highlands Ranger Station
- Jackson County Recreation and Parks
- Keppler Associates Inc.
- Lake James State Park
- Nantahala Outdoor Center
- Northern Tier National High Adventure
- Outdoor Xposure
- Stone Mountain State Park
- Zion National Park

Mini-internships are usually completed in the region and in the summer are sometimes done further afield. We regard these internships as service learning. The mini-internship program gives a considerable amount of service to the region. The added bonus for students is the experience they get in three different agencies of their choice where they get a window into actual work settings which gives students better insights and knowledge to bring to classes. This year, the mini-internships were completed at:

Basecamp Cullowhee  
 Blue Ridge Parkway  
 Cataloochee Ski Area  
 Cherokee Casino  
 Ducks Unlimited  
 Great Smoky Mountains National Park  
 High Trek Adventures  
 Jackson County Psychological Services  
 Jackson County Recreation and Parks  
 Outdoor Emergency Care Teaching Assistant  
 Nantahala Outdoor Center  
 Reid Pool  
 Sapphire Valley Resort  
 Tuckasegee River Clean-up  
 Western North Carolina Alliance  
 WCU Adopt-A-Trail  
 WCU Aqua Aerobics  
 WCU Fitness Center  
 WCU Intramurals  
 WCU Ramsey Center

We feel that the PRM internship program as a whole is an excellent service provided by WCU to the business and institutions in the area. Service was also implemented through the PRM 361 Program Planning class and PRM 321 Outdoor Education class.

### **Certifications**

Students gained the following national certifications from PRM courses:  
 American Canoe Association Advanced Water Rescue – 12 students  
 National Ski Patrol Outdoor Emergency Care – 18 students  
 American Red Cross Professional Rescuer CPR – 12 students  
 American Red Cross Community CPR – 20 students  
 Wilderness Education Association Steward – 12 students  
 Wilderness Education Association Workshop Certificates – 6 students  
 Certified Pool Operators – 5 students

### **Portfolios**

During PRM 495 – Senior Seminar class, each PRM student is required to prepare a senior portfolio. Senior portfolios contain student resumes, letters of recommendation from internships, certifications, and selected course work from PRM classes. We are very proud of

the quality of our student portfolios and encourage our students to use their portfolios during interviews for jobs. We have had very positive comments from students and interviewers concerning the quality of our student portfolios.

### **Wilderness Education Association (WEA) Courses**

WEA courses teach outdoor leadership, judgment and decision-making. PRM students gain a national certificate upon completion of the courses. WEA courses are taught as a summer class through continuing education and as a workshop as part of PRM 420. Student evaluations following WEA courses have been very positive. WEA courses have been taught by Dr. Phipps in North Carolina and in the Tetons.

### **International Exchange Program:**

The PRM program continues to work closely with the WCU International Program. We have created a successful partnership with the Galway-Mayo Institute of Technology in Ireland. Thus, far we have had two groups of Irish students spend a year completing course work at WCU. We are actively encouraging our students to consider completing some of their course work in Ireland or other programs abroad.

### **Program Changes/Modifications/Improvements:**

Based on our student assessments (see Student Survey and Roundtable), we are continually adjusting our course work and the curriculum in order to improve our program and subsequently, student outcomes. We view the student portfolios as being a key to the quality work produced by our students. We have had very positive feedback from former students and employers relating to the importance and high quality of student portfolios.

Student input has caused us to strengthen the experiential component of our programs and also improve the quality of our instruction. We are fortunate in that the Western Carolina area offers us a variety of outdoor options for outdoor programming.

Student assessment has helped us to implement the major curriculum change in our program. We our redesigned curriculum (120 hours) has allowed us much more flexibility to design a program based on the student's specific needs. This curriculum has also made it much easier to bring transfer students into our program. PRM students now have the option of declaring a minor in an area of interest and using the credits from the minor as guided electives.

We feel the combination of student surveys, round table discussions, student portfolios, and formal and informal student contacts has provided us with valuable feedback into our program. We will continue to seek student input and examine our program outcome objectives in an effort to improve the quality of our Parks and Recreation Management program and give our students the highest quality of education we can provide.

# Appendix A

## Outcome Assessment Goals

### **Educational Goal # 1- Leadership and Decision-making**

#### **Student Outcomes**

The ability to apply leadership and decision-making theory to include: ethics, entre/intrapreneursip, management of human behavior, group dynamics, and face-to-face leadership.

#### **Assessment**

- Evaluation of performance in internships
- Tests in courses and a standardized exam as part of selected different finals
- Lab report (leadership self-analysis).

### **Educational Goal # 2 - Program Planning**

#### **Student Outcomes**

The ability to plan programs to include: proposal writing, the planning process, risk management, and marketing.

#### **Assessment**

- Lab reports (written program/grant proposal and marketing plan)
- Evaluation of performance in internships.
- Report - Risk Management Plan

### **Educational Goal # 3 - Administration**

#### **Student Outcomes**

The ability to understand administrative functions to include: facilities, budgets, strategic planning, risk management, legal issues, policies, boards, and supervision.

#### **Assessment**

- Tests in courses and a standardized exam as part of selected different finals.
- Reports - Strategic Plan and Business Plan

### **Educational Goal # 4 - Research**

#### **Student Outcomes**

The ability to understand basic research and evaluation techniques in recreation and leisure studies. This would include: needs assessment, descriptive research, evaluative research, and experimental research.

#### **Assessment**

- Tests in courses and a standardized exam as part of selected different finals.
- Evaluation report including a statistical analysis
- A Research Prospectus

### **Educational Goal # 5 - Outdoor Leadership and Instruction**

#### **Student Outcomes**

The ability to lead and instruct safely in the wild outdoors to include: experiential education methods, outdoor emergency care, outdoor living skills, rescue, adaptive techniques and interpretation.

#### **Assessment**

- Wilderness Education Association (WEA) Outdoor Leadership and Steward certification.
- Outdoor Emergency Care (OEC)/CPR certification
- Log/journal recording system to document other certifications and experience
- Evaluation of performance in internships.

## **Educational Goal # 6 - Communication**

### **Student Outcomes**

The ability to communicate in the following ways: written, verbal, facilitational, through computer use, and reading with comprehension, the professional literature.

### **Assessment**

Tests in courses and a standardized exam as part of selected different finals.  
 Leadership Analysis/PERT/Research/Spreadsheets through computer use.  
 Public Speaking - program proposal & seminar presentations.  
 Cooperative Learning Processing.

## **Educational Goal # 7 - Career Search**

### **Student Outcomes**

Become employable as a recreational professional by successfully using the career search techniques of: resume and letter of application writing, interview techniques, and by receiving 4 work references for internships completed while at WCU.

### **Assessment**

Career Search Portfolio and internship/job placement.

## **Educational Goal # 8 - Foundations**

### **Student Outcomes**

An understanding of the 'foundations' of Recreation and Leisure services to include: social functions, historical aspects, government roles, tourism, philosophy, psychology, definitions, specialized services, and natural resources use and management.

### **Assessment**

Tests in courses and a standardized exam as part of comprehensive finals.

### **Assessment Tools**

- Tests in courses
- Evaluation of performance in internships
- Surveys of graduating seniors and alumni
- Certifications - OEC, WEA, CPR, and other outdoor certifications
- Standardized comprehensive final examination questions on administration, management, program planning, and research to be given also in different classes. The comprehensive final also includes short answer and essay questions.

Portfolio - includes:

Grant/Program proposal  
 Evaluation report  
 Strategic Plan  
 Research Prospectus  
 Business Plan  
 Marketing Plan  
 Risk Management Plan  
 Leadership self-analysis (outdoor students)  
 LOG/Journal (outdoor students)  
 Resume/letter of application/4 references  
 Computer example data- leadership self-study with graphs and charts  
 budget spreadsheet  
 PERT Chart  
 WEB Page

# Appendix B

## OUTCOMES ASSESSMENT MASTER PLAN B.S. in Parks and Recreation Management

<u>Goals</u>	<u>Courses</u>	<u>Method</u>
<b>1. Leadership and decision-making</b>	Committees - 461/361	Classwork
	Ethics - 250/461/433/321/270 Entre/intrapreneurship-430/461/360/485/BA 133 Managerial - 270/461/420/314/SM 435 Group Dynamics - 270/420/433/321 Face to Face - 270/465/420 + 383/483/434/313 (internships etc)	Cooperative Learning Techniques Internships WEA type field experiences
<b>Measurement</b>		
Evaluation of performance in internships Tests in courses and a standardized exam as part of selected different finals Lab report (leadership self analysis)		
<b>2. Program Planning</b>	Proposal Writing- 361/461	Classwork
	Planning Processes-361/461 Risk Management Plans- 361/461/SM415 Marketing - 461/361	LAB
<b>Measurement</b>		
Lab report (written program/grant proposal); report - Marketing Plan Evaluation of performance in internships		
<b>3. Administration</b>	Facilities Management - SM435	Classwork
	Budgets - 461/360/430/314/ACC161 Strategic Planning - 461/314 Risk Management - 361/SM 415 Legal Issues- 461/361/250/314/SM415 Policies - 461/361/430/330/314/483 Boards - 461/361/314 Supervision - 461/430/314	Internships
<b>Measurement</b>		
Tests in courses and a standardized examination questions as part of selected different finals Reports - Business plan, strategic plan, and risk management plan		

<u>Goals</u>	<u>Courses</u>	<u>Method</u>
<b>4. Research &amp; Evaluation</b>	Needs Assessment - 361 Experimental Research - 361/250/433/46 Descriptive Research - 361/250/433/461 Evaluative Research - 361/461 Research Prospectus - 433	Classwork
<b>Measurement</b>		
Tests in courses and a standardized exam as part of selected different finals Research Prospectus Evaluation report for a program		
<b>5. Outdoor Leadership &amp; Instruction</b>	Experiential Education - 425/426/254/465/420/481 Outdoor Emeg. Care - 265 Outdoor Living Skills - 321/465 Outdoor Leadership Skills - 420/493 Rescue Skills - 425/426 Adaptive Skills – RTH350/425/426 Interpretive Skills - 433/321	Classwork Exp. Field Trips LABS
<b>Measurement</b>		
Wilderness Education Association (WEA) Outdoor Leadership and Steward certification. Outdoor Emergency Care (OEC)/CPR certification Log/journal recording system to document other certifications and experience Personal Leadership Analysis Evaluation of performance in internships		
<b>6. Communication</b>	Written Skills-professional writing Verbal Skills-presentations and Exams Public speaking - 361/495 Facilitation Skills - 433/420/465/RTH470 Presentations of Proposals Computer Skills - all classes Professional Reading Comprehension - all classes PERT/Research Spreadsheets Leader Analysis C.Programs	Classwork Cooperative Learning Seminar Presentations
<b>Measurement</b>		
Tests in courses and a standardized exam as part of selected different finals Leadership Analysis/PERT/Research/Spreadsheets through computer use. Public Speaking - program proposal & seminar presentation		

---

<u>Goals</u>	<u>Courses</u>	<u>Method</u>
<b>7. Career Search</b>	Resume/Letter of App./Reference - 150/370 Interview Skills - 370 + Career Services Job/Intern Search Skills- 370	LAB Intern/Job search
<b>Measurement</b>		
Career Search, Portfolio and job placement		
<b>8. Foundations</b>	Social Functions - 150/250/ Historical Aspects - 150/250 Government Roles - 150/250 Tourism - 250/426/440 Philosophy - 250/150 Definitions - 250/150 Specialized Services - 250/150 Natural Resources - 250/433	Classwork
<b>Measurement</b>		
Tests in courses and a standardized exam as part of selected different finals.		
<b>Use of Outcomes Assessment</b>		
<p>a. The test results, standardized exam results and survey (of graduating seniors and alumni) will be made available to all faculty members in HPER.</p> <p>b. Where test results indicate a deficiency in either a course or an area of study, the professor(s) in charge will take appropriate measures to remedy the deficiency.</p> <p>c. If a program or seminar presentation is rated inferior, the deficiency will be addressed by the professor in charge of the class.</p> <p>d. Journals for outdoor pursuits students will document experiences and certifications for use in career placement.</p> <p>e. Students will take away a portfolio of the following documents to use as models;</p> <ul style="list-style-type: none"> <li>Program/grant proposal and evaluation report</li> <li>Strategic plan</li> <li>Professional job search portfolio including, resume, letter of application, and four letters of reference.</li> <li>A research prospectus</li> <li>Certificates</li> <li>Business plan</li> <li>Marketing plan</li> <li>Risk management plan</li> </ul>		

# Appendix C

## PRM Senior Survey 2005

1=Extremely Satisfied (ES)

2=Somewhat Satisfied (SS)

3=Somewhat Unsatisfied (SU)

4=Extremely Unsatisfied (EU)

	ES	SS	SU	EU
1. How would you rate your overall satisfaction with the Parks and Recreation Management program at WCU.	1	2	3	4
2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor.	1	2	3	4
3. How would you rate your satisfaction with faculty-student interactions in the PRM program.	1	2	3	4
4. Which Parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?				
5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?				
6. Do you have any other comments related to your experience as a Parks and Recreation Management major at WCU?				

**Western Carolina University**

**Parks and Recreation Management**

**Health and Human Performance**

**Education and Allied Professions**

**Annual Assessment Report for**

**May 2006 – May 2007**

**Dr. Ben F. Tholkes**

**tholkes@wcu.edu**

**828-227-7332**

## **Parks and Recreation Management Mission Statement**

The mission of the Parks and Recreation Management (PRM) Program is to promote resourcefulness, independent thinking, and the ability to cope with change, and service to society – by preparing leaders in the Parks and Recreation profession. The program strives to maintain an intellectual and caring environment through cooperation and collaboration in active learning and critical thinking. Experiential education is also an important component to encourage application and modification of theories learned.

The program prepares professionals to design, plan, promote, and deliver the physical and social components of the leisure service industry. This includes skills in administration, management, research and evaluation, leadership, and instruction. Graduates will be prepared to manage resources, facilities and programs, and to lead and instruct for programs in commercial, public, and non-profit settings.

### **PRM Link to the Western Carolina University Mission:**

The PRM program supports the university role and mission of teaching and learning by stressing the importance of scholarship in all of our courses. Dr. Phipps, Dr. Tholkes and Debby Singleton emphasize experiential and cooperative learning in the classroom. Students are encouraged to take an active role in the learning process. PRM students actively participate in research and service during their time at WCU. Each year PRM students conduct research and present their research at the Undergraduate Research Conference and at the Outdoor Adventure Conference. Service to the WCU community is a major component of the PRM program through Mini-Internships and Internships. Over the years, PRM students and faculty have assisted and provided expertise to a number of agencies such as: the National Park Service, National Forest Service, Jackson County Recreation and Park, American Red Cross, Wilderness Education Association, Jackson County Chamber of Commerce and other county and national organizations.

## **Parks and Recreation Management Program Assessment 2006-2007**

### **Assessment Plan (See Appendix A & B for details)**

The eight educational goals for the program are as follows:

9. Leadership and decision-making
10. Program Planning
11. Administration
12. Research
13. Outdoor Leadership and Instruction
14. Communication
15. Career Search
16. Foundations

Details of the educational goals and measurement tools can be found in Appendix A. The assessment master plan can be found in Appendix B

## **Assessment Activities Conducted During the Past Year:**

### **Comprehensive Examination**

PRM seniors are required to complete a comprehensive examination in PRM 495 – Senior Seminar in Parks and Recreation Management. The comprehensive examination includes essay questions, true/false questions, short answer and multiple-choice questions. The test questions are prepared from all eleven PRM courses. The test has 150 points, the highest score recorded during the assessment period was 142 points, and the average score was 125. We had 21 PRM seniors take the examination during the spring semester of 2006. Students scored well in all areas. Prior to the exam, students were observed sharing course materials and assisting each other in preparing for the examination.

### **Senior Survey and Round Table**

As part of the Senior Seminar course, Dr. Phipps and Dr. Tholkes sit down with the PRM seniors for a round table discussion about their experience as PRM students. In addition to the round table discussion, students are asked to complete a senior survey (see Appendix C). The results of the senior round table and senior survey are presented below.

## RESULTS OF SENIOR ASSESSMENT

### PRM SENIOR SURVEY RESULTS SPRING 2006

**Q1. How would you rate your overall satisfaction with the Parks and Recreation Management Program at WCU?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
9	7	2	0

**Q2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
11	3	3	1

**Q3. How would you rate your satisfaction with faculty-student interactions in the PRM program?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
14	2	0	2

**Q4. Which parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?**

<u>Class</u>	<u>Students Marked</u>
PRM 150	1
PRM 250	1
PRM 254	3
PRM 256	
PRM 270	1
PRM 321	1
PRM 361	4
PRM 370	0
PRM 383	0
PRM 420	3
PRM 425	1
PRM 426	1
PRM 430	
PRM 433	
PRM 440	
PRM 461	
PRM 483	
All	1

**Q5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?**

11. I think it is a great program. It is better than others on this campus. Professors are great, very knowledgeable
12. Keep going with the hand-on and experiential education
13. More local community involvement
14. More outside the classroom learning
15. The internship requirements are excessive and unnecessary. The capstone really doesn't make sense. The mini's are cool. Why would we spend thousands of dollars on a PRM degree and not work in recreation?
16. More classes dealing with SM and community recreation courses and less classes that deal with extreme outdoor recreation. They are all great classes but not what I need.
17. 461- like the management but not reading financial statements
18. My instructor is very knowledgeable but I do not think he/she is an effective leader
19. Internship/Seminar class → Internship preparation very important seminar-more effective if current professionals in all faucets of the field talk about current issues.
20. I would have liked to have done more outdoor activities also maybe coaching classes.
21. Eliminate 430, have just a research project class; differentiate the courses for different areas of focus-more trips for outdoor leadership.
22. Maybe have more community based stuff
23. I would like more classes in community recreation
24. More outdoor trips
25. More "real" job curriculum; more experiential activities; more trips outside the classroom; more outdoor leadership; more guest speakers/interviews with recreation professionals
26. More teachers and money for year
27. I feel that internship orientation was a waste of time. I also believe that we should be able to have an option of being in a group or not for many of the group projects. Not everyone will work in a group setting leaving the other members their work. The internship class may be good for those students who are not prepared or do not have the self discipline to plan their own trip. We make a resume in that class that has potential to be helpful, but is in a format most of us can't use. As a result, the people that have talked did not use the resume anyways; we also make a different resume in program planning. The internship book <the blue one> seemed like nothing but busy work. It just seemed like a waste of time.

**Q6. Have you any other comments related to your experiences as a Parks and Recreation Management major at WCU?**

3. The Professors and Instructors make the department what it is. Should debrief the final exam in the OEC
4. Enjoyed the program learned a lot
5. You guys are awesome! I think your doing a great job with limited resources!
6. We need more professors. Maybe they could teach the classes that are for the people more like me, not looking for the extreme end of rec. They could be just for community rec.
7. Students interested in the outdoor leadership concentration should be highly encouraged to take classes at SCC. PRM is a small program but at will gain confidence experience thru hands on experience. Students should get creative on raising money for the program and not

relying on the University for it. (because we obviously don't get it) This can help buy new equipment and resources.

8. I really enjoyed my experience, I've had to work hard and push my educational boundaries and also I feel that I've been given a well rounded education within this major and I also feel that if I was going into the job market that I am marketable.
9. Good major I like all the options for electives
10. Had fun and learned a lot
11. More one on one meetings with advisors
12. Great program
13. I think that the advising process is very chaotic and kind of unprofessional. We need more variety of classes
14. It has been a great time
15. It has the best faculty that I have met at WCU

### **Discussion of the survey and round table:**

The above information was based on 18 senior surveys completed in PRM 495 – Senior Seminar. During the 2006-2007 school year, we had approximately 70 PRM majors. In addition to meeting with our advisees during advising week each semester, we conduct an all majors meeting each semester, require PRM majors to meet with their advisor for strategic planning, and require our majors to maintain a 2.5 GPA.

The results of the student surveys and round table shows that there are many aspects of the PRM program that the students enjoy and certain parts of the curriculum students would like to see changed. PRM students seem to enjoy classes that have some amount of “hands-on” experience in the course. These courses include: PRM 254, PRM 321, PRM 425, PRM 420 and PRM 426. However, students also showed interest in classes such as Program Planning, Commercial Recreation, Management and Administration of PRM, and Outdoor First Aid. It seems our students feel we have a good mix of academic courses and skills courses.

### **IMPLEMENTATION PLAN**

As in past years, we do have some courses which our students would like to see changed, eliminated or added to our curriculum. One change we have made in recent years was to reduce the PRM program to 120 hours. Students are now required to take 38 – 40 credits in the program major, 12 hours in a concentration area, and 26 - 28 hours of guided electives. The use of guided electives has allowed our students to take a minor in another area or take additional classes they feel will benefit their academic program. We have also added Outdoor First Care course (PRM 493), Wilderness Education (PRM 427) and Beginning/Intermediate Canoe and Kayak (PRM 352) to our curriculum. We have also added Challenge Course Facilitation (PRM 340) to our list of fall semester courses. We feel these changes will address many of the student concerns voiced in the senior survey and senior round table and strengthen our entire program.

Student survey's indicated a concern with courses which have an overlap in materials. In order to address this concern, we have dropped PRM 150 Career Opportunities in PRM and have included the course materials in PRM 250 Foundations of Parks and Recreation. This change has also allowed us to drop our PRM Minor requirement from 19 to 18 credit hours.

One area of concern from the student surveys is in the area of faculty/student interactions. During the senior seminar discussion, students indicated there was a lack of time during advising for serious career planning. We ask all of our students to talk over a strategic plan with their

advisor prior to their declaration of major, but during advising we are only able to devote 20 minutes to each student for their advising session. Due to the number of advisees we work with, it is very difficult to devote time to anything more than planning a schedule of the next semester during advising time. Debby Singleton has done an excellent job in assisting us with advising, so hopefully with Debby's help we can devote more time to our students during advising sessions.

Another area of concern expressed by students is in our community recreation concentration area. It is a struggle to find adjunct faculty who are able to teach Management and Administration of PRM (PRM 461). We need to be sure that topics such as budgeting and finance, marketing, risk management, and personnel issues are covered for our students. We will continue to ask for a full-time tenure track person to assist with the community recreation area of our program. This issue also addresses the concern raised by our students about accreditation of our program. In order for our program to be accredited by the National Recreation and Parks Association (NRPA), we would need to increase our number of full-time faculty members. We feel a valuable addition to our program would be a faculty member who could teach courses in community recreation. This faculty addition would address our student's concern in this area and allow us to consider applying for NRPA accreditation.

### **Internships**

Our students complete many internships during their time with the PRM program. All students completed a combination of 50-hour internships and a capstone (400-hour) internship. Other internships (150-hours) are available as student electives. All students secured their own capstone internships using the placement materials developed in PRM 370 – Orientation to Internships. For the capstone internship sites, students compete with other university students throughout the country. The internships consist of a ten-week experience working 40 hours a week and allows students to practice theories learned in classes. It is also a full time position that is a “stepping stone” to a career. Major (capstone) internships were completed at:

- Archdale Parks and Recreation
- Balsam Mountain Preserve
- Cliffs of the Neuse State Park
- Cocina Del Rio
- Dillsboro River Company
- Double H Ranch
- Great Smoky Mountains National Park
- Jackson County Recreation and Parks
- Jackson County Psychological Services
- Lake Waccamaw State Park
- Nantahala Outdoor Center
- North Carolina Outward Bound
- Piedmont Environmental Center
- Philmont Scout Ranch
- School of Urban and Wilderness Survival
- Waynesville Recreation Center
- Wildwater Rafting
- YMCA of the Rockies

Mini-internships are usually completed in the region and in the summer are sometimes done further afield. We regard these internships as service learning. The mini-internship program gives a considerable amount of service to the region. The added bonus for students is the experience they get in three different agencies of their choice where they get a window into actual work settings which gives students better insights and knowledge to bring to classes. This year, the mini-internships were completed at:

Basecamp Cullowhee  
 Blue Ridge Parkway  
 Cataloochee Ski Area  
 Cherokee Casino  
 Ducks Unlimited  
 Great Smoky Mountains National Park  
 High Trek Adventures  
 Jackson County Psychological Services  
 Jackson County Recreation and Parks  
 Outdoor Emergency Care Teaching Assistant  
 Nantahala Outdoor Center  
 Reid Pool  
 Sapphire Valley Resort  
 Tuckasegee River Clean-up  
 Western North Carolina Alliance  
 WCU Adopt-A-Trail  
 WCU Aqua Aerobics  
 WCU Fitness Center  
 WCU Intramurals  
 WCU Ramsey Center

We feel that the PRM internship program as a whole is an excellent service provided by WCU to the business and institutions in the area. Service was also implemented through the PRM 361 Program Planning class, PRM 433 Outdoor Recreation and PRM 321 Outdoor Education and Interpretation class.

### **Certifications**

Students gained the following national certifications from PRM courses:  
 American Canoe Association Advanced Water Rescue – 12 students  
 National Ski Patrol Outdoor Emergency Care – 18 students  
 National Ski Patrol Outdoor First Care – 15 students  
 American Red Cross Professional Rescuer CPR – 11 students  
 American Red Cross Community CPR – 20 students  
 Wilderness Education Association Workshop Certificates – 6 students  
 Certified Pool Operators – 6 students

## **Portfolios**

During PRM 495 – Senior Seminar class, each PRM student is required to prepare a senior portfolio. Senior portfolios contain student resumes, letters of recommendation from internships, certifications, and selected course work from PRM classes. We are very proud of the quality of our student portfolios and encourage our students to use their portfolios during interviews for jobs. We have had very positive comments from students and interviewers concerning the quality of our student portfolios.

## **Wilderness Education Association (WEA) Courses**

WEA courses teach outdoor leadership, judgment and decision-making. PRM students gain a national certificate upon completion of the courses. WEA courses are taught as a summer class through continuing education and as a workshop as part of PRM 420. Student evaluations following WEA courses have been very positive. WEA courses have been taught by Dr. Phipps in North Carolina and in the Tetons.

## **International Exchange Program:**

The PRM program continues to work closely with the WCU International Program. We have created a successful partnership with the Galway-Mayo Institute of Technology in Ireland. Thus, far we have had three groups of Irish students spend a year completing course work at WCU. We are actively encouraging our students to consider completing some of their course work in Ireland or other programs abroad. Currently we have one PRM student completing a year in Ireland with another student scheduled to go to Ireland next year.

## **Additional Program Changes/Modifications/Improvements:**

Based on our student assessments (see Student Survey and Roundtable), we are continually adjusting our course work and the curriculum in order to improve our program and subsequently, student outcomes. We view the student portfolios as being a key to the quality work produced by our students. We have had very positive feedback from former students and employers relating to the importance and high quality of student portfolios.

Student input has caused us to strengthen the experiential component of our programs and also improve the quality of our instruction. We are fortunate in that the Western Carolina area offers us a variety of outdoor options for outdoor programming.

Student assessment has helped us to implement the major curriculum change in our program. Our redesigned curriculum (120 hours) has allowed us much more flexibility to design a program based on the student's specific needs. This curriculum has also made it much easier to bring transfer students into our program. PRM students now have the option of declaring a minor in an area of interest and using the credits from the minor as guided electives.

We feel the combination of student surveys, round table discussions, student portfolios, and formal and informal student contacts has provided us with valuable feedback into our program. We will continue to seek student input and examine our program outcome objectives in an effort to improve the quality of our Parks and Recreation Management program and give our students the highest quality of education we can provide.

# Appendix A

## Outcome Assessment Goals

### **Educational Goal # 1- Leadership and Decision-making**

#### **Student Outcomes**

The ability to apply leadership and decision-making theory to include: ethics, entre/intrapreneursip, management of human behavior, group dynamics, and face-to-face leadership.

#### **Assessment**

- Evaluation of performance in internships
- Tests in courses and a standardized exam as part of selected different finals
- Lab report (leadership self-analysis).

### **Educational Goal # 2 - Program Planning**

#### **Student Outcomes**

The ability to plan programs to include: proposal writing, the planning process, risk management, and marketing.

#### **Assessment**

- Lab reports (written program/grant proposal and marketing plan)
- Evaluation of performance in internships.
- Report - Risk Management Plan

### **Educational Goal # 3 - Administration**

#### **Student Outcomes**

The ability to understand administrative functions to include: facilities, budgets, strategic planning, risk management, legal issues, policies, boards, and supervision.

#### **Assessment**

- Tests in courses and a standardized exam as part of selected different finals.
- Reports - Strategic Plan and Business Plan

### **Educational Goal # 4 - Research**

#### **Student Outcomes**

The ability to understand basic research and evaluation techniques in recreation and leisure studies. This would include: needs assessment, descriptive research, evaluative research, and experimental research.

#### **Assessment**

- Tests in courses and a standardized exam as part of selected different finals.
- Evaluation report including a statistical analysis
- A Research Prospectus

### **Educational Goal # 5 - Outdoor Leadership and Instruction**

#### **Student Outcomes**

The ability to lead and instruct safely in the wild outdoors to include: experiential education methods, outdoor emergency care, outdoor living skills, rescue, adaptive techniques and interpretation.

#### **Assessment**

- Wilderness Education Association (WEA) Outdoor Leadership and Steward certification.

Outdoor Emergency Care (OEC)/CPR certification  
 Log/journal recording system to document other certifications and experience  
 Evaluation of performance in internships.

### **Educational Goal # 6 - Communication**

#### **Student Outcomes**

The ability to communicate in the following ways: written, verbal, facilitational, through computer use, and reading with comprehension, the professional literature.

#### **Assessment**

Tests in courses and a standardized exam as part of selected different finals.  
 Leadership Analysis/PERT/Research/Spreadsheets through computer use.  
 Public Speaking - program proposal & seminar presentations.  
 Cooperative Learning Processing.

### **Educational Goal # 7 - Career Search**

#### **Student Outcomes**

Become employable as a recreational professional by successfully using the career search techniques of: resume and letter of application writing, interview techniques, and by receiving 4 work references for internships completed while at WCU.

#### **Assessment**

Career Search Portfolio and internship/job placement.

### **Educational Goal # 8 - Foundations**

#### **Student Outcomes**

An understanding of the 'foundations' of Recreation and Leisure services to include: social functions, historical aspects, government roles, tourism, philosophy, psychology, definitions, specialized services, and natural resources use and management.

#### **Assessment**

Tests in courses and a standardized exam as part of comprehensive finals.

#### **Assessment Tools**

- Tests in courses
- Evaluation of performance in internships
- Surveys of graduating seniors and alumni
- Certifications - OEC, WEA, CPR, and other outdoor certifications
- Standardized comprehensive final examination questions on administration, management, program planning, and research to be given also in different classes. The comprehensive final also includes short answer and essay questions.

Portfolio - includes:

- Grant/Program proposal
- Evaluation report
- Strategic Plan
- Research Prospectus
- Business Plan
- Leadership self-analysis (outdoor students)
- LOG/Journal (outdoor students)
- Resume/letter of application/4 references
- Computer example data- leadership self-study with graphs and charts
- budget spreadsheet
- PERT Chart
- WEB Page

# Appendix B

## OUTCOMES ASSESSMENT MASTER PLAN B.S. in Parks and Recreation Management

<u>Goals</u>	<u>Courses</u>	<u>Method</u>
<b>1. Leadership and decision-making</b>	Committees - 461/361	Classwork
	Ethics - 250/461/433/321/270 Entre/intrapreneurship-430/461/360/485/BA 133 Managerial - 270/461/420/314/SM 435 Group Dynamics - 270/420/433/321 Face to Face - 270/465/420 + 383/483/434/313 (internships etc)	Cooperative Learning Techniques Internships WEA type field experiences
<b>Measurement</b>		
Evaluation of performance in internships Tests in courses and a standardized exam as part of selected different finals Lab report (leadership self analysis)		
<b>2. Program Planning</b>	Proposal Writing- 361/461	Classwork
	Planning Processes-361/461 Risk Management Plans- 361/461/SM415 Marketing - 461/361	LAB
<b>Measurement</b>		
Lab report (written program/grant proposal); report - Marketing Plan Evaluation of performance in internships		
<b>3. Administration</b>	Facilities Management - SM435	Classwork
	Budgets - 461/360/430/314/ACC161 Strategic Planning - 461 Risk Management - 361/SM 415 Legal Issues- 461/361/250/314/SM415 Policies - 461/361/430/330/314/483 Boards - 461/361/314 Supervision - 461/430/314	Internships
<b>Measurement</b>		
Tests in courses and a standardized examination questions as part of selected different finals Reports - Business plan, strategic plan, and risk management plan		

<u>Goals</u>	<u>Courses</u>	<u>Method</u>
<b>4. Research &amp; Evaluation</b>	Needs Assessment - 361 Experimental Research - 361/250/433/461 Descriptive Research - 361/250/433/461 Evaluative Research - 361/461 Research Prospectus - 433	Classwork
<b>Measurement</b>		
Tests in courses and a standardized exam as part of selected different finals Research Prospectus Evaluation report for a program		
<b>5. Outdoor Leadership &amp; Instruction</b>	Experiential Education - 425/426/254/465/420/481 Outdoor Emeg. Care – 252/265 Outdoor Living Skills - 321/465 Outdoor Leadership Skills - 420/427/493 Rescue Skills - 425/426 Adaptive Skills – RTH350/425/426 Interpretive Skills - 433/321	Classwork Exp. Field Trips LABS
<b>Measurement</b>		
Wilderness Education Association (WEA) Outdoor Leadership and Steward certification. Outdoor Emergency Care (OEC)/CPR certification Log/journal recording system to document other certifications and experience Personal Leadership Analysis Evaluation of performance in internships		
<b>6. Communication</b>	Written Skills-professional writing Verbal Skills-presentations and Exams Public speaking - 361/495 Facilitation Skills - 433/420/465/RTH470 Presentations of Proposals Computer Skills - all classes Professional Reading Comprehension - all classes PERT/Research Spreadsheets Leader Analysis C.Programs	Classwork Cooperative Learning Seminar Presentations
<b>Measurement</b>		
Tests in courses and a standardized exam as part of selected different finals Leadership Analysis/PERT/Research/Spreadsheets through computer use. Public Speaking - program proposal & seminar presentation		

---

<u>Goals</u>	<u>Courses</u>	<u>Method</u>
<b>7. Career Search</b>	Resume/Letter of App./Reference - 370 Interview Skills - 370 + Career Services Job/Intern Search Skills- 370	Intern/Job search
<b>Measurement</b> Career Search, Portfolio and job placement		

---

<b>8. Foundations</b>	Social Functions - 250 Historical Aspects - 250 Government Roles - 250 Tourism - 250/426/440 Philosophy - 250 Definitions - 250 Specialized Services - 250 Natural Resources - 250/321/433	Classwork
-----------------------	---	-----------

**Measurement**

Tests in courses and a standardized exam as part of selected different finals.

**Use of Outcomes Assessment**

- The test results, standardized exam results and survey (of graduating seniors and alumni) will be made available to all faculty members in HHP.
- Where test results indicate a deficiency in either a course or an area of study, the professor(s) in charge will take appropriate measures to remedy the deficiency.
- If a program or seminar presentation is rated inferior, the deficiency will be addressed by the professor in charge of the class.
- Journals for outdoor pursuits students will document experiences and certifications for use in career placement.
- Students will take away a portfolio of the following documents to use as models;
  - Program/grant proposal and evaluation report
  - Strategic plan
  - Professional job search portfolio including, resume, letter of application, and four letters of reference.
  - A research prospectus
  - Certificates
    - Wildness Education Association
    - Outdoor Emergency Care
    - Outdoor First Care
    - Project WILD
    - Swiftwater Rescue (American Canoe Association)
    - Ropes Course Facilitation
    - American Red Cross (First Aid/CPR/AED)
    - Certified Pool Operator
  - Business plan

## Appendix C

### PRM Senior Survey 2006

- 1=Extremely Satisfied (ES)  
 2=Somewhat Satisfied (SS)  
 3=Somewhat Unsatisfied (SU)  
 4=Extremely Unsatisfied (EU)

- |   | ES | SS | SU | EU |
|---|----|----|----|----|
| 3. How would you rate your overall satisfaction with the Parks and Recreation Management program at WCU.                                    | 1  | 2  | 3  | 4  |
| 4. How would you rate your satisfaction with the academic advisement you received from your PRM advisor.                                    | 1  | 2  | 3  | 4  |
| 3. How would you rate your satisfaction with faculty-student interactions in the PRM program.   | 1  | 2  | 3  | 4  |
| 4. Which Parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you? |    |    |    |    |
| 5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?                                   |    |    |    |    |
| 6. Do you have any other comments related to your experience as a Parks and Recreation Management major at WCU?                             |    |    |    |    |

Appendix 3.8.3 2007-2008 Annual PRM Assessment Report

**Western Carolina University**

**Parks and Recreation Management**

**Health, Physical Education and Recreation**

**Education and Allied Professions**

**Annual Assessment Report for**

**May 2007 – May 2008**

**Dr. Ben F. Tholkes**

**tholkes@wcu.edu**

**828-227-3843**

## **Parks and Recreation Management Mission Statement**

The mission of the Parks and Recreation Management (PRM) Program is to promote resourcefulness, independent thinking, and the ability to cope with change, and service to society – by preparing leaders in the Parks and Recreation profession. The program strives to maintain an intellectual and caring environment through cooperation and collaboration in active learning and critical thinking. Experiential education is also an important component to encourage application and modification of theories learned.

The program prepares professionals to design, plan, promote, and deliver the physical and social components of the leisure service industry. This includes skills in administration, management, research and evaluation, leadership, and instruction. Graduates will be prepared to manage resources, facilities and programs, and to lead and instruct for programs in commercial, public, and non-profit settings.

### **PRM Link to the Western Carolina University Mission:**

The PRM program supports the university role and mission of teaching and learning by stressing the importance of scholarship in all of our courses. Dr. Phipps, Dr. Tholkes and Debby Singleton emphasize experiential and cooperative learning in the classroom. Students are encouraged to take an active role in the learning process. PRM students actively participate in research and service during their time at WCU. Each year PRM students conduct research and present their research at the Undergraduate Research Conference and at the Outdoor Adventure Conference. Service to the WCU community is a major component of the PRM program through Mini-Internships and Internships. Over the years, PRM students and faculty have assisted and provided expertise to a number of agencies such as: the National Park Service, National Forest Service, Jackson County Recreation and Park, American Red Cross, Wilderness Education Association, Jackson County Chamber of Commerce and other county and national organizations.

### **Parks and Recreation Management Student Learning Outcomes Assessed in 2007-2008**

#### **Assessment Plan (See Appendix A & B for details)**

The eight educational goals for the program are as follows:

1. Leadership and decision-making
2. Program Planning
3. Administration
4. Research
5. Outdoor Leadership and Instruction
6. Communication
7. Career Search
8. Foundations

Details of the educational goals and measurement tools can be found in Appendix A. The assessment master plan can be found in Appendix B

## Assessment Activities Conducted During the Past Year:

### **Comprehensive Examination**

PRM seniors are required to complete a comprehensive examination in PRM 495 – Senior Seminar in Parks and Recreation Management. The comprehensive examination includes essay questions, true/false questions, short answer and multiple-choice questions. The test questions are prepared from all eleven PRM courses. The test has 150 points, the highest score recorded during the assessment period was 144 points, and the average score was 133. We had 18 PRM seniors take the examination during the spring semester of 2007. Students scored well in all areas. Prior to the exam, students were observed sharing course materials and assisting each other in preparing for the examination.

### **Senior Survey and Round Table**

As part of the Senior Seminar course, Dr. Phipps and Dr. Tholkes sit down with the PRM seniors for a round table discussion about their experience as PRM students. In addition to the round table discussion, students are asked to complete a senior survey (see Appendix C). The results of the senior round table and senior survey are presented below.

## **RESULTS OF SENIOR ASSESSMENT**

### **PRM SENIOR SURVEY RESULTS SPRING 2007**

#### **Q1. How would you rate your overall satisfaction with the Parks and Recreation Management Program at WCU?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
12	4	3	0

#### **Q2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
14	3	1	1

#### **Q3. How would you rate your satisfaction with faculty-student interactions in the PRM program?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
15	2	0	2

**Q4. Which parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?**

1. entrepreneurship – business plan was awesome; management administration- I have learned a lot from doing the Cullowhee long term project; 254- it was just fun and I learned basics of climbing
2. Debby's Ent. PRM 430 class & Jane's PRM 461 Mngr class; they were good classes in force feeding us info
3. The experiential learning aspects of the classes were very helpful. Program planning will be very useful in the future as will the commercial recreation class. All of the classes where I was able to get a certificate will be very valuable too.
4. OEC, outdoor pursuits, and land-based were valuable to me because it was hands-on and we actually got to go out in the field and do the activity
5. OEC, land based, and ropes course facilitation, water based
6. OEC, outdoor education & Interpretation, leadership & group dynamics; program planning & evaluation; outdoor pursuit; I believe the most valuable experiences were getting out into the field and having the hands on experience. The interships were great and a big asset to the program
7. Outdoor leadership & Admin.; OEC; I also liked the business approach from Debbie; even though I don't plan on owning a business, the info was very useful to understanding how one should work.
8. AEC. 361 was a bear but I learned a lot. Trail maintenance was fun, have more!
9. OEC; WEA; Leadership in the outdoors
10. Outdoor Emergency Care; Water-Based Activities; Land-Based Activities
11. The hands on training with OCC and other technical courses
12. Leadership and group Dynamics PRM 270; PRM 420; PRM 426: Wilderness First Responder
13. skills/outdoor; OEC; Leadership courses
14. All the courses with in-depth leadership study also OEC was informative also all the chances for community involvement
15. OEC, Ropes course with Earl Davis, program planning, 254
16. The PRM intro class, the program planning class, and many of the hard-skill based classes were most valuable
17. Outdoor education; outdoor interpretation & education; RTH
18. Program Planning –real practice and application; Foundations – basic knowledge & understanding of past-present-future; Leadership/ Group Dynamics – good practice for facilitation
19. I think some of my most valuable classes were foundations, intro to outdoors(Maurice's intro), H2o based w/ Sam, and Entrepreneur with Debby.

**Q5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?**

28. Fire Sam Fowlkes; equipment and some teaching methods needs to be updated. Students will gain more confidence by learning a CtoC roll instead of sweep roll first.
29. more credits required-have to take a broader range of classes; more liberal studies like geology, geography, NRM; maybe require a hardcore accounting class (its better to learn it now).

30. Since the field is dealing with a lot more technology-maybe some basic computer classes should be offered and GPS instruction. Even though many of us do not particularly like technology there is a good chance we will have to use it in future jobs.
31. Entrepreneur class because I know I won't be going into a business and I personally thought it was useless for me to take
32. The entrepreneur class is a lot to hardcore for how it applies to people who do not plan on starting a business. A more simplified version could be good just for a general idea about it w/o a plan that could start my business, that I have no plan on doing, tomorrow.
33. I do not think the account part of Management & Administration is as important as we make it. I believe we should talk about management since at some point we all hope to be in management positions. I think Debbie's Business Plan class should be an elective & not required.
34. Need a more experiential portion of the degree. I really like the emersion experience at Brevard only tailored for a WCU experience. More field instruction, a WEA 21-day course. One semester for Juniors, with longer courses and full-time internships.
35. Drop 461 –or just the accounting portion
36. None
37. More hands-on experiential education content more chance to be trained in outdoor recreation technical skills
38. More environmental education
39. I do not really like that the PRM courses run late into the afternoon and evening. There should also be a WFR class versus OEC. For the concentration of outdoor leader there should be more field experience and in field training. This is invaluable and we do little of it.
40. None
41. Maybe find a few more professors so teachers will have more room to breath and schedules can flex better
42. Business plan. The curriculum list show some classes that are no longer available like the camp counselor class. That class would have been helpful with what I am looking for.
43. Gaining more input from seniors about what classes did NOT specifically apply to a certain concentration
44. I believe that there should a class on outdoor activities outside of the mountains
45. Management & administration – more focus on being a better manager maybe a Moonshadow corporate learning environment course; Entrepreneurship – guest speakers were a waste of time
46. I think some specific classes that expand on theories of experiential ed would be good-felt my education was mostly history of PRM, with a few scattered classes- a few of the reg. classes were very repetitive.

**Q6. Have you any other comments related to your experiences as a Parks and Recreation Management major at WCU?**

16. I think more general accounting needs to be done, at least in the commercial aspect.
17. I've learned a lot
18. Wonderful program in an excellent location for practicing the skills we learn.
19. Within the 2 yrs. I have been here I've learned 10x as much more than at another university. Thank you!
20. I believe it was a great program that prepared me a lot for the future, but I also believe some information should be updated.

21. To elaborate on the topic in #5, I think a more involved junior would help motivate students for their senior year. To have smaller experiences could build up to a more meaningful, developed senior internship.
22. Special thanks to Maurice for patience with transferring courses
23. No
24. It has been great
25. All students should be individually tested on hard and technical skills
26. I feel that I have learned a lot in the Parks and Rec Dept. I am well qualified for jobs related to the Parks and Rec Major.
27. I just wish our program was accredited. That's my only hag up every thing else has been great
28. Overall I have loved everything. The one thing that would be nice if we talked more on things other than Park service & guiding high adventure trips
29. Great program worth fighting for. Excellent instruction and choice of project assignments. Perhaps involving students in even MORE local community-based recreation, revitalization, and change
30. Desired a more hands-on/experiential/expedition based program with application of learning
31. Also, more chances & discussion on conflict resolution and dealing w/teens – I felt unprepared to deal w/my groups of teens when I did my capstone – get some “visiting” instructors- NCOBS will come do lectures, SOAR, etc....have them talk about heir org& techniques- bring Moonshadow to teach us games for an hr- this would help us expand our “tool box” for internships & jobs.

### **Discussion of the survey and round table:**

The above information was based on 19 senior surveys completed in PRM 495 – Senior Seminar. During the 2007-2008 school year, we had approximately 70 PRM majors. In addition to meeting with our advisees during advising week each semester, we conduct an all majors meeting each semester, require PRM majors to meet with their advisor for strategic planning, and require our majors to maintain a 2.5 GPA.

The results of the student surveys and round table shows that there are many aspects of the PRM program that the students enjoy and certain parts of the curriculum students would like to see changed. PRM students seem to enjoy classes that have some amount of “hands-on” experience in the course. These courses include: PRM 254, PRM 321, PRM 425, PRM 420 and PRM 426. However, students also showed interest in classes such as Program Planning, Commercial Recreation, Management and Administration of PRM, and Outdoor First Aid. It seems our students feel we have a good mix of academic courses and skills courses.

### **IMPLEMENTATION PLAN**

As in past years, we do have some courses which our students would like to see changed, eliminated or added to our curriculum. One change we have made in recent years was to reduce the PRM program to 120 hours. Students are now required to take 38 – 40 credits in the program major, 12 hours in a concentration area, and 26 - 28 hours of guided electives. The use of guided electives has allowed our students to take a minor in another area or take additional classes they feel will benefit their academic program. We have also added Outdoor First Care course (PRM

493), Wilderness Education (PRM 427) and Beginning/Intermediate Canoe and Kayak (PRM 352) to our curriculum. We have also added Challenge Course Facilitation (PRM 340) to our list of fall semester courses. We feel these changes will address many of the student concerns voiced in the senior survey and senior round table and strengthen our entire program.

Student survey's indicated a concern with courses which have an overlap in materials. In order to address this concern, we have dropped PRM 150 Career Opportunities in PRM and have included the course materials in PRM 250 Foundations of Parks and Recreation. This change has also allowed us to drop our PRM Minor requirement from 19 to 18 credit hours.

One area of concern from the student surveys is in the area of faculty/student interactions. During the senior seminar discussion, students indicated there was a lack of time during advising for serious career planning. We ask all of our students to talk over a strategic plan with their advisor prior to their declaration of major, but during advising we are only able to devote 20 minutes to each student for their advising session. Due to the number of advisees we work with, it is very difficult to devote time to anything more than planning a schedule of the next semester during advising time. Debby Singleton has done an excellent job in assisting us with advising, so hopefully with Debby's help we can devote more time to our students during advising sessions.

Another area of concern expressed by students is in our community recreation concentration area. It is a struggle to find adjunct faculty who are able to teach Management and Administration of PRM (PRM 461). We need to be sure that topics such as budgeting and finance, marketing, risk management, and personnel issues are covered for our students. We will continue to ask for a full-time tenure track person to assist with the community recreation area of our program. This issue also addresses the concern raised by our students about accreditation of our program. In order for our program to be accredited by the National Recreation and Parks Association (NRPA), we would need to increase our number of full-time faculty members. We feel a valuable addition to our program would be a faculty member who could teach courses in community recreation. This faculty addition would address our student's concern in this area and allow us to consider applying for NRPA accreditation.

## **Internships**

Our students complete many internships during their time with the PRM program. All students completed a combination of 50-hour internships and a capstone (400-hour) internship. Other internships (150-hours) are available as student electives. All students secured their own capstone internships using the placement materials developed in PRM 370 – Orientation to Internships. For the capstone internship sites, students compete with other university students throughout the country. The internships consist of a ten-week experience working 40 hours a week and allows students to practice theories learned in classes. It is also a full time position that is a “stepping stone” to a career. Major (capstone) internships were completed at:

Adventure Treks  
 Asheville City Park and Recreation  
 Basecamp Cullowhee  
 Camp R Ranch  
 Carolina Beach  
 Cooper Creak Camp  
 Dillsboro Rafting Company

Four Circles  
 Girl Scouts  
 Goose Creek State Park  
 Grayson Hills State Park  
 Greenville Park and Recreation  
 Great Smoky Mountains National Park  
 Jackson County Recreation and Park  
 Native Nations Park and Recreation  
 Peak Adventures  
 Philmont Scout Ranch  
 Seabrook Resort  
 School of Urban and Wilderness Survival  
 Skyline Adventures  
 SOAR  
 Waynesville Recreation Center  
 Western North Carolina Pace Setters

Mini-internships are usually completed in the region and in the summer are sometimes done further afield. We regard these internships as service learning. The mini-internship program gives a considerable amount of service to the region. The added bonus for students is the experience they get in three different agencies of their choice where they get a window into actual work settings which gives students better insights and knowledge to bring to classes. This year, the mini-internships were completed at:

Basecamp Cullowhee  
 Blue Ridge Parkway  
 Cataloochee Ski Area  
 Fairview Middle School  
 Fletcher Park and Recreation  
 Great Smoky Mountains National Park  
 Hayesville High School  
 Henderson 4H  
 Jackson County Recreation and Parks  
 Johnson County YMCA  
 Moonshadow Learning Services  
 Outdoor Emergency Care Teaching Assistant  
 Mt. Mitchell State Park  
 Reid Pool  
 Sapphire Valley Resort  
 Tuckasegee River Clean-up  
 WCU Adopt-A-Trail  
 WCU Aqua Aerobics  
 WCU Fitness Center  
 WCU Intramurals  
 WCU Ramsey Center

We feel that the PRM internship program as a whole is an excellent service provided by WCU to the business and institutions in the area. Service was also implemented through the

PRM 361 Program Planning class, PRM 433 Outdoor Recreation and PRM 321 Outdoor Education and Interpretation class.

### **Certifications**

Students gained the following national certifications from PRM courses:

American Canoe Association Advanced Water Rescue – 12 students

National Ski Patrol Outdoor Emergency Care – 16 students

American Red Cross Professional Rescuer CPR – 11 students

American Red Cross Community CPR – 20 students

Wilderness Education Association Workshop Certificates – 8 students

Certified Pool Operators – 4 students

### **Portfolios**

During PRM 495 – Senior Seminar class, each PRM student is required to prepare a senior portfolio. Senior portfolios contain student resumes, letters of recommendation from internships, certifications, and selected course work from PRM classes. We are very proud of the quality of our student portfolios and encourage our students to use their portfolios during interviews for jobs. We have had very positive comments from students and interviewers concerning the quality of our student portfolios.

### **Wilderness Education Association (WEA) Courses**

WEA courses teach outdoor leadership, judgment and decision-making. PRM students gain a national certificate upon completion of the courses. WEA courses are taught as a summer class through continuing education and as a workshop as part of PRM 420. Student evaluations following WEA courses have been very positive. WEA courses have been taught by Dr. Phipps in North Carolina and in the Tetons.

### **International Exchange Program:**

The PRM program continues to work closely with the WCU International Program. We have created a successful partnership with the Galway-Mayo Institute of Technology in Ireland. Thus, far we have had three groups of Irish students spend a year completing course work at WCU. We are actively encouraging our students to consider completing some of their course work in Ireland or other programs abroad. Currently we have one PRM student completing a year in Ireland with another student scheduled to go to Ireland next year.

### **Additional Program Changes/Modifications/Improvements:**

Based on our student assessments (see Student Survey and Roundtable), we are continually adjusting our course work and the curriculum in order to improve our program and subsequently, student outcomes. We view the student portfolios as being a key to the quality work produced by our students. We have had very positive feedback

from former students and employers relating to the importance and high quality of student portfolios.

Student input has caused us to strengthen the experiential component of our programs and also improve the quality of our instruction. We are fortunate in that the Western Carolina area offers us a variety of outdoor options for outdoor programming.

Student assessment has helped us to implement the major curriculum change in our program. Our redesigned curriculum (120 hours) has allowed us much more flexibility to design a program based on the student's specific needs. This curriculum has also made it much easier to bring transfer students into our program. PRM students now have the option of declaring a minor in an area of interest and using the credits from the minor as guided electives.

We feel the combination of student surveys, round table discussions, student portfolios, and formal and informal student contacts has provided us with valuable feedback into our program. We will continue to seek student input and examine our program outcome objectives in an effort to improve the quality of our Parks and Recreation Management program and give our students the highest quality of education we can provide.

# Appendix A

## Outcome Assessment Goals

### **Educational Goal # 1- Leadership and Decision-making**

#### **Student Outcomes**

The ability to apply leadership and decision-making theory to include: ethics, entre/intrapreneursip, management of human behavior, group dynamics, and face-to-face leadership.

#### **Assessment**

- Evaluation of performance in internships
- Tests in courses and a standardized exam as part of selected different finals
- Lab report (leadership self-analysis).

### **Educational Goal # 2 - Program Planning**

#### **Student Outcomes**

The ability to plan programs to include: proposal writing, the planning process, risk management, and marketing.

#### **Assessment**

- Lab reports (written program/grant proposal and marketing plan)
- Evaluation of performance in internships.
- Report - Risk Management Plan

### **Educational Goal # 3 - Administration**

#### **Student Outcomes**

The ability to understand administrative functions to include: facilities, budgets, strategic planning, risk management, legal issues, policies, boards, and supervision.

#### **Assessment**

- Tests in courses and a standardized exam as part of selected different finals.
- Reports - Strategic Plan and Business Plan

### **Educational Goal # 4 - Research**

#### **Student Outcomes**

The ability to understand basic research and evaluation techniques in recreation and leisure studies. This would include: needs assessment, descriptive research, evaluative research, and experimental research.

#### **Assessment**

- Tests in courses and a standardized exam as part of selected different finals.
- Evaluation report including a statistical analysis
- A Research Prospectus

### **Educational Goal # 5 - Outdoor Leadership and Instruction**

#### **Student Outcomes**

The ability to lead and instruct safely in the wild outdoors to include: experiential education methods, outdoor emergency care, outdoor living skills, rescue, adaptive techniques and interpretation.

#### **Assessment**

- Wilderness Education Association (WEA) Outdoor Leadership and Steward certification.
- Outdoor Emergency Care (OEC)/CPR certification
- Log/journal recording system to document other certifications and experience
- Evaluation of performance in internships.

## **Educational Goal # 6 - Communication**

### **Student Outcomes**

The ability to communicate in the following ways: written, verbal, facilitational, through computer use, and reading with comprehension, the professional literature.

### **Assessment**

Tests in courses and a standardized exam as part of selected different finals.  
 Leadership Analysis/PERT/Research/Spreadsheets through computer use.  
 Public Speaking - program proposal & seminar presentations.  
 Cooperative Learning Processing.

## **Educational Goal # 7 - Career Search**

### **Student Outcomes**

Become employable as a recreational professional by successfully using the career search techniques of: resume and letter of application writing, interview techniques, and by receiving 4 work references for internships completed while at WCU.

### **Assessment**

Career Search Portfolio and internship/job placement.

## **Educational Goal # 8 - Foundations**

### **Student Outcomes**

An understanding of the 'foundations' of Recreation and Leisure services to include: social functions, historical aspects, government roles, tourism, philosophy, psychology, definitions, specialized services, and natural resources use and management.

### **Assessment**

Tests in courses and a standardized exam as part of comprehensive finals.

## **Assessment Tools**

- Tests in courses
- Evaluation of performance in internships
- Surveys of graduating seniors and alumni
- Certifications - OEC, WEA, CPR, and other outdoor certifications
- Standardized comprehensive final examination questions on administration, management, program planning, and research to be given also in different classes. The comprehensive final also includes short answer and essay questions.

Portfolio - includes:

Grant/Program proposal  
 Evaluation report  
 Strategic Plan  
 Research Prospectus  
 Business Plan  
 Leadership self-analysis (outdoor students)  
 LOG/Journal (outdoor students)  
 Resume/letter of application/4 references  
 Computer example data- leadership self-study with graphs and charts  
 budget spreadsheet  
 PERT Chart  
 WEB Page

# Appendix B

## OUTCOMES ASSESSMENT MASTER PLAN B.S. in Parks and Recreation Management

<u>Goals</u>	<u>Courses</u>	<u>Method</u>
<b>1. Leadership and decision-making</b>	Committees - 461/361	Classwork
	Ethics - 250/461/433/321/270 Entre/intrapreneurship-430/461/360/485/BA 133 Managerial - 270/461/420/314/SM 435 Group Dynamics - 270/420/433/321 Face to Face - 270/465/420 + 383/483/434/313 (internships etc)	Cooperative Learning Techniques Internships WEA type field experiences
<b>Measurement</b>		
Evaluation of performance in internships Tests in courses and a standardized exam as part of selected different finals Lab report (leadership self analysis)		
<b>2. Program Planning</b>	Proposal Writing- 361/461	Classwork
	Planning Processes-361/461 Risk Management Plans- 361/461/SM415 Marketing - 461/361	LAB
<b>Measurement</b>		
Lab report (written program/grant proposal); report - Marketing Plan Evaluation of performance in internships		
<b>3. Administration</b>	Facilities Management - SM435	Classwork
	Budgets - 461/360/430/314/ACC161 Strategic Planning - 461 Risk Management - 361/SM 415 Legal Issues- 461/361/250/314/SM415 Policies - 461/361/430/330/314/483 Boards - 461/361/314 Supervision - 461/430/314	Internships
<b>Measurement</b>		
Tests in courses and a standardized examination questions as part of selected different finals Reports - Business plan, strategic plan, and risk management plan		

<u>Goals</u>	<u>Courses</u>	<u>Method</u>
<b>4. Research &amp; Evaluation</b>	Needs Assessment - 361 Experimental Research - 361/250/433/461 Descriptive Research - 361/250/433/461 Evaluative Research - 361/461 Research Prospectus - 433	Classwork
<b>Measurement</b> Tests in courses and a standardized exam as part of selected different finals Research Prospectus Evaluation report for a program		
<b>5. Outdoor Leadership &amp; Instruction</b>	Experiential Education - 425/426/254/465/420/481 Outdoor Emeg. Care – 252/265 Outdoor Living Skills - 321/465 Outdoor Leadership Skills - 420/427/493 Rescue Skills - 425/426 Adaptive Skills – RTH350/425/426 Interpretive Skills - 433/321	Classwork Exp. Field Trips LABS
<b>Measurement</b> Wilderness Education Association (WEA) Outdoor Leadership and Steward certification. Outdoor Emergency Care (OEC)/CPR certification Log/journal recording system to document other certifications and experience Personal Leadership Analysis Evaluation of performance in internships		
<b>6. Communication</b>	Written Skills-professional writing Verbal Skills-presentations and Exams Public speaking - 361/495 Facilitation Skills - 433/420/465/RTH470 Presentations of Proposals Computer Skills - all classes Professional Reading Comprehension - all classes PERT/Research Spreadsheets Leader Analysis C.Programs	Classwork Cooperative Learning Seminar Presentations
<b>Measurement</b> Tests in courses and a standardized exam as part of selected different finals Leadership Analysis/PERT/Research/Spreadsheets through computer use. Public Speaking - program proposal & seminar presentation		

<u>Goals</u>	<u>Courses</u>	<u>Method</u>
<b>7. Career Search</b>	Resume/Letter of App./Reference - 370 Interview Skills - 370 + Career Services Job/Intern Search Skills- 370	Intern/Job search
<b>Measurement</b> Career Search, Portfolio and job placement		
<b>8. Foundations</b>	Social Functions - 250 Historical Aspects - 250 Government Roles - 250 Tourism - 250/426/440 Philosophy - 250 Definitions - 250 Specialized Services - 250 Natural Resources - 250/321/433	Classwork
<b>Measurement</b> Tests in courses and a standardized exam as part of selected different finals.		
<b>Use of Outcomes Assessment</b>		
<p>a. The test results, standardized exam results and survey (of graduating seniors and alumni) will be made available to all faculty members in HHP.</p> <p>b. Where test results indicate a deficiency in either a course or an area of study, the professor(s) in charge will take appropriate measures to remedy the deficiency.</p> <p>c. If a program or seminar presentation is rated inferior, the deficiency will be addressed by the professor in charge of the class.</p> <p>d. Journals for outdoor pursuits students will document experiences and certifications for use in career placement.</p> <p>e. Students will take away a portfolio of the following documents to use as models;</p> <ul style="list-style-type: none"> <li>Program/grant proposal and evaluation report</li> <li>Strategic plan</li> <li>Professional job search portfolio including, resume, letter of application, and four letters of reference.</li> <li>A research prospectus</li> <li>Certificates <ul style="list-style-type: none"> <li>Wildness Education Association</li> <li>Outdoor Emergency Care</li> <li>Outdoor First Care</li> <li>Project WILD</li> <li>Swiftwater Rescue (American Canoe Association)</li> <li>Ropes Course Facilitation</li> <li>American Red Cross (First Aid/CPR/AED)</li> <li>Certified Pool Operator</li> </ul> </li> <li>Business plan</li> </ul>		

## Appendix C

### PRM Senior Survey 2006

- 1=Extremely Satisfied (ES)  
 2=Somewhat Satisfied (SS)  
 3=Somewhat Unsatisfied (SU)  
 4=Extremely Unsatisfied (EU)

	ES	SS	SU	EU
5. How would you rate your overall satisfaction with the Parks and Recreation Management program at WCU.	1	2	3	4
6. How would you rate your satisfaction with the academic advisement you received from your PRM advisor.	1	2	3	4
3. How would you rate your satisfaction with faculty-student interactions in the PRM program.	1	2	3	4
4. Which Parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?				

5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?

6. Do you have any other comments related to your experience as a Parks and Recreation Management major at WCU?

Appendix 3.8.4 2008-2009 Annual PRM Assessment Report

**Western Carolina University**

**Parks and Recreation Management**

**Health, Physical Education and Recreation**

**Education and Allied Professions**

**Annual Assessment Report for**

**May 2008 – May 2009**

**Dr. Ben F. Tholkes**

**tholkes@wcu.edu**

**828-227-3843**

## **Parks and Recreation Management Mission Statement**

The mission of the Parks and Recreation Management (PRM) Program is to promote resourcefulness, independent thinking, and the ability to cope with change, and service to society – by preparing leaders in the Parks and Recreation profession. The program strives to maintain an intellectual and caring environment through cooperation and collaboration in active learning and critical thinking. Experiential education is also an important component to encourage application and modification of theories learned.

The program prepares professionals to design, plan, promote, and deliver the physical and social components of the leisure service industry. This includes skills in administration, management, research and evaluation, leadership, and instruction. Graduates will be prepared to manage resources, facilities and programs, and to lead and instruct for programs in commercial, public, and non-profit settings.

### **PRM Link to the Western Carolina University Mission:**

The PRM program supports the university role and mission of teaching and learning by stressing the importance of scholarship in all of our courses. Dr. Phipps, Dr. Tholkes and Debby Singleton emphasize experiential and cooperative learning in the classroom. Students are encouraged to take an active role in the learning process. PRM students actively participate in research and service during their time at WCU. Each year PRM students conduct research and present their research at the Undergraduate Research Conference and at the Outdoor Adventure Conference. Service to the WCU community is a major component of the PRM program through Mini-Internships and Internships. Over the years, PRM students and faculty have assisted and provided expertise to a number of agencies such as: the National Park Service, National Forest Service, Jackson County Recreation and Park, American Red Cross, Wilderness Education Association, Jackson County Schools and other county and national organizations.

### **Parks and Recreation Management Student Learning Outcomes Assessed in 2008-2009**

#### **Assessment Plan (See Appendix A & B for details)**

The eight educational goals for the program are as follows:

1. Leadership and decision-making
2. Program Planning
3. Administration
4. Research
5. Outdoor Leadership and Instruction
6. Communication
7. Career Search
8. Foundations

Details of the educational goals and measurement tools can be found in Appendix A. The assessment master plan can be found in Appendix B

## **Assessment Activities Conducted During the Past Year:**

### **Comprehensive Examination**

PRM seniors are required to complete a comprehensive examination in PRM 495 – Senior Seminar in Parks and Recreation Management. The comprehensive examination includes essay questions, true/false questions, short answer and multiple-choice questions. The test questions are prepared from all eleven PRM courses. The test has 150 points, the highest score recorded during the assessment period was 142 points, and the average score was 133. We had 27 PRM seniors take the examination during 2008-2009. Students scored well in all areas. Prior to the exam, students were observed sharing course materials and assisting each other in preparing for the examination.

### **Senior Survey and Round Table**

As part of the Senior Seminar course, Dr. Phipps, Debby Singleton and Dr. Tholkes sit down with the PRM seniors for a round table discussion about their experience as PRM students. In addition to the round table discussion, students are asked to complete a senior survey (see Appendix C). The results of the senior round table and senior survey are presented below.

## RESULTS OF SENIOR ASSESSMENT

### PRM SENIOR SURVEY RESULTS 2008 - 2009

#### Q1. How would you rate your overall satisfaction with the Parks and Recreation Management Program at WCU?

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
19	6	0	0

#### Q2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor?

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
21	4	0	0

#### Q3. How would you rate your satisfaction with faculty-student interactions in the PRM program?

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
22	3	0	0

#### Q4. Which parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?

1. I have really enjoyed the hands on experience that we have been able to practice. That aspect of this program has made me more comfortable when I leave WCU.
2. I really enjoyed the close student to teacher relationships we share here at WCU PRM. It's something that not all students here have, and I feel like it sets us apart.
3. All the upper level classes were great and I learned a lot.
4. Having Ben as my advisor.
5. WEA and Kayaking courses- noted five times
6. PRM 361
7. Water based outdoor pursuits – mentioned four times
8. Study-abroad program
9. Program Planning – mentioned eight times
10. PRM Club – noted twice
11. Outdoor Emergency Care – noted three times
12. Land based outdoor pursuits – mentioned eight times
13. Internships were very helpful – mentioned four times
14. Entrepreneurship and Commercial Recreation – mentioned three times
15. Group Dynamics
16. Outdoor Rec.
17. Management – mentioned five time
18. PRM 461 – noted twice
19. Debbie's Business Plan class
20. Recreational Therapy
21. Jeff Joyce's course was really valuable to me.

22. Debbie's Adventure Class
23. Business Plan Class – mentioned twice
24. Earl's Ropes Course Class
25. I enjoyed and felt that the hands on courses were the most helpful. – mentioned twice
26. Swift water rescues – mentioned three times
27. 461

**Q5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?**

1. I wish we could have two concentrations.
2. More community recreation classes
3. More time outside – getting out and doing is better than being in a classroom. (noted twice)
4. I would like more business/business management classes.
5. More hands on classes.
6. A specific Recreation Resource Management concentration
7. A course on survival skills.
8. Not having to take 460 (business plan) for ALL majors.
9. Not requiring Debbie's business class, it was helpful though.
10. I feel that what you are doing now is great, it would be nice to get more Maurice. Ha.
11. I think senior seminar should be a 3 credit hour class. My senior portfolio was hard work and time consuming and therefore should be worth more than 1 credit hour.
12. More than just a half of a semester on Risk Management, and maybe more on Inclusive Rec and ADA
13. RTH classes should be taught by PRM professors. RTH professors do not address what we need within their classes. They do not want to follow the curriculum given them by Maurice.
14. The new climbing wall should be used more and the old spire should be blown up and used!
15. We learned a lot of the same material repeatedly in several different courses. A lot of the information was redundant.
16. Incorporation of new and updated heard skills.
17. I would change the way that program planning course was run. The way it was taught was very confusing, and was not nearly as beneficial to me.
18. The planning process is a little redundant but seems to hold different aspects. DROP the PERT charts.
19. More advising for PRM Club events.
20. I think the major would be more effective if more rounded classes were offered.
21. Some classes could be better organized.

**Q6. Have you any other comments related to your experiences as a Parks and Recreation Management major at WCU?**

1. Ben has been someone that has bent over backwards to assist me in anyway possible. I consider him a mentor and a friend.
2. Quality, great program.
3. A really great program and I feel fully prepared to get a job in the field.
4. It has been a lot of fun, learning wasn't just a boring classroom, it was active – and also the professors are really fun, approachable and friendly.
5. It was great, and the awesome faculty made it very enjoyable.

6. You guys (and girl) have been extremely helpful and influential to me. Thank you for all that you have done for me.
7. I absolutely do not like the Rec. Therapy course.
8. I love the instructor/student relationships available with this major because the program is still relatively small. I got to know Ben, Maurice, JJ, and Debbie and that positively influenced my experience at WCU.
9. I really enjoyed my time as a PRM Major I feel very prepared for the Rec field.
10. I would like to see a defined educational track for Recreation Management – and the inclusion of forestry classes.
11. Thanks for everything you've done for PRM.
12. You guys are great, small classes are awesome.
13. Really enjoyed it, even if I could go back and start all over again. I would still pick Western PRM. I learned a lot, and feel prepared for my career while loving every minute of it.
14. I enjoyed and felt that all my course work somehow helped me and I enjoyed my professors as well.
15. Excellent experience while at WCU. I became close to my professors and built strong relationships which made it easier to talk with them.
16. Getting to know the professors a little more outside of class.
17. It's been fun and I wish I could have studied a broad.

### **Discussion of the survey and round table:**

The above information was based on 25 senior surveys completed in PRM 495 – Senior Seminar. During the 2008-2009 school year, we had approximately 70 PRM majors. In addition to meeting with our advisees during advising week each semester, we conduct an all majors meeting each semester, require PRM majors to meet with their advisor for strategic planning, and require our majors to maintain a 2.5 GPA.

The results of the student surveys and round table shows that there are many aspects of the PRM program that the students enjoy and certain parts of the curriculum students would like to see changed. PRM students seem to enjoy classes that have some amount of “hands-on” experience in the course. These courses include: PRM 254, PRM 321, PRM 425, PRM 420 and PRM 426. However, students also showed interest in classes such as Program Planning, Commercial Recreation, Management and Administration of PRM, and Outdoor First Aid. It seems our students feel we have a good mix of academic courses and skills courses.

### **IMPLEMENTATION PLAN**

As in past years, we do have some courses which our students would like to see changed, eliminated or added to our curriculum. One change we have made in recent years was to reduce the PRM program to 120 hours. Students are now required to take 38 – 40 credits in the program major, 12 hours in a concentration area, and 26 - 28 hours of guided electives. The use of guided electives has allowed our students to take a minor in another area or take additional classes they feel will benefit their academic program. We have also added Outdoor First Care course (PRM 493), Wilderness Education (PRM 427) and Beginning/Intermediate Canoe and Kayak (PRM 352) to our curriculum. We have also added Challenge Course Facilitation (PRM 340) to our list of fall semester courses. We feel these changes will address many of the student concerns voiced in the senior survey and senior round table and strengthen our entire program.

Student survey's indicated a concern with the Recreational Therapy (RTH 350) class. In order to address this concern, we have worked with the Recreational Therapy program and they have designed a course to meet the needs of our PRM students. Starting this spring semester, PRM students will be required to take RTH 250 rather than RTH 350. The RTH 250 course still seems to be a problem for our students, but we have been in contact with the instructor and hope to make changes to the course.

One area of concern from the student surveys is in the area of faculty/student interactions. During the senior seminar discussion, students indicated there was a lack of time during advising for serious career planning. We ask all of our students to talk over a strategic plan with their advisor prior to their declaration of major, but during advising we are only able to devote 20 minutes to each student for their advising session. Due to the number of advisees we work with, it is very difficult to devote time to anything more than planning a schedule of the next semester during advising time. Debby Singleton has done an excellent job in assisting us with advising, so hopefully with Debby's help we can devote more time to our students during advising sessions.

Another area of concern expressed by students is in our community recreation concentration area. It is a struggle to find adjunct faculty who are able to teach Management and Administration of PRM (PRM 461). We need to be sure that topics such as budgeting and finance, marketing, risk management, and personnel issues are covered for our students. We will continue to ask for a full-time tenure track person to assist with the community recreation area of our program. This issue also addresses the concern raised by our students about accreditation of our program. In order for our program to be accredited by the National Recreation and Parks Association (NRPA), we would need to increase our number of full-time faculty members. We feel a valuable addition to our program would be a faculty member who could teach courses in community recreation. This faculty addition would address our student's concern in this area and allow us to consider applying for NRPA accreditation.

A special concern this semester has been the issue of funding and a push for larger classes. We have lost the PRM 340 – Ropes Course Facilitation course for next fall due to cuts in adjunct funding. A number of our courses such as PRM 425, PRM 426, PRM 254, and PRM 356 require small classes due to the nature of the course. Unfortunately, we may be in danger of losing these classes as the university pushes for larger class sizes. We will also be unable to visit our summer interns due to lack of travel funds.

## **Internships**

Our students complete many internships during their time with the PRM program. All students completed a combination of 50-hour internships and a capstone (400-hour) internship. Other internships (150-hours) are available as student electives. All students secured their own capstone internships using the placement materials developed in PRM 370 – Orientation to Internships. For the capstone internship sites, students compete with other university students throughout the country. The internships consist of a 400 hour work experience and allows students to practice theories learned in classes. It is also a full time position that is a “stepping stone” to a career. Major (capstone) internships were completed at:

American Whitewater  
Asheville City Park and Recreation  
Basecamp Cullowhee  
Bear Lake Reserve

Boy Scouts of America  
 Carrowinds  
 Girl Scouts of America  
 Great Outdoor Provisions Company  
 Great Smoky Mountains National Park  
 Harrah's Cherokee Casino  
 Jackson County Recreation and Park  
 Jackson County 4H  
 Johnston County YMCA  
 SUWS of the Carolinas  
 U.S. Forest Service  
 U.S. National White Water Center  
 Webster Baptist Church

Mini-internships are usually completed in the region and in the summer are sometimes done further afield. We regard these internships as service learning. The mini-internship program gives a considerable amount of service to the region. The added bonus for students is the experience they get in three different agencies of their choice where they get a window into actual work settings which gives students better insights and knowledge to bring to classes. This year, the mini-internships were completed at:

Basecamp Cullowhee  
 Blue Ridge Parkway  
 Cashiers Community Center  
 Cataloochee Ski Area  
 Falling Creek Camp  
 Fletcher Park and Recreation  
 Great Smoky Mountains National Park  
 Hayesville High School  
 Jackson County 4H  
 Jackson County Recreation and Parks  
 Johnson County YMCA  
 Moonshadow Learning Services  
 Mt. Mitchell State Park  
 Outdoor Emergency Care Teaching Assistant  
 Reid Pool  
 Sapphire Valley Resort  
 Tuckasegee River Clean-up  
 Waynesville Recreation Center  
 WCU Adopt-A-Trail  
 WCU Fine and Performing Arts Center  
 WCU Fitness Center  
 WCU Intramurals  
 WCU Center for Service Learning

We feel that the PRM internship program as a whole is an excellent service provided by WCU to the business and institutions in the area. Service was also implemented through the

PRM 361 Program Planning class, PRM 433 Outdoor Recreation and PRM 321 Outdoor Education and Interpretation class.

### **Certifications**

Students gained the following national certifications from PRM courses:

American Canoe Association Swiftwater Rescue – 10 students

National Ski Patrol Outdoor Emergency Care – 10 students

American Red Cross Professional Rescuer CPR – 21 students

American Red Cross Community CPR – 20 students

Wilderness Education Stewart Certificates – 21 students

Certified Pool Operators – 4 students

### **Portfolios**

During PRM 495 – Senior Seminar class, each PRM student is required to prepare a senior portfolio. Senior portfolios contain student resumes, letters of recommendation from internships, certifications, and selected course work from PRM classes. We are very proud of the quality of our student portfolios and encourage our students to use their portfolios during interviews for jobs. We have had very positive comments from students and interviewers concerning the quality of our student portfolios.

### **Wilderness Education Association (WEA) Courses**

WEA courses teach outdoor leadership, judgment and decision-making. PRM students gain a national certificate upon completion of the courses. WEA courses are taught as a summer class through continuing education and as a workshop as part of PRM 420. Student evaluations following WEA courses have been very positive. WEA courses have been taught by Dr. Phipps in North Carolina and in the Tetons.

### **International Exchange Program:**

The PRM program continues to work closely with the WCU International Program. We have created a successful partnership with the Galway-Mayo Institute of Technology in Ireland. Thus, far we have had four groups of Irish students spend a year completing course work at WCU. We are actively encouraging our students to consider completing some of their course work in Ireland or other programs abroad. Currently we have one PRM student completing a year in Ireland with another student scheduled to go to Ireland next year.

### **Additional Program Changes/Modifications/Improvements:**

Based on our student assessments (see Student Survey and Roundtable), we are continually adjusting our course work and the curriculum in order to improve our program and subsequently, student outcomes. We view the student portfolios as being a key to the quality work produced by our students. We have had very positive feedback from former students and employers relating to the importance and high quality of student portfolios.

Student input has caused us to strengthen the experiential component of our programs and also improve the quality of our instruction. We are fortunate in that the Western Carolina area offers us a variety of outdoor options for outdoor programming.

Student assessment has helped us to implement the major curriculum change in our program. Our redesigned curriculum (120 hours) has allowed us much more flexibility to design a program based on the student's specific needs. This curriculum has also made it much easier to bring transfer students into our program. PRM students now have the option of declaring a minor in an area of interest and using the credits from the minor as guided electives.

We feel the combination of student surveys, round table discussions, student portfolios, and formal and informal student contacts has provided us with valuable feedback into our program. We will continue to seek student input and examine our program outcome objectives in an effort to improve the quality of our Parks and Recreation Management program and give our students the highest quality of education we can provide.

# Appendix A

## Outcome Assessment Goals

### **Educational Goal # 1- Leadership and Decision-making**

#### **Student Outcomes**

The ability to apply leadership and decision-making theory to include: ethics, entre/intrapreneursip, management of human behavior, group dynamics, and face-to-face leadership.

#### **Assessment**

- Evaluation of performance in internships
- Tests in courses and a standardized exam as part of selected different finals
- Lab report (leadership self-analysis).

### **Educational Goal # 2 - Program Planning**

#### **Student Outcomes**

The ability to plan programs to include: proposal writing, the planning process, risk management, and marketing.

#### **Assessment**

- Lab reports (written program/grant proposal and marketing plan)
- Evaluation of performance in internships.
- Report - Risk Management Plan

### **Educational Goal # 3 - Administration**

#### **Student Outcomes**

The ability to understand administrative functions to include: facilities, budgets, strategic planning, risk management, legal issues, policies, boards, and supervision.

#### **Assessment**

- Tests in courses and a standardized exam as part of selected different finals.
- Reports - Strategic Plan and Business Plan

### **Educational Goal # 4 - Research**

#### **Student Outcomes**

The ability to understand basic research and evaluation techniques in recreation and leisure studies. This would include: needs assessment, descriptive research, evaluative research, and experimental research.

#### **Assessment**

- Tests in courses and a standardized exam as part of selected different finals.
- Evaluation report including a statistical analysis
- A Research Prospectus

### **Educational Goal # 5 - Outdoor Leadership and Instruction**

#### **Student Outcomes**

The ability to lead and instruct safely in the wild outdoors to include: experiential education methods, outdoor emergency care, outdoor living skills, rescue, adaptive techniques and interpretation.

#### **Assessment**

- Wilderness Education Association (WEA) Outdoor Leadership and Steward certification.
- Outdoor Emergency Care (OEC)/CPR certification
- Log/journal recording system to document other certifications and experience
- Evaluation of performance in internships.

## **Educational Goal # 6 - Communication**

### **Student Outcomes**

The ability to communicate in the following ways: written, verbal, facilitational, through computer use, and reading with comprehension, the professional literature.

### **Assessment**

Tests in courses and a standardized exam as part of selected different finals.  
Leadership Analysis/PERT/Research/Spreadsheets through computer use.  
Public Speaking - program proposal & seminar presentations.  
Cooperative Learning Processing.

## **Educational Goal # 7 - Career Search**

### **Student Outcomes**

Become employable as a recreational professional by successfully using the career search techniques of: resume and letter of application writing, interview techniques, and by receiving 4 work references for internships completed while at WCU.

### **Assessment**

Career Search Portfolio and internship/job placement.

## **Educational Goal # 8 - Foundations**

### **Student Outcomes**

An understanding of the 'foundations' of Recreation and Leisure services to include: social functions, historical aspects, government roles, tourism, philosophy, psychology, definitions, specialized services, and natural resources use and management.

### **Assessment**

Tests in courses and a standardized exam as part of comprehensive finals.

### **Assessment Tools**

- Tests in courses
- Evaluation of performance in internships
- Surveys of graduating seniors and alumni
- Certifications - OEC, WEA, CPR, and other outdoor certifications
- Standardized comprehensive final examination questions on administration, management, program planning, and research to be given also in different classes. The comprehensive final also includes short answer and essay questions.

Portfolio - includes:

Grant/Program proposal  
Evaluation report  
Strategic Plan  
Research Prospectus  
Business Plan  
Leadership self-analysis (outdoor students)  
LOG/Journal (outdoor students)  
Resume/letter of application/4 references  
Computer example data- leadership self-study with graphs and charts  
budget spreadsheet  
PERT Chart  
WEB Page

# Appendix B

## OUTCOMES ASSESSMENT MASTER PLAN B.S. in Parks and Recreation Management

<u>Goals</u>	<u>Courses</u>	<u>Method</u>
<b>1. Leadership and decision-making</b>	Committees - 461/361	Classwork
	Ethics - 250/461/433/321/270 Entre/intrapreneurship-430/461/360/485/BA 133 Managerial - 270/461/420/314/SM 435 Group Dynamics - 270/420/433/321 Face to Face - 270/465/420 + 383/483/434/313 (internships etc)	Cooperative Learning Techniques Internships WEA type field experiences
<b>Measurement</b>		
Evaluation of performance in internships Tests in courses and a standardized exam as part of selected different finals Lab report (leadership self analysis)		
<b>2. Program Planning</b>	Proposal Writing- 361/461	Classwork
	Planning Processes-361/461 Risk Management Plans- 361/461/SM415 Marketing - 461/361	LAB
<b>Measurement</b>		
Lab report (written program/grant proposal); report - Marketing Plan Evaluation of performance in internships		
<b>3. Administration</b>	Facilities Management - SM435	Classwork
	Budgets - 461/360/430/314/ACC161 Strategic Planning - 461 Risk Management - 361/SM 415 Legal Issues- 461/361/250/314/SM415 Policies - 461/361/430/330/314/483 Boards - 461/361/314 Supervision - 461/430/314	Internships
<b>Measurement</b>		
Tests in courses and a standardized examination questions as part of selected different finals Reports - Business plan, strategic plan, and risk management plan		

<u>Goals</u>	<u>Courses</u>	<u>Method</u>
<b>4. Research &amp; Evaluation</b>	Needs Assessment - 361 Experimental Research - 361/250/433/461 Descriptive Research - 361/250/433/461 Evaluative Research - 361/461 Research Prospectus - 433	Classwork
<b>Measurement</b>		
Tests in courses and a standardized exam as part of selected different finals Research Prospectus Evaluation report for a program		
<b>5. Outdoor Leadership &amp; Instruction</b>	Experiential Education - 425/426/254/465/420/481 Outdoor Emeg. Care – 252/265 Outdoor Living Skills - 321/465 Outdoor Leadership Skills - 420/427/493 Rescue Skills - 425/426 Adaptive Skills – RTH350/425/426 Interpretive Skills - 433/321	Classwork Exp. Field Trips LABS
<b>Measurement</b>		
Wilderness Education Association (WEA) Outdoor Leadership and Steward certification. Outdoor Emergency Care (OEC)/CPR certification Log/journal recording system to document other certifications and experience Personal Leadership Analysis Evaluation of performance in internships		
<b>6. Communication</b>	Written Skills-professional writing Verbal Skills-presentations and Exams Public speaking - 361/495 Facilitation Skills - 433/420/465/RTH470 Presentations of Proposals Computer Skills - all classes Professional Reading Comprehension - all classes PERT/Research Spreadsheets Leader Analysis C.Programs	Classwork Cooperative Learning
<b>Measurement</b>		
Tests in courses and a standardized exam as part of selected different finals Leadership Analysis/PERT/Research/Spreadsheets through computer use. Public Speaking - program proposal & seminar presentation		

---

<u>Goals</u>	<u>Courses</u>	<u>Method</u>
<b>7. Career Search</b>	Resume/Letter of App./Reference - 370 Interview Skills - 370 + Career Services Job/Intern Search Skills- 370	Intern/Job search
<b>Measurement</b> Career Search, Portfolio and job placement		

---

<b>8. Foundations</b>	Social Functions - 250 Historical Aspects - 250 Government Roles - 250 Tourism - 250/426/440 Philosophy - 250 Definitions - 250 Specialized Services - 250 Natural Resources - 250/321/433	Classwork
-----------------------	---	-----------

**Measurement**

Tests in courses and a standardized exam as part of selected different finals.

**Use of Outcomes Assessment**

- The test results, standardized exam results and survey (of graduating seniors and alumni) will be made available to all faculty members in HHP.
- Where test results indicate a deficiency in either a course or an area of study, the professor(s) in charge will take appropriate measures to remedy the deficiency.
- If a program or seminar presentation is rated inferior, the deficiency will be addressed by the professor in charge of the class.
- Journals for outdoor pursuits students will document experiences and certifications for use in career placement.
- Students will take away a portfolio of the following documents to use as models;
  - Program/grant proposal and evaluation report
  - Strategic plan
  - Professional job search portfolio including, resume, letter of application, and four letters of reference.
  - A research prospectus
  - Certificates
    - Wildness Education Association
    - Outdoor Emergency Care
    - Outdoor First Care
    - Project WILD
    - Swiftwater Rescue (American Canoe Association)
    - Ropes Course Facilitation
    - American Red Cross (First Aid/CPR/AED)
    - Certified Pool Operator
  - Business plan

## Appendix C

### PRM Senior Survey 2009

- 1=Extremely Satisfied (ES)  
 2=Somewhat Satisfied (SS)  
 3=Somewhat Unsatisfied (SU)  
 4=Extremely Unsatisfied (EU)

	ES	SS	SU	EU
7. How would you rate your overall satisfaction with the Parks and Recreation Management program at WCU.	1	2	3	4
8. How would you rate your satisfaction with the academic advisement you received from your PRM advisor.	1	2	3	4
3. How would you rate your satisfaction with faculty-student interactions in the PRM program.	1	2	3	4
4. Which Parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?				
5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?				
6. Do you have any other comments related to your experience as a Parks and Recreation Management major at WCU?				

Appendix 3.8.5 2009-2010 Annual PRM Assessment Report

**Western Carolina University**

**Parks and Recreation Management**

**Health, Physical Education and Recreation**

**Education and Allied Professions**

**Annual Assessment Report for**

**May 2009 – May 2010**

**Dr. Ben F. Tholkes**

**tholkes@wcu.edu**

**828-227-3843**

## **Parks and Recreation Management Mission Statement**

The mission of the Parks and Recreation Management (PRM) Program is to promote resourcefulness, independent thinking, and the ability to cope with change, and service to society – by preparing leaders in the Parks and Recreation profession. The program strives to maintain an intellectual and caring environment through cooperation and collaboration in active learning and critical thinking. Experiential education is also an important component to encourage application and modification of theories learned.

The program prepares professionals to design, plan, promote, and deliver the physical and social components of the leisure service industry. This includes skills in administration, management, research and evaluation, leadership, and instruction. Graduates will be prepared to manage resources, facilities and programs, and to lead and instruct for programs in commercial, public, and non-profit settings.

### **PRM Link to the Western Carolina University Mission:**

The PRM program supports the university role and mission of teaching and learning by stressing the importance of scholarship in all of our courses. Dr. Phipps, Dr. Tholkes and Debby Singleton emphasize experiential and cooperative learning in the classroom. Students are encouraged to take an active role in the learning process. PRM students actively participate in research and service during their time at WCU. Each year PRM students conduct research and present their research at the Undergraduate Research Conference and at the Outdoor Adventure Conference. Service to the WCU community is a major component of the PRM program through Mini-Internships and Internships. Over the years, PRM students and faculty have assisted and provided expertise to a number of agencies such as: the National Park Service, National Forest Service, Jackson County Recreation and Park, American Red Cross, Wilderness Education Association, Jackson County Schools and other county and national organizations.

### **Parks and Recreation Management Student Learning Outcomes Assessed in 2009-2010**

#### **Assessment Plan (See Appendix A & B for details)**

The eight educational goals for the program are as follows:

1. Leadership and decision-making
2. Program Planning
3. Administration
4. Research
5. Outdoor Leadership and Instruction
6. Communication
7. Career Search
8. Foundations

Details of the educational goals and measurement tools can be found in Appendix A. The assessment master plan can be found in Appendix B

## **Assessment Activities Conducted During the Past Year:**

### **Comprehensive Examination**

PRM seniors are required to complete a comprehensive examination in PRM 495 – Senior Seminar in Parks and Recreation Management. The comprehensive examination includes essay questions, true/false questions, short answer and multiple-choice questions. The test questions are prepared from all eleven PRM courses. The test has 150 points, the highest score recorded during the assessment period was 140 points, and the average score was 131. We had 24 PRM seniors take the examination during 2009-2010. Students scored well in all areas. Prior to the exam, students were observed sharing course materials and assisting each other in preparing for the examination.

### **Senior Survey and Round Table**

As part of the Senior Seminar course, Dr. Phipps, Debby Singleton and Dr. Tholkes sit down with the PRM seniors for a round table discussion about their experience as PRM students. In addition to the round table discussion, students are asked to complete a senior survey (see Appendix C). The results of the senior round table and senior survey are presented below.

## RESULTS OF SENIOR ASSESSMENT

### PRM SENIOR SURVEY RESULTS 2009 - 2010

#### Q1. How would you rate your overall satisfaction with the Parks and Recreation Management Program at WCU?

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
17	2	0	0

#### Q2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor?

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
16	2	0	1

#### Q3. How would you rate your satisfaction with faculty-student interactions in the PRM program?

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
18	1	0	0

#### Q4. Which parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?

1. Study abroad in Ireland, Technical Skills training and practical experience. All the experiential learning, trips, etc.
2. The most valuable experience in PRM for me was the internship requirement. Practical work experience really showed me that I learned a lot in the classroom and I was able to apply it to the real world.
3. I feel the program planning and entrepreneurship were valuable core classes because of their hands on method for valuable skills. Also Outdoor Emergency Care has been great because of the hard skills and great certification that comes out of it.
4. I feel that the experiential learning that we receive is very up to date that needed to further a career in PRM Program Planning for me was the most valuable to me as a student.
5. Leadership group dynamics, risk mgt, and my WEA class has really prepared me for a job in the recreation field as well as the program planning class all very important classes to take.
6. Program Planning, Entrepreneurship, risk management (no fun but definitely useful)
7. I believe all of them were very beneficial and valuable for me. Not only was I able to receive one on one instruction and learning from my teachers but also got to experience outdoor recreation outside of the classroom which I believe helped me learn and understand my major even more.
8. Program planning, high adventure travel, WEA course
9. The most valuable experiences I had were the WEA trips to the Tetons, Alaska and Panthertown experience and certifications are everything in our field.
10. Land based outdoor pursuits was most valuable to me because of the hands on learning styles. Program planning was also a valuable course for anyone rising into a managerial position which I expect myself to be pursuing someday.

11. The opportunity to study abroad, experiential learning, outdoor leadership, and program planning were most influential, being involved on campus with the PRM students, opportunity for outside experience, close relationships between staff/faculty and students
12. All the certification courses were really fun. I liked them a lot.
13. Program planning and evaluation
14. The program planning classes were the best along with the proposal writing class.
15. PRM 254 was valuable because I gained the knowledge and experience of kayaking and rock climbing. The program planning class was another from learning how to write a grant to evaluating the program itself. In every class that I have taken in the past have prepared me for my future career since I have written a grant, planned, put on, and evaluated a program, done research project, created a risk management plan, and a business plan I feel confident going into the job market.
16. I feel that some of my most valuable classes were leadership, program planning, entrepreneur class and intro to PRM. I had great experiences most valuable were learning to kayak and climb, how to plan a program and create a business plan.
17. PRM 361 was a very important class for me. I know I will take what I learned in that class and use this while in the professional field.
18. I feel that the WEA stewardship courses were the most value to me because they provided me with valuable firsthand leadership experience
19. It's hard to say the whole experience of growing as a person and as a professional from freshman year to graduation was so valuable. Having the same professors that you become comfortable with and know each year was also incredibly important.

**Q5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?**

1. Grow it!! Offer as many certifications as possible, partner with community colleges to offer more.
2. The work load for homework was not very challenging. I think there should be more research projects in order to prepare for grad school and adjust to keep with the same standards of other majors in the university.
3. Maybe a bit more specific set of classes for the recreation resource concentration
4. Availability of certifications or experience for PRM majors
5. WCU should offer a Masters Degree program in PRM. We should also increase the amount of actual training and certifications that we get
6. More focus on commercial and resort. Not all of the students want to work in the outdoors. More of the heavily focused classes are on Parks when there is so much more to recreation than we get to focus on.
7. If anything I would like to do even more outdoor activities than in the classroom. I learn better with hands on activities.
8. Add simple environmental identification classes, recreation area design classes
9. More opportunities for certifications and experiential education to prepare for the work place.
10. Even through I am a senior this year and nearing a career path I feel as if the portfolio assignment was due to early. I don't have the money right now to spend money on a \$40 Binder. The concept is great though.
11. More education on ecology local or native plants and animals, need more lecturers, need accreditation, can open up more concentrations to focus on the 8 forms of recreation, such as therapeutic recreation, promote more self motivated, individual learning by offering a research

and statistics class that is related to PRM, PRM 461 tried but projects are so far fetched and hypothetical it is limited in the learning aspect and can't be used in portfolio.

12. Nothing really if I think of something I will let you know.
13. More concentration on community recreation
14. No, everything is fine.
15. Can't think of anything
16. if I had to change anything it would have more classes geared for commercial recreation
17. I think that we should be an accredited program and there should be professors for each area, such as community recreation and outdoor recreation
18. I think that expedition style courses should be inserted into the program for outdoor leadership
19. There needs to be a more community recreation courses available.

**Q6. Have you any other comments related to your experiences as a Parks and Recreation Management major at WCU?**

1. I enjoyed it immensely, you all are a great crew and were extremely helpful in academic and life decisions... Thanks!!
2. Great Program
3. I thoroughly enjoyed this program. I feel very well prepared. I thoroughly appreciated the required capstone internship; I felt it prepared me in many ways classes could not, the faculty are top of the line and beyond valuable. Thank you for caring so much about our futures.
4. Push students to gain experience through other forms of outdoor education such as landmark/IWLS/NOLS.
5. Hands on experience is really important and I feel that PRM major allowed me to learn hands on and gain some experience
6. I can't be more happy that I finally found what I wanted to do.
7. Teachers were great and very understanding and always open for suggestions and new ideas.
8. Program planning is a must
9. I am fortunate to have Maurice, Ben, and Debbie as my professors. The effort and knowledge they have given to me and my peers is greatly appreciated. The professors make the program great!
10. Advisors need to be more influential in club in developing programs and team building activities and possibly offering workshops. The outdoor leadership we should one plan, implement, and evaluate on expedition in groups or 2 more of a direct experience versus peers. Closer relationships with base camp we should all have to receive instructorship in some activity
11. No
12. I really do enjoy the openness with advising and honest conversations with the faculty.
13. Everything was good.
14. I believe that PRM majors need to be more active in the PRM club. We are being taught to plan programs and be active and the more we do that under the supervision of the school and our professors the more prepared we will be for life after college.
15. I had a lot of fun in this great major and feel more like a professional. Thank you
16. My experience in the parks and recreation major was a great experience, I feel like I will take everything I have learned when I go into the professional world.
17. I think that the PRM program here at western is an excellent program that adequately prepares us, as students, for our future careers in the future.

### **Discussion of the survey and round table:**

The above information was based on 19 senior surveys completed in PRM 495 – Senior Seminar. During the 2009-2010 school year, we had approximately 70 PRM majors. In addition to meeting with our advisees during advising week each semester, we conduct an all majors meeting each semester, require PRM majors to meet with their advisor for strategic planning, and require our majors to maintain a 2.5 GPA.

The results of the student surveys and round table shows that there are many aspects of the PRM program that the students enjoy and certain parts of the curriculum students would like to see changed. PRM students seem to enjoy classes that have some amount of “hands-on” experience in the course. These courses include: PRM 254, PRM 321, PRM 425, PRM 420 and PRM 426. However, students also showed interest in classes such as Program Planning, Commercial Recreation, Management and Administration of PRM, and Outdoor First Aid. It seems our students feel we have a good mix of academic courses and skills courses.

### **IMPLEMENTATION PLAN**

As in past years, we do have some courses which our students would like to see changed, eliminated or added to our curriculum. One change we have made in recent years was to reduce the PRM program to 120 hours. Students are now required to take 38 – 40 credits in the program major, 12 hours in a concentration area, and 26 - 28 hours of guided electives. The use of guided electives has allowed our students to take a minor in another area or take additional classes they feel will benefit their academic program. We have also added University and Career Planning in PRM (PRM 350). This course was added as part of our QEP plan in order to assist students to move through the PRM program and prepare for the future. Introduction to Outdoor Pursuits Education (PRM 254) has been changed from 3 credits to 4 credits in order to strengthen the “hands-on” lab component of the course. We have also been able to reinstate Challenge Course Facilitation (PRM 340) to our list of fall semester courses. We feel these changes will address many of the student concerns voiced in the senior survey and senior round table and strengthen our entire program.

Previous student survey's indicated a concern with the Recreational Therapy (RTH 250) class. In order to address this concern, we have worked with the Recreational Therapy program and they have redesigned the course to meet the needs of our PRM students. The RTH 250 course still seems to be a problem for our students, so we have begun talking to our Physical Education faculty about the possibility of creating an adaptive physical education class that would meet the needs of our PRM students.

One area of concern from the student surveys is in the area of faculty/student interactions. During the senior seminar discussion, students indicated there was a lack of time during advising for serious career planning. We ask all of our students to talk over a strategic plan with their advisor prior to their declaration of major, but during advising we are only able to devote 20 minutes to each student for their advising session. Due to the number of advisees we work with, it is very difficult to devote time to anything more than planning a schedule of the next semester during advising time. Debby Singleton has done an excellent job in assisting us with advising, so hopefully with Debby's help we can devote more time to our students during advising sessions.

Another area of concern expressed by students is in our community recreation concentration area. It is a struggle to find adjunct faculty who are able to teach Management and

Administration of PRM (PRM 461). We need to be sure that topics such as budgeting and finance, marketing, risk management, and personnel issues are covered for our students. We will continue to ask for a full-time tenure track person to assist with the community recreation area of our program. This issue also addresses the concern raised by our students about accreditation of our program. In order for our program to be accredited by the National Recreation and Parks Association (NRPA), we would need to increase our number of full-time faculty members. We feel a valuable addition to our program would be a faculty member who could teach courses in community recreation. This faculty addition would address our student's concern in this area and allow us to consider applying for NRPA accreditation.

A special concern this semester has been the issue of funding and a push for larger classes. A number of our courses such as PRM 425, PRM 426, PRM 254, and PRM 356 require small classes due to the nature of the course. Unfortunately, we may be in danger of losing these classes as the university pushes for larger class sizes. We will also be unable to visit our summer interns due to lack of travel funds.

### **Internships**

Our students complete many internships during their time with the PRM program. All students completed a combination of 50-hour internships and a capstone (400-hour) internship. Other internships (150-hours) are available as student electives. All students secured their own capstone internships using the placement materials developed in PRM 370 – Orientation to Internships. For the capstone internship sites, students compete with other university students throughout the country. The internships consist of a 400 hour work experience and allows students to practice theories learned in classes. It is also a full time position that is a “stepping stone” to a career. Major (capstone) internships were completed at:

American Whitewater  
 Basecamp Cullowhee  
 Brunswick Community College  
 Cradle of Forestry  
 Falling Creek Camp  
 Fletcher Parks and Recreation  
 Gaston County Family YMCA  
 Great Smoky Mountains National Park  
 Harrah's Cherokee Casino  
 High Hampton Inn  
 Iredell Count Parks and Recreation  
 Montana Raft/Glacier Guides  
 Mountain Party Tents and Events  
 Ridgecrest Summer Camp  
 Soaring Tree Top Adventures  
 Swannanoa 4-H Center  
 U.S. Forest Service  
 U.S. National White Water Center

Mini-internships are usually completed in the region and in the summer are sometimes done further afield. We regard these internships as service learning. The mini-internship program gives a considerable amount of service to the region. The added bonus for students is the

experience they get in three different agencies of their choice where they get a window into actual work settings which gives students better insights and knowledge to bring to classes. This year, the mini-internships were completed at:

Basecamp Cullowhee  
 Boy Scouts of America  
 Cataloochee Ski Area  
 Falling Creek Camp  
 Fletcher Park and Recreation  
 Full Spectrum Farms  
 Great Smoky Mountains National Park  
 Harrah's Cherokee Casino  
 Jackson County Chamber of Commerce  
 Jackson County Recreation and Parks  
 Moonshadow Learning Services  
 Mountain Heritage Center  
 Outdoor Emergency Care Teaching Assistant  
 Reid Pool  
 Sapphire Valley Resort  
 Smoky Mountain High School Soccer Team  
 Steamboat Ski Area  
 Tuckasegee River Clean-up  
 U.S. Forest Service  
 Waynesville Recreation Center  
 WCU Adopt-A-Trail  
 WCU Soccer team  
 WCU Fitness Center  
 WCU Intramurals  
 Wet 'n Wild Emerald Pointe

We feel that the PRM internship program as a whole is an excellent service provided by WCU to the business and institutions in the area. Service was also implemented through the PRM 361 Program Planning class, PRM 433 Outdoor Recreation and PRM 321 Outdoor Education and Interpretation class.

### **Certifications**

Students gained the following national certifications from PRM courses:

- American Canoe Association Swiftwater Rescue – 12 students
- National Ski Patrol Outdoor Emergency Care – 14 students
- American Red Cross Professional Rescuer CPR – 21 students
- American Red Cross Community CPR – 9 students
- Wilderness Education Steward Certificates – 9 students
- Project WILD – 18 students
- National Ski Patrol Mountain Travel and Rescue 1 – 13 students

## **Portfolios**

During PRM 495 – Senior Seminar class, each PRM student is required to prepare a senior portfolio. Senior portfolios contain student resumes, letters of recommendation from internships, certifications, and selected course work from PRM classes. We are very proud of the quality of our student portfolios and encourage our students to use their portfolios during interviews for jobs. We have had very positive comments from students and interviewers concerning the quality of our student portfolios.

### **Wilderness Education Association (WEA) Courses**

WEA courses teach outdoor leadership, judgment and decision-making. PRM students gain a national certificate upon completion of the courses. WEA courses are taught as a summer class through continuing education and as a workshop as part of PRM 420. Student evaluations following WEA courses have been very positive. WEA courses have been taught by Dr. Phipps in North Carolina and in the Tetons.

### **International Exchange Program:**

The PRM program continues to work closely with the WCU International Program. We have created a successful partnership with the Galway-Mayo Institute of Technology in Ireland. Thus, far we have had four groups of Irish students spend a year completing course work at WCU. We are actively encouraging our students to consider completing some of their course work in Ireland or other programs abroad. Currently we have one PRM student completing a year in Ireland with another student scheduled to go to Ireland next year.

### **PRM involvement in QEP**

The PRM Program was a pilot program for the QEP this year. A program QEP document was completed. We already fulfill many of the QEP goals but a suggested change was tried, a “QEP” seminar 300 level class to be a second capture point for students. This course gets them started on their resumes, familiarizes them with the student handbook and the QEP process if they haven’t already begun this. It also starts them on the portfolio process and this year, the electronic briefcase. A copy of the PRM QEP Assessment has been completed and can be found in Appendix D.

### **Additional Program Changes/Modifications/Improvements:**

Based on our student assessments (see Student Survey and Roundtable), we are continually adjusting our course work and the curriculum in order to improve our program and subsequently, student outcomes. We view the student portfolios as being a key to the quality work produced by our students. We have had very positive feedback from former students and employers relating to the importance and high quality of student portfolios.

Student input has caused us to strengthen the experiential component of our programs and also improve the quality of our instruction. We are fortunate in that the Western Carolina area offers us a variety of outdoor options for outdoor programming.

Student assessment has helped us to implement the major curriculum change in our program. Our redesigned curriculum (120 hours) has allowed us much more flexibility to design a program based on the student's specific needs. This curriculum has also made it much easier to bring transfer students into our program. PRM students now have the option of declaring a minor in an area of interest and using the credits from the minor as guided electives.

We feel the combination of student surveys, round table discussions, student portfolios, and formal and informal student contacts has provided us with valuable feedback into our program. We will continue to seek student input and examine our program outcome objectives in an effort to improve the quality of our Parks and Recreation Management program and give our students the highest quality of education we can provide.

# Appendix A

## Outcome Assessment Goals

### Educational Goal # 1- Leadership and Decision-making

#### Student Outcomes

The ability to apply leadership and decision-making theory to include: ethics, entre/intrapreneursip, management of human behavior, group dynamics, and face-to-face leadership.

#### Assessment

- Evaluation of performance in internships
- Tests in courses and a standardized exam as part of selected different finals
- Lab report (leadership self-analysis).

### Educational Goal # 2 - Program Planning

#### Student Outcomes

The ability to plan programs to include: proposal writing, the planning process, risk management, and marketing.

#### Assessment

- Lab reports (written program/grant proposal and marketing plan)
- Evaluation of performance in internships.
- Report - Risk Management Plan

### Educational Goal # 3 - Administration

#### Student Outcomes

The ability to understand administrative functions to include: facilities, budgets, strategic planning, risk management, legal issues, policies, boards, and supervision.

#### Assessment

- Tests in courses and a standardized exam as part of selected different finals.
- Reports - Strategic Plan and Business Plan

### Educational Goal # 4 - Research

#### Student Outcomes

The ability to understand basic research and evaluation techniques in recreation and leisure studies. This would include: needs assessment, descriptive research, evaluative research, and experimental research.

#### Assessment

- Tests in courses and a standardized exam as part of selected different finals.
- Evaluation report including a statistical analysis
- A Research Prospectus

### Educational Goal # 5 - Outdoor Leadership and Instruction

#### Student Outcomes

The ability to lead and instruct safely in the wild outdoors to include: experiential education methods, outdoor emergency care, outdoor living skills, rescue, adaptive techniques and interpretation.

#### Assessment

- Wilderness Education Association (WEA) Outdoor Leadership and Steward certification.
- Outdoor Emergency Care (OEC)/CPR certification
- Log/journal recording system to document other certifications and experience
- Evaluation of performance in internships.

## **Educational Goal # 6 - Communication**

### **Student Outcomes**

The ability to communicate in the following ways: written, verbal, facilitational, through computer use, and reading with comprehension, the professional literature.

### **Assessment**

Tests in courses and a standardized exam as part of selected different finals.  
Leadership Analysis/PERT/Research/Spreadsheets through computer use.  
Public Speaking - program proposal & seminar presentations.  
Cooperative Learning Processing.

## **Educational Goal # 7 - Career Search**

### **Student Outcomes**

Become employable as a recreational professional by successfully using the career search techniques of: resume and letter of application writing, interview techniques, and by receiving 4 work references for internships completed while at WCU.

### **Assessment**

Career Search Portfolio and internship/job placement.

## **Educational Goal # 8 - Foundations**

### **Student Outcomes**

An understanding of the 'foundations' of Recreation and Leisure services to include: social functions, historical aspects, government roles, tourism, philosophy, psychology, definitions, specialized services, and natural resources use and management.

### **Assessment**

Tests in courses and a standardized exam as part of comprehensive finals.

### **Assessment Tools**

- Tests in courses
- Evaluation of performance in internships
- Surveys of graduating seniors and alumni
- Certifications - OEC, WEA, CPR, and other outdoor certifications
- Standardized comprehensive final examination questions on administration, management, program planning, and research to be given also in different classes. The comprehensive final also includes short answer and essay questions.

Portfolio - includes:

- Grant/Program proposal
- Evaluation report
- Strategic Plan
- Research Prospectus
- Business Plan
- Leadership self-analysis (outdoor students)
- LOG/Journal (outdoor students)
- Resume/letter of application/4 references
- Computer example data- leadership self-study with graphs and charts
- budget spreadsheet
- PERT Chart
- WEB Page

# Appendix B

## OUTCOMES ASSESSMENT MASTER PLAN B.S. in Parks and Recreation Management

<u>Goals</u>	<u>Courses</u>	<u>Method</u>
<b>1. Leadership and decision-making</b>	Committees - 461/361	Classwork
	Ethics - 250/461/433/321/270 Entre/intrapreneurship-430/461/360/485/BA 133 Managerial - 270/461/420/314/SM 435 Group Dynamics - 270/420/433/321 Face to Face - 270/465/420 + 383/483/434/313 (internships etc)	Cooperative Learning Techniques Internships WEA type field experiences
<b>Measurement</b>		
Evaluation of performance in internships Tests in courses and a standardized exam as part of selected different finals Lab report (leadership self analysis)		
<b>2. Program Planning</b>	Proposal Writing- 361/461	Classwork
	Planning Processes-361/461 Risk Management Plans- 361/461/SM415 Marketing - 461/361	LAB
<b>Measurement</b>		
Lab report (written program/grant proposal); report - Marketing Plan Evaluation of performance in internships		
<b>3. Administration</b>	Facilities Management - SM435	Classwork
	Budgets - 461/360/430/314/ACC161 Strategic Planning - 461 Risk Management - 361/SM 415 Legal Issues- 461/361/250/314/SM415 Policies - 461/361/430/330/314/483 Boards - 461/361/314 Supervision - 461/430/314	Internships
<b>Measurement</b>		
Tests in courses and a standardized examination questions as part of selected different finals Reports - Business plan, strategic plan, and risk management plan		

<u>Goals</u>	<u>Courses</u>	<u>Method</u>
<b>4. Research &amp; Evaluation</b>	Needs Assessment - 361 Experimental Research - 361/250/433/461 Descriptive Research - 361/250/433/461 Evaluative Research - 361/461 Research Prospectus - 433	Classwork
<b>Measurement</b> Tests in courses and a standardized exam as part of selected different finals Research Prospectus Evaluation report for a program		
<b>5. Outdoor Leadership &amp; Instruction</b>	Experiential Education - 425/426/254/465/420/481 Outdoor Emeg. Care – 252/265 Outdoor Living Skills - 321/465 Outdoor Leadership Skills - 420/427/493 Rescue Skills - 425/426 Adaptive Skills – RTH350/425/426 Interpretive Skills - 433/321	Classwork Exp. Field Trips LABS
<b>Measurement</b> Wilderness Education Association (WEA) Outdoor Leadership and Steward certification. Outdoor Emergency Care (OEC)/CPR certification Log/journal recording system to document other certifications and experience Personal Leadership Analysis Evaluation of performance in internships		
<b>6. Communication</b>	Written Skills-professional writing Verbal Skills-presentations and Exams Public speaking - 361/495/350 Facilitation Skills - 433/420/465/RTH470 Presentations of Proposals Computer Skills - all classes Professional Reading Comprehension - all classes PERT/Research Spreadsheets Leader Analysis C.Programs	Classwork Cooperative Learning Seminar Presentations
<b>Measurement</b> Tests in courses and a standardized exam as part of selected different finals Leadership Analysis/PERT/Research/Spreadsheets through computer use. Public Speaking - program proposal & seminar presentation		

---

<u>Goals</u>	<u>Courses</u>	<u>Method</u>
<b>7. Career Search</b>	Resume/Letter of App./Reference – 350/370 Interview Skills - 370 + Career Services/461 Job/Intern Search Skills- 350/370	Intern/Job search
<b>Measurement</b> Career Search, Portfolio and job placement		

---

<b>8. Foundations</b>	Social Functions - 250 Historical Aspects - 250 Government Roles - 250 Tourism - 250/426/440 Philosophy - 250 Definitions - 250 Specialized Services - 250 Natural Resources - 250/321/433	Classwork
-----------------------	---	-----------

**Measurement**

Tests in courses and a standardized exam as part of selected different finals.

**Use of Outcomes Assessment**

- The test results, standardized exam results and survey (of graduating seniors and alumni) will be made available to all faculty members in HHP.
- Where test results indicate a deficiency in either a course or an area of study, the professor(s) in charge will take appropriate measures to remedy the deficiency.
- If a program or seminar presentation is rated inferior, the deficiency will be addressed by the professor in charge of the class.
- Journals for outdoor pursuits students will document experiences and certifications for use in career placement.
- Students will take away a portfolio of the following documents to use as models;
  - Program/grant proposal and evaluation report
  - Strategic plan
  - Professional job search portfolio including, resume, letter of application, and four letters of reference.
  - A research prospectus
  - Certificates
    - Wildness Education Association
    - Outdoor Emergency Care
    - Outdoor First Care
    - Project WILD
    - Swiftwater Rescue (American Canoe Association)
    - Ropes Course Facilitation
    - American Red Cross (First Aid/CPR/AED)
    - Certified Pool Operator
    - Mountain Travel and Rescue

# Appendix C

## PRM Senior Survey 2009

- 1=Extremely Satisfied (ES)  
 2=Somewhat Satisfied (SS)  
 3=Somewhat Unsatisfied (SU)  
 4=Extremely Unsatisfied (EU)

	ES	SS	SU	EU
9. How would you rate your overall satisfaction with the Parks and Recreation Management program at WCU.	1	2	3	4
10. How would you rate your satisfaction with the academic advisement you received from your PRM advisor.	1	2	3	4
3. How would you rate your satisfaction with faculty-student interactions in the PRM program.	1	2	3	4
4. Which Parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?				
5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?				
6. Do you have any other comments related to your experience as a Parks and Recreation Management major at WCU?				

# Appendix D

## QEP Plan Feedback Template

### Recommended Core Elements for Program QEP Plans:

#### Section I. General Information

All of the following requirements must be completed prior to submission.

##### *Program/Department Contact*

Programs should designate one person to be the primary contact to communicate with the QEP Assessment Committee about the QEP Plan. The contact information for that person should be included in the plan.

Provided?

Maurice Phipps

Cover Page

?

##### *Unit/Timeframe Covered by the Plan*

Programs should clearly identify the unit(s) covered by the plan and the timeframe covered by the plan.

Page 13

As soon as the Electronic Briefcase is finalized

#### Section II. Alignment Information

1. **Mission Alignment:** Programs should articulate clearly and convincingly how the objectives of the QEP are aligned with and reflected in the program mission. Further, the program mission should be clearly written and appropriate for the program.

Mission Alignment Statement?  Yes  No

Comments: *See pages 1 and 7*

Recommended Actions:

2. **Integration of QEP and Program Objectives:** Programs should outline the time frame for integrating the QEP objectives/assessments into their overall program assessment plan.

Integration Timeline?  Yes  No

Comments: *The only goal not already integrated is the clarification of purpose and values. This will be added to the PRM Objectives. The new "QEP" Seminar PRM 350 has been piloted as a PRM 493 Topics Course and will be a new capture point in between the personal student strategic plan and the Senior Seminar plus the Orientation to Internship class.*

Recommended Actions:

3. ***Program Outcomes/Assessment Methods***: The program should state its goals/objectives/outcomes and identify where in the curriculum/co-curriculum they are being delivered; where/when they plan to collect data on student performance and what methods they will use to assess student performance. A completed assessment plan matrix is strongly recommended (see Appendix A)?

Completed Assessment Plan Matrix?  Yes  No

Criteria to evaluate program goals/outcomes/objectives:

- a. Aligned with QEP outcomes
- b. Specific, detailed, measurable
- c. Clearly state what a student should know or be able to do
- d. Attainable (i.e., within the capability of the program to achieve)

Criteria to evaluate assessment methods:

- a. Include at least one direct measure of student learning
- b. Relates to the outcome (i.e., measures what it is meant to measure)
- c. Specifies what data will be collected, from what sources, using what methods, by whom, in what approximate timeframe
- d. Likely to yield relevant information to make (co)curricular or programmatic change
- e. Will provide evidence that the program is effectively achieving the goals of the QEP.

Comments: *Please view the matrix. Besides this we have a very comprehensive program assessment plan that uses additional measures like senior surveys and quality circle senior student discussions that could be made available to the committee.*

Recommended Actions:

<b>QEP Outcome</b>	<b>Program SLOs</b> State the program student learning outcome(s) that align with this QEP Outcome	<b>Delivery Points in Curriculum/Services/Programming</b> Where in the curriculum or co-curriculum are these outcomes being addressed?	<b>Capture Points</b> Where in the curriculum or co-curriculum will student performance data be collected to demonstrate proficiency in this outcome?	<b>Assessment Methods</b> What methods will be used to determine if students have achieved proficiency?
Solve Complex Problems	Research Proposal Program Proposal Evaluation Report Risk Management Plan Leadership Analysis Business Plan and Budget Capstone Internship	PRM 433 PRM 361 PRM 461 PRM 420 PRM 430 PRM 483 & 480	End of courses PRM 350 beginning of portfolio PRM 495 finished portfolio	Grading of documents at the end of course and in the finalized portfolio
Communicate Effectively and Responsibly	See outcome #8 Communication, p.2	PRM 270, PRM 370 PRM 361 PRM 430 PRM 321 Actually most classes see pages 3-7	During classes and internships	As part of grades in classes and internships (see internship management questions)
Integrate Information from a Variety of Contexts	Application of theories learned in classes through labs and projects	433, 361 430 – presentations at the Undergraduate Research Symposium 361 – Program planned, completed and evaluated	Professional documents in the portfolio	Documents graded in classes. Portfolio graded in 495 Senior Seminar

		420 leadership practiced on a field trip		
Practice Civic Engagement	As part of the mini-internships, three 50 hour experiences	PRM 383s -three different semesters in different organizations	Evaluation by agency supervisors at the end of the 50 hours	Satisfactory completion of internship with an S grade
Clarify Purpose and Values	Student strategic plan Being added in the new “QEP” seminar (PRM****) Being added to PRM 495 Senior Seminar	Strategic plan –prior to declaration of major after essay New QEP Seminar PRM 350 fall Junior Year	New QEP Seminar PRM 350 fall Junior Year	Satisfactory grade for purpose and values papers in PRM 350 and PRM 495

**Appendix A. QEP Assessment Plan Matrix**

## **Appendix 3.9 PRM Student Learning Outcomes**

### **Outcome Assessment Goals**

#### **Educational Goal # 1- Leadership and Decision-making**

##### **Student Outcomes**

The ability to apply leadership and decision-making theory to include: ethics, entre/intrapreneurship, management of human behavior, group dynamics, and face-to-face leadership.

##### **Assessment**

- Evaluation of performance in internships
- Tests in courses and a standardized exam as part of selected different finals
- Lab report (leadership self-analysis).

#### **Educational Goal # 2 - Program Planning**

##### **Student Outcomes**

The ability to plan programs to include: proposal writing, the planning process, risk management, and marketing.

##### **Assessment**

- Lab reports (written program/grant proposal and marketing plan)
- Evaluation of performance in internships.
- Report - Risk Management Plan

#### **Educational Goal # 3 - Administration**

##### **Student Outcomes**

The ability to understand administrative functions to include: facilities, budgets, strategic planning, risk management, legal issues, policies, boards, and supervision.

##### **Assessment**

- Tests in courses and a standardized exam as part of selected different finals.
- Reports - Strategic Plan and Business Plan

#### **Educational Goal # 4 - Research**

##### **Student Outcomes**

The ability to understand basic research and evaluation techniques in recreation and leisure studies. This would include: needs assessment, descriptive research, evaluative research, and experimental research.

##### **Assessment**

- Tests in courses and a standardized exam as part of selected different finals.
- Evaluation report including a statistical analysis
- A Research Prospectus

#### **Educational Goal # 5 - Outdoor Leadership and Instruction**

##### **Student Outcomes**

The ability to lead and instruct safely in the wild outdoors to include: experiential education methods, outdoor emergency care, outdoor living skills, rescue, adaptive techniques and interpretation.

##### **Assessment**

- Wilderness Education Association (WEA) Outdoor Leadership and Steward certification.
- Outdoor Emergency Care (OEC)/CPR certification
- Log/journal recording system to document other certifications and experience
- Evaluation of performance in internships.

### **Educational Goal # 6 - Communication**

#### **Student Outcomes**

The ability to communicate in the following ways: written, verbal, facilitational, through computer use, and reading with comprehension, the professional literature.

#### **Assessment**

Tests in courses and a standardized exam as part of selected different finals.

Leadership Analysis/PERT/Research/Spreadsheets through computer use.

Public Speaking - program proposal & seminar presentations.

Cooperative Learning Processing.

### **Educational Goal # 7 - Career Search**

#### **Student Outcomes**

Become employable as a recreational professional by successfully using the career search techniques of: resume and letter of application writing, interview techniques, and by receiving 4 work references for internships completed while at WCU.

#### **Assessment**

Career Search Portfolio and internship/job placement.

### **Educational Goal # 8 - Foundations**

#### **Student Outcomes**

An understanding of the 'foundations' of Recreation and Leisure services to include: social functions, historical aspects, government roles, tourism, philosophy, psychology, definitions, specialized services, and natural resources use and management.

#### **Assessment**

Tests in courses and a standardized exam as part of comprehensive finals.

#### **Assessment Tools**

- Tests in courses
- Evaluation of performance in internships
- Surveys of graduating seniors and alumni
- Certifications - OEC, WEA, CPR, and other outdoor certifications
- Standardized comprehensive final examination questions on administration, management, program planning, and research to be given also in different classes. The comprehensive final also includes short answer and essay questions.

Portfolio - includes:

- Grant/Program proposal
- Evaluation report
- Strategic Plan
- Research Prospectus
- Business Plan
- Leadership self-analysis (outdoor students)
- LOG/Journal (outdoor students)
- Resume/letter of application/4 references
- Computer example data- leadership self-study with graphs and charts
- budget spreadsheet
- PERT Chart
- WEB Page

**OUTCOMES ASSESSMENT MASTER PLAN**  
**B.S. in Parks and Recreation Management**

<u>Goals</u>	<u>Courses</u>	<u>Method</u>
<b>1. Leadership and decision-making</b>	Committees - 461/361 Ethics - 250/461/433/321/270 Entre/intrapreneurship-430/461/360/485/BA 133 Managerial - 270/461/420/314/SM 435 Group Dynamics - 270/420/433/321 Face to Face - 270/465/420 + 383/483/434/313 (internships etc)	Classwork Cooperative Learning Techniques Internships WEA type field experiences
<b>Measurement</b>		
Evaluation of performance in internships Tests in courses and a standardized exam as part of selected different finals Lab report (leadership self analysis)		
<b>2. Program Planning</b>	Proposal Writing- 361/461 Planning Processes-361/461 Risk Management Plans- 361/461/SM415 Marketing - 461/361	Classwork LAB
<b>Measurement</b>		
Lab report (written program/grant proposal); report - Marketing Plan Evaluation of performance in internships		
<b>3. Administration</b>	Facilities Management - SM435 Budgets - 461/360/430/314/ACC161 Strategic Planning - 461 Risk Management - 361/SM 415 Legal Issues- 461/361/250/314/SM415 Policies - 461/361/430/330/314/483 Boards - 461/361/314 Supervision - 461/430/314	Classwork Internships
<b>Measurement</b>		
Tests in courses and a standardized examination questions as part of selected different finals Reports - Business plan, strategic plan, and risk management plan		

<u>Goals</u>	<u>Courses</u>	<u>Method</u>
<b>4. Research &amp; Evaluation</b>	Needs Assessment - 361 Experimental Research - 361/250/433/461 Descriptive Research - 361/250/433/461 Evaluative Research - 361/461 Research Prospectus - 433	Classwork
<b>Measurement</b> Tests in courses and a standardized exam as part of selected different finals Research Prospectus Evaluation report for a program		
<b>5. Outdoor Leadership &amp; Instruction</b>	Experiential Education - 425/426/254/465/420/481 Outdoor Emerg. Care – 252/265 Exp. Field Trips Outdoor Living Skills - 321/465 Outdoor Leadership Skills - 420/427/493 Rescue Skills - 425/426 Adaptive Skills – RTH350/425/426 Interpretive Skills - 433/321	Classwork  LABS
<b>Measurement</b> Wilderness Education Association (WEA) Outdoor Leadership and Steward certification. Outdoor Emergency Care (OEC)/CPR certification Log/journal recording system to document other certifications and experience Personal Leadership Analysis Evaluation of performance in internships		
<b>6. Communication</b>	Written Skills-professional writing Verbal Skills-presentations and Exams Public speaking - 361/495/350 Facilitation Skills - 433/420/465/RTH470 Presentations of Proposals Computer Skills - all classes Professional Reading Comprehension - all classes PERT/Research Spreadsheets Leader Analysis C.Programs	Classwork  Cooperative Learning  Seminar Presentations
<b>Measurement</b> Tests in courses and a standardized exam as part of selected different finals Leadership Analysis/PERT/Research/Spreadsheets through computer use. Public Speaking - program proposal & seminar presentation		

<u>Goals</u>	<u>Courses</u>	<u>Method</u>
<b>7. Career Search</b>	Resume/Letter of App./Reference – 350/370 Interview Skills - 370 + Career Services/461 Job/Intern Search Skills- 350/370	Intern/Job search
<b>Measurement</b> Career Search, Portfolio and job placement		
<b>8. Foundations</b>	Social Functions - 250 Historical Aspects - 250 Government Roles - 250 Tourism - 250/426/440 Philosophy - 250 Definitions - 250 Specialized Services - 250 Natural Resources - 250/321/433	Classwork
<b>Measurement</b> Tests in courses and a standardized exam as part of selected different finals.		
<b>Use of Outcomes Assessment</b>		
a. The test results, standardized exam results and survey (of graduating seniors and alumni) will be made available to all faculty members in HHP.		
b. Where test results indicate a deficiency in either a course or an area of study, the professor(s) in charge will take appropriate measures to remedy the deficiency.		
c. If a program or seminar presentation is rated inferior, the deficiency will be addressed by the professor in charge of the class.		
d. Journals for outdoor pursuits students will document experiences and certifications for use in career placement.		
e. Students will take away a portfolio of the following documents to use as models;		
Program/grant proposal and evaluation report		
Strategic plan		
Professional job search portfolio including, resume, letter of application, and four letters of reference.		
A research prospectus		
Certificates		
Wildness Education Association		
Outdoor Emergency Care		
Outdoor First Care		
Project WILD		
Swiftwater Rescue (American Canoe Association)		
Ropes Course Facilitation		
American Red Cross (First Aid/CPR/AED)		
Certified Pool Operator		
Mountain Travel and Rescue		

## **Appendix 3.10 PRM Quality Enhancement Plan**

### **Western Carolina University College of Education Department of Health Physical Education and Recreation**

#### **Quality Enhancement Plan for the Parks and Recreation Management B.S. Degree**

#### **Parks and Recreation Management**

The B.S. in Parks and Recreation Management (PRM) consists of the Liberal Studies requirements, a generalist core, an area of concentration and electives. The generalist core gives the broad knowledge that professionals would need wherever they choose to work in the profession whether it is employee recreation, county recreation, military recreation, resorts, tourist attractions, or the land agencies (Parks, Forest Service, Army Corps, etc.). A concentration is chosen that best fits the area of specialization to the student. The concentrations are, Community Recreation Programs -- city, county, YMCA, military, etc., Outdoor Leadership and Instruction, Commercial and Resort Recreation, and Recreation Resource Management (for the Parks, Forest Service, Army Corps etc.). The focus is on program planning and administration. Some students will develop specialized outdoor leadership and instructional skills. Many graduates will begin their professional careers as program planners and will have management and administration skills “under their belts” so they can move up the “ladder” of promotion.

#### **Mission Statement**

The mission of the Parks and Recreation Management Program is to promote resourcefulness, independent thinking, the ability to cope with change, and service to society -- by preparing leaders in the recreation resource and outdoor education professions. The program strives to maintain an intellectual and caring environment through cooperation and collaboration in active learning. Experiential education is also an important component to encourage application and modification of theories learned.

#### **Standards of Knowledge, Skills and Abilities for PRM Students**

1. Possess knowledge of theories and concepts of leisure, parks, recreation, the social and individual impacts related to the delivery systems in public, private and non-profit arenas.
2. Possess knowledge about the diversity of populations served by recreational services and the different kinds of leadership (including leading the disabled) required to meet their needs
3. Be able to plan programs, including writing program/grant proposals and marketing plans.
4. Understand risk management at a program and administrative level and be able to write Risk Management Plans
5. Possess knowledge about administrative functions, including budgets, strategic planning, legal issues, policies, boards and supervision.
6. Understand basic research and evaluation concepts including needs assessments, descriptive and experimental research and be able to produce an evaluation report and research prospectus.

7. An understanding of safe outdoor leadership, effective instruction and interpretive techniques
8. Possess an ability to communicate verbally, in written form, as a facilitator, and through electronic means. Also to understand how to analyze and resolve complex problems using good communication.
9. Possess an understanding of the foundations of Leisure, Parks and Recreation with knowledge of the professional literature
10. Have experience through application of theories in labs and internships, field experiences in-class experiential work and expedition style courses.
11. Have the ability to produce comprehensive packages to gain employment including a letter of application, resume, references, and interview portfolio.

Many PRM course have labs to enable practice of skills. The curriculum ensures that all students do three 50 hour internships (mini-internships) and a 400 hour capstone internship. The PRM curriculum and long range planning sheet can be found in Appendix A and the Capstone Internship requirements can be found in appendix B. Mini internship requirements are similar to the Capstone except management questions and special projects are not required. There are also other opportunities to complete field experiences such as an Outward Bound course or a Wilderness First Responder course or further internships.

The WCU Parks and recreation Management Curriculum is one of the academic degree programs in the Department of Health, Physical Education and Recreation which is in the College of Education and Allied Professions. The mission of the parks and recreation curriculum is linked to the mission of the College of Education and Allied Professions and the teaching and learning goals that constitute the central mission of Western Carolina University, to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines.

### **Quality Enhancement Plan for Parks and Recreation Management**

The WCU Quality Enhancement Plan is described as follows:

*“Synthesis: A pathway to Intentional Learning at Western Carolina University* initiates new and enhances current connections among existing programs to create a more holistic approach to educating students. WCU faculty and staff recognize that a major challenge of higher education is the need for students to synthesize their curricular and co-curricular (outside of courses) college experiences. The Quality Enhancement Plan (QEP) use synthesis – the ability to integrate knowledge from different areas into an original whole – as the driving framework for teaching and learning. This emphasis on synthesis enhances the students’ educational journey and helps prepare them for life beyond college.”..... The QEP fosters synthesis across disciplines, coordinating curricular and co-curricular experiences to facilitate students’ development of a clearer purpose at the university. The plan’s implementation will impact academics, residential life, service learning, student leadership, study abroad, and career planning/education. The outcome of the plan will be students who are intentional participants in their own journey.”<sup>2</sup>

---

<sup>2</sup> *Synthesis: A Pathway to Intentional Learning at Western Carolina University*, 2007 Ed., Ann Hallyburton. © Western Carolina University, Cullowhee, NC p.1.

The parks and recreation management degree program will with this document develop plans to refine the PRM program to meet the learning goals and outcomes of the QEP. The WCU QEP plan states that “The overarching learning goal of the QEP is one where students will synthesize knowledge from their academic and co-curricular experiences to become intentional participants in their own learning. Specifically, students will:

1. Identify their aptitudes, abilities, and interests and articulate their future goals and aspirations;
2. Modify behaviors and values in response to knowledge and skills gained from their academic and co-curricular experiences; and
3. Recognize the synthesis of their university experiences and evaluate those experiences relative to their future education and career goals.” (p.1).

The PRM educational goals as outlined in the PRM outcomes assessment plan are as follows.

### **Educational Goal # 1- Leadership and Decision-making**

#### **Student Outcomes**

The ability to apply leadership and decision-making theory to include: Ethics, entrepreneurship, ”intrapreneurship”, management of human behavior, group dynamics, and face-to-face leadership.

#### **Educational experiences for attaining this goal**

##### **Topics                      Courses**

Committees    461/361/430/270

Ethics (business/        250/461/433/321/270/370/430

General/environment)

##### **Method**

Class work/cooperative learning/internships/expedition courses/field experiences/labs/internships/presentations/facilitation of activities

##### **Assessment**

Evaluation of performance in internships

Tests in courses and a standardized exam as part of selected different finals

Lab report (leadership self-analysis)

Evaluation of small group activities and projects

### **Educational Goal # 2 - Program Planning**

#### **Student Outcomes**

The ability to plan programs to include: Proposal writing, the planning process, risk management, and marketing.

#### **Educational experiences for attaining this goal**

##### **Topics                      Courses**

Proposal/grant writing 361/461/430

Planning processes    361/461/420/430/270/434

Risk management        361/461/420/430/434

Marketing                    361/461/430/434

Business planning 430

**Method**

Class work, group projects and lab experience (facilitation of a program, creating a business plan)

**Assessment**

Lab reports and professional documents (program proposal, marketing plan, risk management plans, trip plans, and business plan)

Evaluation of performance in internships

**Educational Goal # 3 - Administration**

**Student Outcomes**

The ability to understand administrative functions to include: Facilities, budgets, strategic planning, risk management, legal issues, policies, boards, and supervision.

**Educational experiences for attaining this goal**

**Topics**

**Courses**

Facilities management

330/SM435

Budgets

361/461/430

Strategic Planning

461/SM314

Risk Management

330/361/461/ 250/SM 314/SM415/430

Legal Issues

361/461/ 250/SM 314/SM415/430

Policies

361/461/430/330/341/483

Boards

361/461/SM314

Supervision

270/361/461/430/SM314

**Method**

Class work, producing professional documents, (risk management plans, budgets, business plans) capstone internship management questions, and internships

**Assessment**

Tests in courses and a standardized exam as part of selected different finals

Reports – strategic plan, business plan, risk management plan, budgets

**Educational Goal # 4 - Research**

**Student Outcomes**

The ability to understand research and evaluation in recreation studies to include: Needs assessment, descriptive research, evaluative research, and experimental research.

**Educational experiences for achieving this goal**

**Topics**

**Courses**

Needs assessment

361

Descriptive research

250/361/433/461

Experimental research

250/361/433

Evaluative research

361/461

Research prospectus

433

**Method**

Class work and production of a research prospectus and an evaluation report

**Assessment**

Tests in courses and a standardized exam as part of selected different finals

Evaluation report including a statistical analysis

A research prospectus

## **Educational Goal # 5 - Outdoor Leadership and Instruction**

### **Student Outcomes**

The ability to lead and instruct safely in the wild outdoors to include: Experiential education methods, outdoor emergency care, outdoor living skills, rescue, adaptive techniques and interpretation.

### **Educational experiences for achieving this goal**

<b>Topics</b>	<b>Courses</b>
Experiential education	254/340/425/426/420/427
Outdoor Emergency Care	254/356
Outdoor Living Skills	321/420/427
Rescue skills	425/426/420/427
Adaptive skills	RT 250
Interpretive skills	433/321
Facilitation skills	270/330

### **Method**

Class work, labs, field trips and expedition courses, facilitation of activities

### **Assessment**

- Wilderness Education Association (WEA) Steward certification
- Outdoor Emergency Care (OEC)/CPR certification
- Log/journal recording system to document other certifications and experience
- Evaluation of performance in internships

## **Educational Goal # 6 - Communication**

### **Student Outcomes**

The ability to communicate in the following ways: written, verbal, facilitation, through computer use, and reading with comprehension, the professional literature.

### **Educational experiences for achieving this goal**

<b>Topics</b>	<b>Courses</b>
Written skills – Professional writing	all classes
Verbal skills – Presentations and Public speaking	270/361/495/433/430/434
Computer skills	all classes
Reading comprehension	all classes

### **Methods**

Cooperative Learning, presentations in classes, senior seminar presentations, PERT charts, Leader analysis charts and graphs

### **Assessment**

- Tests in courses and a standardized exam as part of selected different finals
- Leadership Analysis/PERT/Research/Spreadsheets through computer use.
- Public Speaking - program proposal, business plan, facilitating small group projects and senior seminar presentation
- Cooperative learning processing

## **Educational Goal # 7 - Career Search**

### **Student Outcomes**

Become employable as a recreational professional by successfully using the career search techniques of: Resume and letter of application writing, interview techniques, and by receiving 4 work references for internships completed while at WCU.

### **Educational experiences for achieving this goal**

<b>Topics</b>	<b>Courses</b>
Resume/application materials	370 and Career Services
Interview skills	370 and Career Services
Job/internship search skills	370 and Career Services
Use of interview portfolio	370 and 495

### **Methods**

Class work, workbook and video practice through Career Services

### **Assessment**

Career Search success, interview portfolio and internship/job placement

## **Educational Goal # 8 - Foundations**

### **Student Outcomes**

An understanding of the 'foundations' of Recreation and Leisure services to include: social functions, historical aspects, government roles, tourism, philosophy, psychology, definitions, specialized services, and natural resources use and management.

### **Educational experiences for achieving this goal**

<b>Topics</b>	<b>Courses</b>
Social functions	250/361
Historical aspects	250/361/430
Government roles	250/433
Tourism	250/440/434/430
Philosophy	250/361
Definitions	250/361
Specialized services	250/361/430/433/440
Natural resources	250/433/321

### **Methods**

Class work and cooperative learning

### **Assessment**

Tests in courses and a standardized exam as part of comprehensive finals

### **Assessment Tools**

- Tests in courses
- Comprehensive projects in courses
- Evaluation of performance in internships
- Evaluation of management questions on the capstone internship
- Evaluation of the special project on the capstone internship
- Surveys of graduating seniors and alumni
- Roundtable discussions with seniors in the senior seminar
- Certifications – National Ski Patrol Outdoor Emergency Care (OEC)  
Wilderness Education Association (WEA) Steward  
American Red Cross CPR and Professional CPR  
Moonshadow Ropes Course Facilitator  
Certified Pool Operator\*

### American Canoe Association Swift-water Rescue

- Standardized comprehensive final examination questions on administration, management, program planning, and research to be given also in different classes. The comprehensive final also includes short answer and essay questions.

Portfolio - includes:

- Resume
- Certificates
- Reference Letters (from internships)
- PR Pieces (from the student newsletters)
- Grant/Program Proposal
- Program Evaluation report
- Strategic Plan
- Research Prospectus
- Business Plan
- Marketing Plan
- Risk Management Plan
- Outdoor Activity Log
- Leadership Self-analysis (outdoor students)
- PERT Chart
- Capstone Internship Special Project
- WEB page

### Current Applications of the QEP in PRM

Looking at the above goals, methods and assessment it can be seen that The PRM Program already fulfills many of the QEP goals and expectations. The experiential nature of the PRM program along with the cooperative learning philosophy and techniques used are in line with the learning theories supporting the QEP. These theories are outlined in the *WCU QEP Book* -- Bloom's notion of synthesis as a part of his Taxonomy of Learning Objectives, Kolb's experiential learning and learner centered approach and the Association of American Colleges suggestions on "creative problem-solving, team work and adaptability." PRM majors are being challenged as is also suggested to "perform consistently well, communicate effectively, think analytically, to help solve problems, work collegially in diverse team and use relevant skills of the profession".<sup>3</sup>

PRM majors are also expected to be active contributors to society. The details of how this is accomplished follows related to the QEP goals where WCU expects students to:

1. Identify their aptitudes, abilities, and interests and articulate their future goals and aspirations;
2. Modify behaviors and values in response to knowledge and skills gained from their academic and co-curricular experiences; and
3. Recognize the synthesis of their university experiences and evaluate those experiences relative to their future education and career goals.

---

<sup>3</sup> *Synthesis: A Pathway to Intentional Learning at Western Carolina University*, 2007 Ed., Ann Hallyburton. © Western Carolina University, Cullowhee, NC p.1.

### **1. Identify their aptitudes, abilities, and interests and articulate their future goals and aspirations**

To be admitted into the PRM program, students are required to write an essay describing why they would like to be a PRM major and their professional goals. This essay assists us in defining the students' direction and gives us an overview of their writing skills. This is part of the declaration of major process. Directions for writing the essay can be found in appendix C.

“All requirements for admission to Parks and Recreation Management (PRM) must be met by the beginning of the semester following the semester in which the student submitted the application. The following are requirements for admission:

1. Complete an essay after reviewing current PRM Journals on reasons for becoming a PRM major;
2. Complete a personal strategic plan with an advisor in which the plan should include involvement in professional activities as well as academic expectations;
3. Earn (and maintain) a minimum cumulative GPA of 2.5 on hours attempt at WCU”.<sup>4</sup>

We, as advisors, then sit down with each student individually to create a student strategic plan (see appendix D) with experiences that will benefit them beyond their class-work. This includes items such as certifications, internships/work experience, PRM club activities/other university club affiliations and leadership opportunities, conferences and opportunities at Southwestern and Haywood Tech that we don't offer (Wildlife courses and the Law Enforcement for Park Rangers course). This also includes study abroad opportunities, especially with the student exchange agreement with the Galway-Mayo Institute of Technology (GMIT) in Ireland. The GMIT exchange program started in 2005 after Dr. Phipps visited Ireland in 2004. Writing ability is also assessed and discussed with recommendations for improvements such as the use of the Writing Center and completing additional English courses. The students are also advised to read the PRM Student Handbook (see attachment and <http://www.wcu.edu/9182.asp>). This is the first “capture point” where we start the students on the QEP.

### **2. Modify behaviors and values in response to knowledge and skills gained from their academic and co-curricular experiences**

This goal is met through class work and the different extra curricular activities as suggested in their strategic plan. At each advising session when the students visit for *academic* advising, the strategic plan is used to check that they are in sync with the behaviors agreed upon in the plan. The students are encouraged to look at their files at any time and visit with their advisor to discuss their progress with both academics and career planning.

### **3. Recognize the synthesis of their university experiences and evaluate those experiences relative to their future education and career goals.**

Most of the synthesis of the students' university experience is done in PRM 370, Orientation to the Capstone Internship and PRM 495, Senior Seminar. In 370, their achievements are all drawn into their job application packets (resume, applications letter, references sheet and “to whom it may concern” references from the mini internships – see appendix F). They apply for their Capstone Internship in the same manner that they would apply for a job. In 495, the students finalize their portfolios (see page 6) and complete comprehensive examinations. The portfolios are called “interview portfolios” as the intent is for these to be taken to interviews so

---

<sup>4</sup> Western Carolina University Undergraduate Catalog 2008-2009, p.159

the students can show examples of professional documents that they have completed. It is hoped that as the students know that their documents will be shown to a possible future employer that this is a motivator to achieve a higher standard of work. These two courses are the final “capture points” for the seniors before they graduate.

### **Core expectations for students as integrated, intentional learners**

To achieve the above goals of the QEP, the following set of core skills and behaviors (outcomes) are expected.

“Integrate information from a variety of contexts

Solve complex problems

Communicate effectively and responsibly

Practice civic engagement

Clarify and act on purpose and values”<sup>5</sup>

The PRM educational goals show that many of the above skills and behaviors are being practiced. Further examples are given below:

### **Out of class examples**

- Students are actually required to do three small internships (mini –internships) to give them a breadth of experience to help in career choices, class discussions and to help boost their resumes. They also have opportunities to do further internships throughout the year and in the summers.
- The PRM program has required a Capstone Internship that has many requirements, including a special project for the agency.
- The PRM Club offers a place for the students to exhibit leadership and in the past the club has taken part in organizing hikes, Halloween parties for staff’s children, English breakfasts, chili cook-outs, adopt a trail, regional conferences, banquets etc.
- The PRM program takes the students to the Regional Adventure Education Conference every year. This conference is planned by students. We started this venture 15 years ago and organize it once every five years.
- The PRM program publishes a student newsletter (see <http://hhp.wcu.edu/PRM/PRM.html> and attachment) every semester, which details student projects, opinions and experiences. Students use their pieces as PR examples for their portfolios.
- Portfolios currently are part of the outcomes assessment for the student strategic plan. This includes class work examples of professional documents like Business Plans and Program Proposals, but also includes the certificates, resumes, PR Pieces from the student newsletters, and references from internships that are part of the student strategic plan. The portfolio is used as an interview portfolio and physically taken on job interviews. Anecdotal information suggests that this is a very effective strategy in helping student’s to be competitive and we hope it motivates them to do a better job in classes as well if they realize documents they produce will be shown at an interview.

### **In-class implementation of the QEP**

#### **Certifications**

Certifications provided in classes include: Project Wild, American Canoe Association Swift Water Rescue, Wilderness Education Association Steward and Workshop, Certified Pool Operator, Outdoor Emergency Care and First Aid, through the National Ski Patrol, CPR and Professional CPR.

---

<sup>5</sup> QEP Learning Goals and Outcomes Sheet

### **Class Experiences**

Experiences that PRM classes assist with or organize include:

- Earth Day at Cullowhee Valley School
- Environmental Education Programs at Cullowhee Valley School
- Acting as referees and officials throughout the county
- Acting as guides and instructors for Base Camp Cullowhee leading programs such as rafting, caving, climbing, roll clinics, women only trips, kayak slaloms, kayak touring etc.

### **Specific Class Projects**

- PRM 321 Outdoor Education and Interpretation includes interpretive projects and interpretive hikes in the Great Smokies National Park.
- PRM 356 Outdoor First Aid prepares students to work at local ski areas as ski patrol volunteers
- PRM 361 Program Planning requires students to create, implement and evaluate a program during the semester. These programs have included: environmental education programs in the schools, fund raisers for charities, sports clinics, outdoor activities for the student body and for Residential Life, Halloween Carnivals for Faculty and Staffs' children and many more. Program evaluations are often presented at the Undergraduate Research Symposium.
- PRM 430 Entrepreneurship and Commercial Recreation requires that students produce a business plan for a recreation-based business. Students have implemented these plans upon graduation to develop businesses such as Dillsboro River Company, a DVD Company in Ireland, and a catering service for the Grand Canyon and also programs for existing agencies. Each year, several of the business plans are selected for presentation at the Undergraduate Research Expo.
- PRM 433 Outdoor Recreation includes actually doing some research projects that are later presented in the Undergraduate Research Symposium.
- PRM 440 Students in the Travel and Tourism have produced Power Point Presentations, brochures and a Web page for the Mountain Heritage Center, plus outdoor activity guides for the WCU campus.
- PRM 461 Management and Administration of PRM Services require students to gain an understanding of all aspects of managing a parks and recreation related business. Students prepare financial statements, budgets, a strategic plan and a risk management plan for various agencies. Students are required to work with of recreation related business to complete the projects.
- PRM 270 Leadership and Group Dynamics requires students to compile an activity notebook which includes a wide variety of games, activities, initiatives, and icebreakers which the students can use in future classes, internships, or places of employment. Students also practice leading these activities with their peers and small groups on and off campus.

### **Labs**

Several courses have labs to give the students the necessary practical applications

- PRM 254 Introduction to Outdoor Pursuits has lab sessions in the pool, at Cedar Cliff Lake and on the rock in Panthertown Valley.
- PRM 356 Outdoor First Aid lab is where the students practice assessments, splinting etc.
- PRM 361 Program Planning and Evaluation lab is when the students actually plan and implement a program.
- PRM 420 Administration and Leadership of Outdoor Pursuits lab is where the students complete a three-day field trip practicing outdoor leadership, backpacking and rock climbing.
- PRM 425 Land based Outdoor Pursuits Education lab is where the students apply rescue skills in the field.

- PRM 426 Water-based Outdoor Pursuits Education lab is where the students apply teaching, leading and rescue skills out on the lakes and rivers

### **Expedition Courses**

- PRM 427 Wilderness Education is taught nearly all in the field. Locally it has been taught in the Panthertown Valley-Dismal Falls area as an eight day experience backpacking, and climbing. Even years it has been taught as a two week spring mountaineering experience in the Tetons. Both these courses are nationally certified Wilderness Education Association courses.

### **Field Experiences**

- PRM 486 Field Experience is for students to be able to get credit for experiences organizations like Outward Bound, the National Outdoor Leadership School or Nantahala Outdoor Center.

### **Changes planned for PRM to better fit the QEP**

The PRM program is already meeting most of the goals of the QEP. There are some suggested changes that could enhance the effectiveness of the process.

### **Recommended changes**

Beginning the Education Briefcase (EB) in year one and continuing with this will help to keep students on track with the expectations of the Interview Portfolio. Our first “capture point” in PRM for the students to enter into the QEP would still be the writing of the Admission Essay. Writing this essay in the PRM 250 Foundations course has become a natural process so to follow up on this, a written statement reflecting on the personal strategic plan at the end of the fall and spring semester in PRM 250 would be a way to keep the students thinking about the process.

Another “capture point” is needed in the fall semester for students in their third (or the start of their fourth) year. A one credit seminar course dealing with the processes of the QEP and academic requirements such as completing the Graduation Check Form is suggested. This is where the students can revise EB materials, analyze where they are in their personal strategic plan and analyze what experiences they need to make sure both the EB and strategic plans are complete. This would need to be a 300 level course. The PRM QEP Pilot Model based on the example given in the WCU QEP book <sup>6</sup>(Table 5) is shown in the table below.

The final “capture point” will be the Orientation to Internship Course (PRM 370) and The Senior Seminar (PRM 495). This is when the EB materials will be finalized, the capstone internship/job application package completed and the “where I’m going” presentation will be done. As this is a senior course, it should be changed to a 400 number, possibly 470, which will also reflect its attachment to the capstone internship. Research presentations will be completed as part of the Undergraduate Research Expo and the Regional Adventure Education Conference.

It is suggested that we drop the camping courses, Camp Counseling, PRM 313 and Organization and Administration of Camping Agencies PRM 314 because of the lack of teaching resources. The Hendersonville area has probably the highest number of camps in the country and the camps bring in a significant amount of income to the economy of the region but we just do not have the faculty to teach these courses and are already relying on several adjuncts to teach our courses. We have not offered the camp courses for some time and do not see the possibility of new faculty being given to PRM, so they will be cut from the catalog.

---

<sup>6</sup> *Synthesis: A Pathway to Intentional Learning at Western Carolina University*, 2007 Ed., Ann Hallyburton

Another class to be cut would be the Travel and Tourism course PRM 444. Historically, tourism was taught under PRM, but a Tourism and Hospitality Management program was added in the College of Business so this course is now a duplication of their introductory course. We are considering changing the name of the High Adventure Travel and Outfitting course, PRM 434 to Adventure Travel.

Currently the PRM Leadership and Group Dynamics courses use *The Group Book: Effective Skills for Cooperative Groups* (see attachment) as a supplemental text to learn the soft skills. This book is a suitable resource for any other class that they may have in the future where they may be put into groups.

## Parks and Recreation Management QEP Pilot Model

	First Year	Second Year	Third Year	Fourth Year
<b>QEP Learning Objective(s)</b>	1: Students identify aptitudes, abilities, and interests and articulate future goals and aspirations	2: Students modify behaviors and values in response to knowledge and skills gained from academic and co-curricular experiences	2-3: QEP objective 2, and students recognize and evaluate the synthesis of university experiences relative to future education and career plans	3: Students recognize and evaluate the synthesis of university experiences relative to future education and career plans
<b>Course</b>	<b>USI 130: fall term **</b>	<b>200-level major gateway; fall term</b>	<b>300-level mid-major course; fall term</b>	<b>400-level major capstone course; fall and spring</b>
<b>Structured activities related to QEP Learning Outcomes</b>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• create Education Briefcase (EB);</li> <li>• do mentored reflection of EB</li> <li>• write appraisal for EB;</li> <li>• write PRM essay that identifies goals and career goals</li> <li>• complete the personal strategic plan (PST) for the PRM Program that integrates curricular and co-curricular activities</li> <li>• study the PRM Student Handbook</li> </ul> <p><i>Assessable artifacts:</i></p> <ul style="list-style-type: none"> <li>• Essay</li> <li>• Personal strategic plan</li> <li>• EB appraisal</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• revise Education Briefcase (EB) materials;</li> <li>• evaluate EB materials (PRM 250)</li> <li>• revise Personal Strategic Plan (PST) with advisor</li> <li>• complete aspects of the PST –special consideration to study abroad</li> <li>• write a statement reflecting on the PST – tasks accomplished and tasks to do - in PRM 250. Add this to the EB.</li> <li>• study the PRM Student Handbook</li> </ul> <p><i>Assessable artifacts:</i></p> <ul style="list-style-type: none"> <li>• Revised PST</li> <li>• Reflection paper on PST tasks</li> <li>• EB appraisal</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• revise Education Briefcase (EB) materials;</li> <li>• evaluate EB materials (new seminar course)</li> <li>• revise Personal Strategic Plan (PST)</li> <li>• complete aspects of the PST</li> <li>• write a statement reflecting on the PST – tasks accomplished and tasks to do in the new seminar course - add this to the EB.</li> <li>• study the PRM Student Handbook</li> </ul> <p><i>Assessable artifacts:</i></p> <ul style="list-style-type: none"> <li>• Revised PST</li> <li>• Reflection paper on PST tasks</li> <li>• EB appraisal</li> <li>• Internship evaluations</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• study the PRM Student Handbook</li> <li>• revise EB materials (final self appraisal and career statement in PRM 370);</li> <li>• prepare cover letters, resumes and application materials for capstone internship/career (EB) in PRM 370;</li> <li>• Present “What I learned, Where I’m Going” (synthesis statement) for senior seminar (PRM 495) which synthesizes academic and co-curricular experiences and ties these to graduate/career plans (EB).</li> </ul> <p><i>Assessable artifacts:</i></p> <ul style="list-style-type: none"> <li>• sampling of EBs</li> <li>• cover letters, resumes and application materials</li> <li>• culminating research presentation</li> <li>• synthesis statement/presentation</li> </ul>



## PRM Program Concentrations

(Choose 12 credits from one of the following concentration areas):

### 5. Community Recreation Concentration:

- \_\_\_\_\_ PE-264 (1) Skill Acquisition I
- \_\_\_\_\_ PE-410 (3) Coaching Baseball and Football
- \_\_\_\_\_ PE-411 (3) Coaching Basketball, Track and Field
- \_\_\_\_\_ PRM-330 (3) Aquatic Recreation Management (Fall)
- \_\_\_\_\_ PRM 340 (3) Challenge Course Facilitation (Fall)
- \_\_\_\_\_ PRM-352 (3) Beginning/Intermediate Canoe and Kayak
- \_\_\_\_\_ PRM-420 (3) Admin. and Leadership of Outdoor Pursuits (Spring)
- \_\_\_\_\_ PRM-427 (3-6) Wilderness Education
- \_\_\_\_\_ PRM-434 (3) High Adventure Travel and Outfitting
- \_\_\_\_\_ PRM-435 (3) Park and Rec. Sites, Facilities and Programs
- \_\_\_\_\_ PRM-440 (3) Travel and Tourism (Spring)
- \_\_\_\_\_ SM-315 (3) Introduction to Intramurals and Rec. Sports
- \_\_\_\_\_ SM-435 (3) Events and Facilities Management and Marketing

### 6. Outdoor Leadership and Instruction Concentration:

- \_\_\_\_\_ PRM-321 (3) Outdoor Education and Interpretation (Spring)
- \_\_\_\_\_ PRM 340 (3) Challenge Course Facilitation (Fall)
- \_\_\_\_\_ PRM-352 (3) Beginning/Intermediate Canoe and Kayak
- \_\_\_\_\_ PRM-420 (3) Admin. and Leadership of Outdoor Pursuits (Spring)
- \_\_\_\_\_ PRM-425 (3) Land-based Outdoor Pursuits Education (Spring)
- \_\_\_\_\_ PRM-426 (4) Water-based Outdoor Pursuits Education (Fall)
- \_\_\_\_\_ PRM-427 (3-6) Wilderness Education
- \_\_\_\_\_ PRM-434 (3) High Adventure Travel and Outfitting
- \_\_\_\_\_ PRM-486 (3) Field Experience (Fall, Spring, Summer)
- \_\_\_\_\_ RTH-470 (3) Adventure Based Recreational Therapy (Fall)

### 7. Commercial and Resort Recreation:

- \_\_\_\_\_ ACCT-161 (3) Accounting for Non-business Majors
- \_\_\_\_\_ BA-133 (3) Introduction to Business
- \_\_\_\_\_ HT-130 (3) Introduction to Hospitality and Tourism
- \_\_\_\_\_ HT-335 (3) Lodging and Resort Management
- \_\_\_\_\_ HT-336 (3) Club Management
- \_\_\_\_\_ MGT-300 (3) Introduction to Management
- \_\_\_\_\_ MGT-401 (3) Small Business Management
- \_\_\_\_\_ PRM 340 (3) Challenge Course Facilitation (Fall)
- \_\_\_\_\_ PRM-330 (3) Aquatic Recreation Management (Fall)
- \_\_\_\_\_ PRM-352 (3) Beginning/Intermediate Canoe and Kayak
- \_\_\_\_\_ PRM-425 (3) Land-based Outdoor Recreation Pursuits (Spring)
- \_\_\_\_\_ PRM-426 (4) Water-based Outdoor Recreation Pursuits (Fall)
- \_\_\_\_\_ PRM-427 (3-6) Wilderness Education
- \_\_\_\_\_ PRM-434 (3) High Adventure Travel and Outfitting
- \_\_\_\_\_ PRM-440 (3) Travel and Tourism (Spring)

### 8. Recreation Resource Management:

An approved area of study tailored to suit specific land agencies such as the National Park Service, National Forest Service, Army Corps of Engineers, and State Parks.



## Appendix B

### PRM Essay

In order to assist us in helping you with your major in Parks and Recreation Management, we would like you to put some thoughts in writing for us. This essay will not be graded, but it will be used in assigning an advisor to your program and will be used during your strategic planning. Your essay should include:

#### Part 1. Past Experiences

What experiences in your past have brought you to Parks and Recreation Management as a major?

Examples: your parents introduced you to the outdoors, you attended camp as a child, you have worked during the summer with your local recreation park, your parents visited national parks or forests, you enjoy a variety of outdoor activities, you were a boy/girl scout when you were growing up, etc.

#### Part 2. Goals

What goal or goals would you like to achieve in the Parks and Recreation Management field? Where do you see yourself eventually finding work? Examples: you always wanted to work in a community recreation program, you would like to work in a national park or state park, or you would like to lead others in outdoor recreation activities, etc.

#### Part 3. Strategies

What strategies will help you to achieve your goals? Examples:

1. Courses you should take in the major and as electives
2. Summer jobs that will benefit you, internships or volunteer positions that you should explore
3. Involvement in the PRM club or other organizations on campus
4. Service Learning
5. Experiences through Base-camp Cullowhee
6. Involvement in off campus organizations
7. Conferences you should attend
8. Membership in professional organizations and groups
9. Certifications you plan to acquire.
10. How will you continue to improve your writing skills?

**Appendix C**  
**PRM Individual Student Strategic Planning Sheet**

**Name** \_\_\_\_\_

**Career Direction** (type of professional position) \_\_\_\_\_

On this form include extra curricular activities that will show that you have been involved in professional recreation activities while here at WCU. The number one aspect on an application for an internship or job that employers are looking for is **involvement**, the second is being able to work with other people **cooperatively**, the third aspect is the **ability to write**.

**Goals**

**Strategies**

**Dates**

(Semester you will do these activities)

Certificates

Summer jobs/internships

Conferences

Associations

PRM Club

Study Abroad

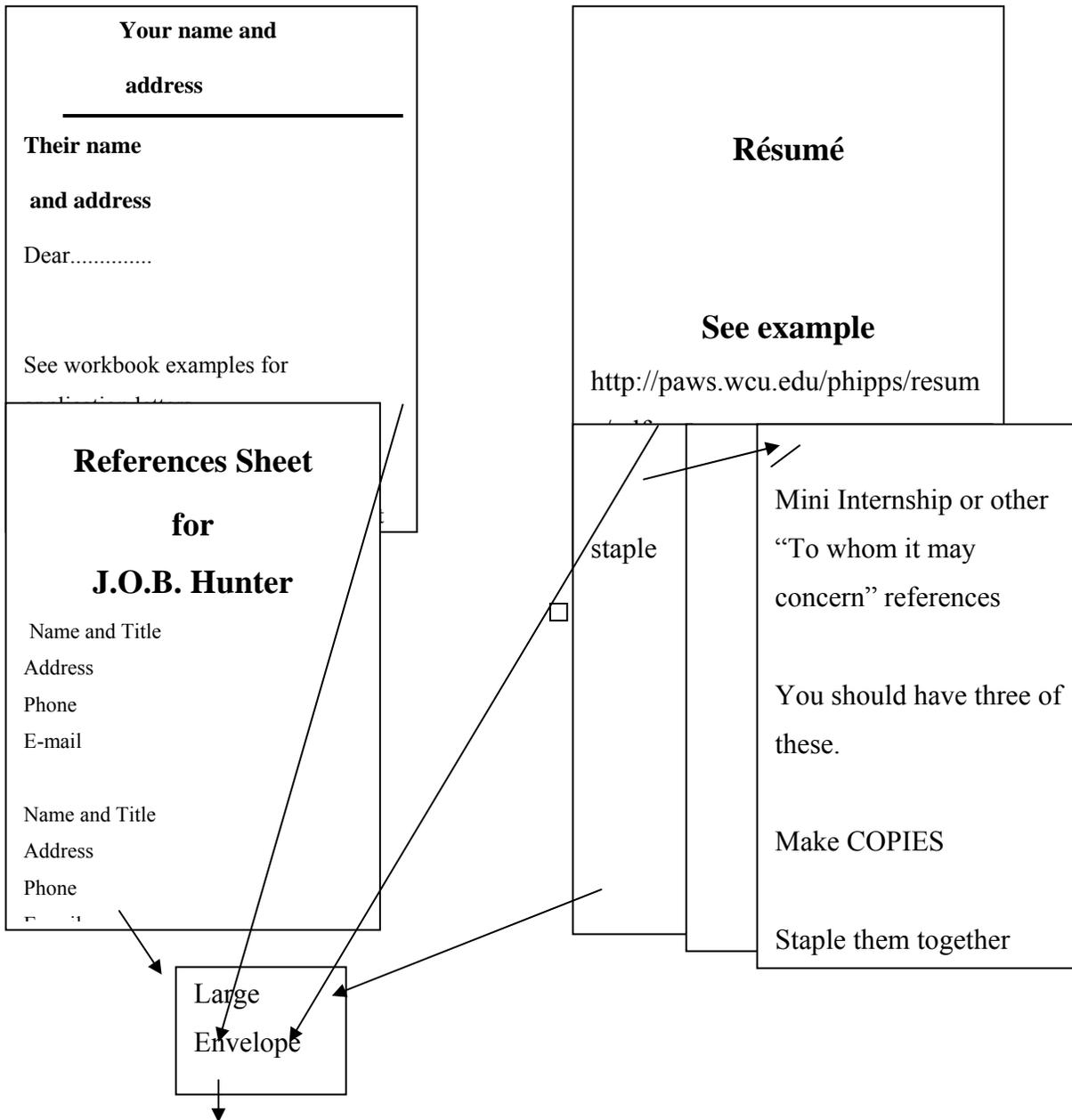
Haywood Tech/SCC

Writing skills

### Appendix D

#### Internship Application Package

Use good quality paper --cream or white not gray and laser print



## Appendix 4. Standard 4 – PRM Faculty, Research, Teaching, Scholarship, and Service

### Appendix 4.1 Age, Tenure Status, Gender, and Ethnic Origin of Faculty

<u>Name</u>	<u>Age</u>	<u>Tenure Status</u>	<u>Gender</u>	<u>Ethnic Origin</u>
Ben Tholkes	60	Tenured	M	Caucasian
Maurice Phipps	63	Tenured	M	Caucasian
Debby Singleton	48	Nontenured	F	Caucasian
Rebecca Lindsay	50	Nontenured	F	Caucasian
Sam Fowlkes	59	Nontenured	M	Caucasian
Earl Davis	56	Nontenured	M	Caucasian
Rhett Langston	44	Nontenured	M	Caucasian
Todd Murdock	49	Nontenured	M	Caucasian

**Appendix 4.2 Credentials of Faculty For Last Academic Year**

Dr. Ben Tholkes

B.S. – Business Administration

M.S. – Experiential Education

Ph. D. – Kinesiology and Leisure Studies

Dr. Maurice Phipps

B.S. – Physical Education and Recreation

M.S. – Experiential Education

Ph. D. – Parks, Recreation and Leisure Studies

Debby Singleton

B.S. – Health and Physical Education

M.A. – Physical Education

Rebecca Lindsay

B.S. – Therapeutic Recreation

M.S. – Human Resource Development

Sam Fowlkes

B.S. – Political Science

M.A. Ed. – Social Science

Earl Davis

B.A. - Psychology

M.A. – Clinical Psychology

Rhett Langston

B.A. - Communication

M.S. – Sport Management

Todd Murdock

B.A. – Marketing

B.S. – Parks and Recreation Management

M.A. Ed. – School Counseling

**Appendix 4.3 Summary of Sponsored Research**

The Parks and Recreation Management program has conducted no sponsored research during the time of this review.

## Appendix 4.4 Curriculum Vitae for Full-Time Faculty

### Appendix 4.4.1 Dr. Ben Tholkes Curriculum Vitae

**Dr. Ben F. Tholkes**  
P.O. Box 2936  
Cullowhee, NC 28723  
(828) 293-7134

#### EDUCATION

DOCTOR OF PHILOSOPHY, KINESIOLOGY AND LEISURE STUDIES,  
UNIVERSITY OF MINNESOTA, Minneapolis MN 1994

MASTER OF SCIENCE, EXPERIENTIAL EDUCATION,  
MANKATO STATE UNIVERSITY, Mankato MN 1989

BACHELOR OF SCIENCE, BUSINESS ADMINISTRATION,  
MANKATO STATE UNIVERSITY, Mankato MN 1972

ASSOCIATE OF ARTS, BUSINESS,  
ROCHESTER COMMUNITY COLLEGE, Rochester MN 1970

#### Employment History

Western Carolina University, NC August 1993 – present (Full-time position)	Associate Professor Parks and Recreation Management in the Department of Health, Physical Education and Recreation
Mankato State University, MN March 1992 - July 1993 (Part-time position)	Adjunct Professor Department of Experiential Education
Mankato State University, MN January 1992 - June 1993 (Part-time position)	Adjunct Professor Department of Recreation, Parks and Leisure Services
University of Minnesota, MN September 1990 - June 1992 (Part-time position)	Teaching Assistant School of Kinesiology and Leisure Services
University of Minnesota, MN March 1989 - June 1992 (Part-time position)	Program Coordinator Center for Outdoor Adventures (COA) University of Minnesota outdoor program. Planned and lead outdoor activities for University students.

Mankato State University, MN June 1991 - September 1991 (Part-time position)	Adjunct Professor Department of Experiential Education. Coordinated outdoor adventure program (rock climbing and ropes course).
Mankato State University, MN September 1986 - December 1988 (Part-time position)	Teaching Assistant Department of Experiential Education. Taught introduction courses, ropes courses, and rock climbing.
Welch Village Ski Area, MN November 1977 - January 1993 (Full-time/Seasonal position)	Professional Ski Patrol Trained ski patrollers to care for injured skiers and treated injured skiers.
Apollo Business and Technical School, NV August 1985 - December 1985 (Part-time position)	Instructor Taught classes in Business Math, Accounting I and II, Introduction to Business.
National Park Service, WA June 1978 - October 1984 (Full-time/Seasonal position)	Seasonal Ranger Trained and supervised park service seasonal employees in campground, entrance station, and search and rescue.

### **Record of Teaching**

Courses that I have taught in higher education are as follows:

At Western Carolina University:

- HEAL 255 Outdoor First Aid
  - PRM 150 Career Opportunities in Park and Recreation
  - PRM 250 Foundations of Park and Recreation
  - PRM 256/356 Outdoor First Aid
  - PRM 321 Outdoor Education and Interpretation
  - PRM 370 Internship Orientation
  - PRM 383 Internships in Park and Recreation
  - PRM 389 Coop Experience
  - PRM 425 Land-Based Outdoor Pursuits
  - PRM 433 Outdoor Recreation
  - PRM 461 Management and Administration of PRM
  - PRM 480 Independent Study
  - PRM 493 Outdoor First Care
  - PRM 495 Senior Seminar
- Assisted Dr. Phipps with 5 classes of PRM 493 Outdoor Pursuits and  
1 class of PE 405 Outdoor Leisure Pursuits.
- Served as a guest lecturer in a number of PRM, Physical Education,  
Natural Resource Management, and Recreational Therapy classes.

## **Professional Development**

### **Publications and Research**

- Tholkes, Ben F. (1988) An examination of ethical issues relating to emergency care and rescue. Experiential Education Department, Mankato State University.
- Tholkes, Ben F. (1993) Anxiety and outdoor adventure: A study of state anxiety and activity performance. University of Minnesota, Doctoral Thesis.
- Tholkes, Ben F. (1994) Anxiety and outdoor adventure: A study of state anxiety and activity performance. Proceedings of the Coalition for Education in the Outdoors.
- Tholkes, Ben F. (1995) Ethical concerns in the field of wilderness search and rescue. Proceedings of the National Association for Search and Rescue.
- Tholkes, Ben F. (1996) The effects of modeling in adventure education. Camping Magazine, May/June, Vol. 68, No. 5.
- Tholkes, Ben F. (1996) Ethical concerns in the field of wilderness search and rescue. The Journal of the National Association for Search and Rescue, Winter, Vol. 15, No. 1.
- Tholkes, Ben F. (1997) Casino gambling comes to Cherokee, North Carolina. The North Carolina Journal, Spring, Vol. 33, No. 1. (Research Abstract).
- Tholkes, Ben F. (1997) Potential impact of gambling on Western North Carolina. The North Carolina Journal, Fall, Vol. 33, No. 2.
- Tholkes, Ben F., Phipps, Maurice (1997) Cooperative learning in the university classroom. Schole: The Journal of Leisure Studies and Recreation Education, Vol. 12.
- Tholkes, Ben F. (1998) Defining risk. Camping Magazine, September/October, Vol. 71, No. 5.
- Tholkes, Ben F., Boniface, Chad (1999) Panthertown Valley: A recreational use study. The North Carolina Journal, Spring, Vol. 35, No. 1.
- Tholkes, Ben F. (1999) What is your bottom line? NCAAHPERD News, September.
- Phipps, Maurice, Tholkes, Ben, Claxton, David, (2001) Outcomes assessment: Outcomes Assessment in Health Physical Education and Recreation. The North Carolina Journal. Fall, Vol. 37, No. 2.

Tholkes, Ben F. (2001) Real-Life SAR Events Make for Compelling Reading. Ski Patrol, Winter, Vol. 17, No. 2.

Tholkes, Ben F. (2002) Backcountry Ethical Issues. The Journal of the Association of National Park Rangers, Vol. XVIII, No. 4.

Gaskill, P.L., Tholkes, Ben F (2006) The future of leisure services in North Carolina. In P.L. Gaskill (Ed.), Introduction to leisure services in North Carolina. (pp. 151-156). Dubuque, IA: Kendall/Hunt Publishing Company.

Tholkes, Ben F. (2009) From NPS to VIP. The Journal of the Association of National Park Rangers. Fall, Vol. 25, No. 4.

### **Professional Presentations**

November, 1993 - WCU Adventure Education Conference. "Outdoor Emergency Care". Cullowhee, NC.

December, 1993 - Park and Recreation Management Club. "Risk and Wilderness Rescue". Cullowhee, NC.

January, 1994 - Coalition for Education in the Outdoors. "Anxiety and outdoor adventure: A study of state anxiety and activity performance". Bradford Woods, IN.

November, 1994 - WCU Adventure Education Conference. "Technical Aspects of Rescue". Cullowhee, NC.

November, 1994 - National Ski Patrol Annual Refresher. "Care and Treatment of Environmental Emergencies". Asheville, NC.

April, 1995 - SE Association of Exp. Ed. Conference. "Risk: An Examination of its Role in Adventure Education". Black Mountain, NC.

May, 1995 - National Association of Search and Rescue Conf. "Ethical Concerns of Search and Rescue". Nashville, TN.

November, 1995 - National Ski Patrol. "Treatment for Spinal Related Emergencies Asheville, NC.

November, 1996 - WCU Adventure Education Conference. "CPR in the Wilderness Setting". Cullowhee, NC.

November, 1996 - National Ski Patrol. "Anatomy and Physiology". Asheville, NC.

November, 1996 - The North Carolina Alliance for Health, Physical Education Recreation and Dance. "Casino Gambling Comes to Cherokee, North Carolina". Greensboro, NC.

November, 1997 - National Ski Patrol. "Treatment of Shock in the Wilderness Setting". Maggie Valley, NC.

November, 1997 - The North Carolina Alliance for Health, Physical Education Recreation and Dance. "Initiatives: More Than Just Games". Greensboro, NC.

February, 1998 - Wilderness Education Association National Conference for Outdoor Leaders. "Learning to Break-the-Ice". Brevard, NC.

- November, 1998 – National Ski Patrol. “Emergency Treatment of Medical Illness”. Maggie Valley, NC.
- November, 1999 – Adventure Education Conference. “Facilitation on the WCU Climbing Spire”. Cullowhee, NC.
- November, 1999 – “Research towards tenure”. HHP Research Forum. Cullowhee, NC.
- November, 1999 – National Ski Patrol. “Assessment of the Patient with a Medical Illness”. Maggie Valley, NC.
- November, 2000 – Adventure Education Conference. “Impacts of Aesthetic Carrying Capacity” (with student presenters). Montreat, NC.
- November, 2000 – National Ski Patrol. “Managing and Controlling External Bleeding”. Maggie Valley, NC.
- November, 2000 – North Carolina Recreation and Parks Society Annual Conference. “Equity in the Provision of Leisure Services”. Raleigh, NC.
- November, 2001 – National Ski Patrol, “Neurological Injury Management”, Maggie Valley, NC.
- November, 2002 – Adventure Education Conference, “Hiring Practices in Outdoor Recreation, Warren Wilson College, Asheville, NC (with student presenters)
- November, 2002 – National Ski Patrol, “Bleeding, Bandaging, and Burns”, Maggie Valley, NC.
- November, 2002 – North Carolina Recreation and Parks Society Annual Conference “Examining the Use of Adventure Recreation Activities”, Greensboro, NC.
- November, 2003 – NCAAHPERD Conference, “Adventure Activities with Youth-at-Risk”, Greensboro, NC.
- November, 2003 – National Ski Patrol, “Environmental Injuries”, Maggie Valley, NC.
- November, 2003 – Adventure Education Conference, “Does JoJo Say No or Go?”, Brevard, NC.
- June, 2004 – North Carolina Recreation and Park Society Annual Conference, “Are Your Programs Serving the Whole Community?”, Hickory, NC.
- October, 2004 – National Ski Patrol, “Oxygen Administration”, Cullowhee, NC.
- October, 2004 = Adventure Education Conference, “Is Risk a Four Letter Word?” Bryson City, NC (with student presenter).
- March, 2005 – The Annual Gender Research Conference, “Equity Within Sports Reporting”, (with student presenters). Western Carolina University.
- November, 2005 – National Ski Patrol “Assessment of Responsive Medical Emergency Patients”, Maggie Valley, NC.
- November, 2006 – National Ski Patrol “Traction Splinting and Shock Management” Maggie Valley, NC.
- November, 2006 – Adventure Education Conference, “Is Crowding Affecting Your Outdoor Experience?”, Cullowhee, NC.
- May, 2007 –Southeastern Regional Hiking Conference, “Risks We Face on the Trail”, Black Mountain, NC.
- November, 2007 – Adventure Conference, “Risk Associated with Outdoor Adventure” Brevard, NC.
- November, 2008 - National Ski Patrol, “Airway Management and Oxygen Administration”, Maggie Valley, NC.

- November, 2008 – Adventure Conference, “The Impact of Crowding on Outdoor Recreation” Montreat, NC
- March, 2009 – Gender Research Conference, “Equity Between Men and Women in Recreation Publications” Cullowhee, NC
- November, 2009 – National Ski Patrol, “Pediatric Emergencies” Maggie Valley, NC
- November, 2009 – Adventure Conference, “Women’s Issues in Adventure Education” Brevard, NC
- April, 2010 – AEE Southeast Regional Conference, “Is it Worth the Risk?” Montreat, NC

### **Professional Growth**

- October, 1993 - Attended "Workshop on Scholarly and Professional Writing" presented by the Department of Research and Graduate Studies.
- December, 1993 - Attended the videoconference "Peter Senge: Understanding the Learning Organization" sponsored by Academic Affairs.
- May, 1994 - Attended "New Faculty Seminar on Exemplary Teaching" presented by Institute for College and University Teaching.
- June, 1994 - Attended four-day beginning open canoe program at the Nantahala Outdoor Center.
- November, 1994 - Attended the proposal writer’s workshop.
- February, 1995 - Attended Dr. Christopher Knapper "Strategies for Evaluating Teaching".
- April, 1995 - Attended the SE Association of Experiential Education annual conference. Black Mountain, NC.
- May, 1995 - Attended the annual conference of the National Association for Search and Rescue. Nashville, TN.
- July, 1995 - Attended the Naturalist and Educator Week at Great Smoky Mountains Institute in Tremont. Tremont, TN.
- November, 1995 - Attended the Adventure Education Conference at Western Carolina University.
- May, 1996 - Attended the Wilderness and Natural Areas in Eastern North America conference in Gatlinburg, Tennessee.
- November, 1996 - Attended the North Carolina Alliance for Health, Physical Education, Recreation and Dance annual conference. Greensboro, NC.
- January, 1997 - Attended Operation Jumpstart, software workshop sponsored by the Faculty Center.
- June, 1997 - Attended Ropes Course facilitators training session at Nantahala Center.
- July, 1997 - Attended the 1997 Outdoor Emergency Care (OEC) Summer Seminar for OEC Instructor certification. Asheville, NC.
- January, February, March, 1998 – Attended Computer Implementation Workshops sponsored by the Faculty Center.
- April, 1998 – Attended A Celebration of Teachers and Teaching at Western Carolina University.
- June, 1998 – Attended National Ski Patrol Summer Seminar and New Patient Assessment Workshop. Asheville, NC.
- May, 1999 – Attended the Health and Happy Trails Workshop in Cherokee, NC.

- September, 1999 – Attended the Web for Faculty workshop at Western Carolina University.
- October, 1999 – Attended Cooperative Learning session at Western Carolina University.
- June, 2000 – Attended the National Ski Patrol Outdoor Emergency Care instructor summer seminar.
- June, 2000 – Instructed at the International Physical Education Teachers Workshop.
- February, 2001 – Attended workshop on advising for new Liberal Studies program.
- February, 2002 – Attended Wilderness education training in Great Smoky Mountains National Park.
- May, 2001 – Attended National Ski Patrol Spring Officer's Meeting.
- August, 2001 – Attended National Ski Patrol Fall Officer's Meeting.
- September, 2002 – Attended National Ski Patrol Fall Officer's Meeting in Wytheville, VA.
- September, 2004 - Attended a discussion on "Engaging Students in the Research Project".
- November, 2004 - Attended a session on Scholarship on Teaching and Learning.
- January, 2005 – Attended a training session on integrating service learning into the classroom.
- March, 2005 – Attended training session by the South District Resource Education Division in Great Smoky Mountains National Park.
- March, 2007 – Attended training on Turnitin.
- May, 2007 – Attended National Park Service elk bugle core training.
- August, 2007 – Attending recertification training for Outdoor Emergency Care with the National Ski Patrol
- February, 2008 – Attended workshop by Laura Chapman on education technology.
- April, 2008 – Attended the SoTL Assessment by Dr. Judith Miller.
- May, 2008 – Attended the WCU Conversation on Experiential Education.
- August, 2009 – Attended the Southern Division National Ski Patroller Conference, Kingsport, TN
- September, 2009 – Completed online graduation application training.

### **Grants/Funding**

- 1992 Minnesota Park and Recreation Foundation research grant. (\$500).
- 1994 WCU Microgrant requested for "Environmental Education College Consortium". (\$227).
- 1995 Received Center for Improving Mountain Living funding or research in Cherokee. (\$1000).
- 1995 Applied for Vice-Chancellor's Instructional Improvement Grant. (\$860).
- 1995 Received Faculty Research Grant for research in "Attitudinal and Motivational Analysis of Visitors in Cherokee". (\$893).
- 1995 Received Microgrant to attend the Naturalist and Educator Week at Great Smoky Mountains Institute. (\$234).
- 1996 Received a Faculty Summer Travel Grant to attend a Fundamental of Search and Rescue course in Minnesota. (\$1000).

- 1996 Received an "Adopt-A-Trail" grant from the North Carolina Department of Environment, Health, and Natural Resources. (\$760).
- 1996 Applied for the Vice-Chancellor's Instructional Improvement Grant. (\$800).
- 1998 Applied for a Faculty Research Grant for research at Nantahala Outdoor Center. (\$1200).
- 1998 Received a Vice Chancellor's Instructional Improvement Grant for PRM 425 (\$1500).
- 1999 Applied for the Beyond the Classroom Award (\$2500). One of four finalists.
- 2000 Applied for Adopt-A-Trail grant with the NC Department of Environment, Health, and Natural Resources.
- 2000 Assisted students in applying for and receiving an Undergraduate Research Grant (\$213.56).
- 2001 Applied for Adopt-A-Trail grant with the NC Department of Environment, Health, and Natural Resources.
- 2002 Applied for Undergraduate Research Grant for students to present research at the annual Adventure Conference.
- 2003 Applied for Student Affairs Integration Learning Award.
- 2008 Working with Grant Office to investigate sources for climbing/rescue room funding.

### **Off-Campus Instruction and Regional Service**

- January, 2000 – Presented “Rock Climbing” and “Wilderness Survival” at the annual Boy Scout Merit Badge Midway.
- April, 2000 – Served on the NCAAHPERD Nominating Committee.
- August, 2000 – Appointed to NCAAHPERD Editorial Board.
- November, 2000 – Panel member for Adventure Education Conference roundtable discussion on current issues in the field.
- June/July, 2001 – Worked with WCU Admissions and Southwestern Community College to form an articulation agreement between WCU's Parks and Recreation Management program and SCC Outdoor Leadership program.
- April, 2001 – Presented Earth Day activities at Cullowhee Valley School.
- April, 2001 – Served on the Board of the North Carolina Bartram Trail Society.
- November, 2001 – Assisted the National Park Service with Adopt-A-Trail and Adopt-A-Campsite program.
- December, 2001 – Conducted Panthertown research for the National Forest Service.
- April, 2002 – Conducted Earth Day activities at Cullowhee Valley School.
- November, 2002 – Assisted the National Park Service with Adopt-A-Trail and Adopt-A-Campsite program.
- December, 2002 – Conducted Panthertown research for the National Forest Service.
- January, 2003 – Conducted CPR training for National Park Service.
- June, 2003 – Conducted first aid training for National Park Service.
- April, 2003 – Served on the Jackson County Red Cross Advisory Board.
- April, 2003 – Provided Earth Day activities for Cullowhee Valley School.
- May, 2003 – Conducted first aid and CPR training for the National Park Service.
- April, 2004 – Provided Earth Day activities at Cullowhee Valley School.

April, 2004 – Provided Earth Day activities at Cullowhee Valley School.  
 June, 2004 – Conducted CPR training for Upward Bound staff.  
 June, 2004 – Conducted first aid and CPR training for the National Park Service.  
 September, 2004 – Served on the Jackson County Recreation and Parks Board.  
 October, 2004 – Served on the Jackson County Red Cross Board.  
 February, 2005 – Served on the SCC Outdoor Leadership Advisory Board.  
 April, 2005 – Provided Earth Day activities at Cullowhee Valley School.  
 May, 2005 – Conducted first aid training for National Park Service.  
 January, 2006 – Served on the Jackson County American Red Cross Board.  
 January, 2006 – Volunteered with the National Park Service.  
 January, 2006 – Assisted Jackson County Social Services research on walking in the county.  
 March, 2006 – Conducted climbing spire for Cullowhee United Methodist Church.  
 March, 2006 – Served on SCC Outdoor Leadership Advisory Board.  
 April, 2006 – Taught first aid and CPR classes for the National Park Service.  
 June, 2006 – Taught climbing spire for university Talent Search program.  
 June, 2006 – Taught CPR class for University Upward Bound program.  
 September, 2006 – Taught climbing spire for Smoky Mountain High School.  
 September, 2006 – Participated with students in National Public Lands Day.  
 October, 2006 – Let discussion of Saints at the River at Marianna Black Library in Bryson City.  
 January, 2007 – Served on Senior Project Board for Smoky Mountain High School.  
 February, 2007 – Taught climbing spire for WCU Talent Search program.  
 March, 2007 – Served on SCC Outdoor Leadership Advisory Committee.  
 April, 2007 – Taught CPR/AED for WCU Upward Bound program.  
 May, 2007 – Taught first aid and CPR/AED for the National Park Service trails crew.  
 May, 2007 – Taught with students at Cullowhee Valley School Earth Day.  
 June, 2007 – Taught first aid and CPR/AED for the National Park Service in Gatlinburg, TN.  
 July, 2007 – Served on Jackson County Recreation and Parks Advisory Board.  
 October, 2007 – Volunteered for the American Red Cross Blood Drive.  
 January, 2008 – Served on the editorial review board for the North Carolina Journal.  
 February, 2008 – Taught climbing spire for WCU Talent Search.  
 April, 2008 – Served on the SCC Outdoor Leadership Advisory Board.  
 June, 2008 – Assisted the National Park Service with a visitor use survey.  
 October, 2008 – Assisted the National Park Service with a visitor use survey.  
 November, 2008 – Served as a 75<sup>th</sup> Anniversary Ambassador for Great Smoky Mountains National Park.  
 March, 2009 – Served on the Southwestern Community College Outdoor Leadership advisory committee.  
 May, 2009 – Taught first aid and CPR for the National Park Service.  
 July, 2009 - Served as a 75<sup>th</sup> Anniversary Ambassador for Great Smoky Mountains National Park.  
 December, 2009 – Assisted with the climbing spire for Parent’s Night Out.  
 March, 2010 - Served on the Southwestern Community College Outdoor Leadership advisory committee.  
 March, 2010 – Conducted climbing spire for Cullowhee Valley School students.

### **Contributions to Academic Advisement and Work with Students**

- Fall, 2000 – Advised 41 undergraduate Parks and Recreation Management majors and 5 PRM Minors.
- February, 2000 – Attended university open house to talk to perspective students.
- Spring, 2001 – Advised 37 undergraduate Parks and Recreation Management majors and 3 PRM Minors.
- April, 2001 – Sponsored student presentation at the WCU Undergraduate Research Conference.
- December, 2001 – Assisted university open house to talk to perspective students.
- January, 2002, - Assisted with advising of transfer students to WCU.
- February, 2002 – Attended university open house to talk to perspective students.
- March, 2002, - Sponsored a student presentation at the “Gender in the Workplace 2002” conference.
- Spring, 2002 – Advised 45 undergraduate Parks and Recreation Management majors.
- April, 2002 - Sponsored 2 student presentations at the WCU Undergraduate Research Conference.
- June, 2002 – Assisted with WCU transfer advising.
- August, 2002 – Assisted with transfer advising.
- August, 2002 – Assisted with Freshmen Move In Day.
- October, 2002 – Attended the WCU Majors Fair.
- March, 2003 – Sponsored 3 students in the WCU Undergraduate Research Conference.
- April, 2003 – Attended WCU Open House.
- June, 2003 – Attended summer student orientation.
- March, 2004 – Sponsored 7 students in the WCU Undergraduate Research Conference.
- April, 2004 – Attended WCU Open House.
- March, 2005 – Sponsored 6 students in the WCU Undergraduate Research Conference.
- August, 2005 – Served as Career Service Liaison for PRM majors.
- August, 2005 – Served as transfer student advisor.
- November, 2005 – Attended WCU open house.
- January, 2006 – Sponsored a student at the National Conference for Undergraduate Research.
- February, 2006 – Attended “Student Portfolios for Student Learning” workshop.
- February, 2006 – Attended WCU open house.
- February, 2006 – Spoke in COUN 150 for career and major exploration class.
- March, 2006 – Sponsored 8 students in the WCU Undergraduate Research Expo.
- April, 2006 – Taught activities at Cullowhee Valley School Earth Day.
- August, 2006 – Attended WCU open house.
- November, 2006 – Attended WCU open house.
- November, 2006 – Sponsored 3 students at the North Carolina Campus Compact Student Conference in Raleigh.
- November, 2006 – Presentation with students at the Annual Adventure Education Conference.
- March, 2007 – Sponsored 6 students in the WCU Undergraduate Research Expo.
- April, 2007 – Attended WCU open house.
- August, 2007 – Worked with Student Affairs Welcome Team.
- June, 2008 – Advising for new student orientation.
- March, 2008 – Sponsored 7 students at the WCU Undergraduate Research Expo.
- August, 2008 – Assisted with transfer student orientation.

August, 2008 – Assisted WCU Welcome Team with student move in day.  
 November, 2008 – Assisted student with first aid training session.  
 March, 2009 – Sponsored 8 students at the WCU Undergraduate Research Expo.  
 March, 2009 – Assisted with WCU Open House.  
 April, 2009 – Presented the Ralph J. Andrews Award to the outstanding PRM students.  
 June, 2009 – Provided advising for new and transfer students.  
 March, 2010 – Sponsored 6 students at the WCU Undergraduate Research Expo.

**University Service and Contributions to Institutional Affairs and Activities at Departmental, School and University Levels**

March, 2000 – Ushered at WCU basketball games.  
 October, 2000 – Served on the College of Education and Allied Professions TPR Committee  
 October, 2000 – Served on the WCU Faculty Senate  
 July, 2001 – Served on the WCU Student Affairs Council  
 August, 2001 – Worked with the WCU Challenge Course Planning Group  
 October, 2001 – Served on the HHP TPR Committee  
 October, 2001 – Served on the WCU Faculty Senate  
 October, 2001 – Served on the College of Education and Allied Professions TPR Committee  
 November, 2001 – Elected Chair of the WCU Climbing Spire Committee  
 November, 2001 – Served in the HHP Curriculum Committee  
 July, 2002 – Served on the WCU Student Affairs Council  
 August, 2002 – Served on the HHP Policy Committee  
 August, 2002 – Provided a learning activity for the WCU Teaching Fellows Retreat  
 October, 2002 – Served on the HHP TPR Committee  
 October, 2002 – Served on the College of Education and Allied Professions TPR Committee  
 October, 2002 – Served on the WCU Faculty Senate  
 November, 2002 – Served on the RTH/PRM search committee  
 September, 2003 - Appointed to the College TPR Committee  
 September, 2003 - Served on the WCU Faculty Senate  
 September, 2003 – Served on the Allied Professions Advisory Group  
 January, 2004 – Served on the WCU Faculty Senate  
 January, 2004 – Served on the Faculty Senate Planning Committee  
 January, 2004 – Served on the Collegial Review Council  
 August, 2004 – Served on the department AFE committee  
 August, 2004 – Served on the department curriculum committee  
 October, 2004 – Served on the college TPR committee  
 October, 2004 – Served on the department TPR committee  
 November, 2004 – Served on the search committee of the University Center Outdoor Program  
 Director  
 January, 2005 – Served on the Faculty Senate Planning Committee  
 January, 2005 – Served on the Faculty Senate  
 February, 2005 – Served on the Collegial Review Task Force on AFE/TPR/PTR  
 October, 2005 – Served on the Department TPR committee  
 September, 2005 – Served on the Council on Faculty Affairs  
 November, 2005 – Served on the university Interpretive Development Committee

November, 2005 – Attended Department Heads meeting for Dr. Claxton  
 December, 2005 – Served on the HHP Department Head Search Committee  
 December, 2005 – Taught climbing spire for Health Sciences Department  
 January, 2006 – Served on the university Faculty Senate  
 February, 2006 – Served on the Faculty Affairs Council  
 March, 2006 – Served on the Faculty Senate Planning Committee  
 August, 2006 – Served on the climbing spire committee  
 August, 2006 – Served on the Department Curriculum Committee  
 August, 2006 – Served on the Department TPR Committee  
 August, 2006 – Served on the Morrill Family Fund Committee  
 September, 2006 – Served on the HHP Department Head Search Committee  
 February, 2007 – Attended a Leadership Council meeting for Dr. Claxton  
 March, 2007 – Served on the HHP Department Head Search Committee  
 April, 2007 – Served on the Faculty Affairs Council  
 June, 2007 – Conducted initiative games and rock climbing activities for International Physical Education Workshop.  
 July, 2007 – Served on the Chancellor’s Distinguished Speaker Series Committee  
 August, 2007 – Served on the College Curriculum Committee  
 August, 2007 – Served on the WCU Faculty Senate  
 October, 2007 – Served on HPER TPR committee  
 January, 2008 – Served on WCU Faculty Senate  
 January, 2008 – Chair of HPER climbing spire committee  
 January, 2008 – Served on the College Curriculum Committee  
 February, 2008 – Served on the WCU Faculty Affairs Council  
 March, 2008 – Served on the HPER research and travel committee  
 May, 2008 – Attended Leadership Council meeting for the Department Head.  
 August, 2008 – Served on the CEAP Collegial Review Committee  
 November, 2008 – Served on HPER TPR Committee  
 October, 2008 – Served on CEAP Engaged Teaching Award Committee  
 January, 2009 – Served on CEAP Curriculum Committee  
 January, 2009 – Served on HPER Program Directors Committee  
 January, 2009 – Served on CEAP Collegial Review Committee  
 April, 2009 – Served on WCU Post Tenure Review Committee  
 August, 2009 – Served on the WCU Chancellor’s Advisory Committee  
 August, 2009 – Served on the WCU Curriculum Review Committee  
 August, 2009 – Served on the WCU Morrill Family Fund  
 September, 2009 – Attended the CEAP Leadership Council meeting  
 November, 2009 – Served on the Western Outdoor Council  
 December, 2009 – Served on the HPER Collegial Review Committee  
 January, 2010 – Served on the HPER Strategic Planning team  
 February 2010 – Served on the CEAP Collegial Review Committee

### **Other Qualifications**

University of Minnesota Outdoor Program Leader Trainer  
 National Ski Patrol Outdoor Emergency Care Instructor  
 American Heart Association CPR certified  
 Goodhue County (MN) First Aid Chairperson  
 National Park Service Seasonal Ranger Instructor  
 National Park Service Search and Rescue Leader  
 U. S. Forest Service Forest Fire Fighter  
 National Ski Patrol Assistant Patrol Director  
 National Ski Patrol Mountaineering Instructor  
 Volunteer in Service to America (VISTA)  
 American Red Cross Professional CPR Instructor  
 Boy Scouts of American Explorer Scout Leader  
 National Park Service Volunteer In the Parks (VIP)  
 American Red Cross Community First Aid/CPR Instructor

### **Awards**

National Ski Patrol Service Recognition Awards  
 National Ski Patrol Outstanding Ski Patroller Award  
 National Ski Patrol Outstanding Hill Chief Award  
 National Park Service Certificate of Commendation  
 1995 FCTE Golden Apple Gram Award  
 Nominated for 1995 Chancellor's Distinguished Teaching Award  
 1996 FCTE Golden Apple Gram Award  
 National Park Service VIP Certificate  
 1997 FCTE Golden Apple Gram Award  
 Nominated for 1996 Chancellor's Distinguished Teaching Award  
 Nominated for 1997 Chancellor's Distinguished Teaching Award  
 1997 National Ski Patrol Award (20 years of service)  
 2000 National Park Service Certificate of Appreciation  
 2000 NCAIR Outstanding University Program of the Year  
 Nominated for 2001 Taft Botner Superior Teaching Award  
 2001 Legislative Award for Superior Teaching  
 Nominated for the 2002 Taft Botner Superior Teaching Award  
 2007 National Ski Patrol Award (30 years of service)

**Appendix 4.4.2 Dr. Maurice Phipps Curriculum Vitae****MAURICE L. PHIPPS**

Maurice L. Phipps  
 326 Berry Hill Drive  
 Sylva, NC 28779  
 USA  
 Phone : H (828) 586-8319  
 W (828) 227-3844

Citizenship: British  
 Date of Birth: December 22,  
 1946  
 USA status: Resident Alien

Phipps@email.wcu.edu  
<http://paws.wcu.edu/hipps>

**EDUCATION**

- 1984 - 1986      **University of Minnesota**, Minneapolis USA, Ph.D. in Education, emphasis in Recreation, Park, and Leisure Studies.
- 1983 - 1984      **Mankato State University**, USA, Graduate level study additional to MS.
- 1981 - 1983      **Mankato State University**, USA, Master of Science in Experiential Education.
- 1976 - 1977      **Carnegie College and Leeds University**, England, Diploma in Physical Education and Recreation.
- 1965 - 1968      **Sheffield City College of Education**, England, Certificate in Education (Teacher's Certificate). Physical Education

**OTHER QUALIFICATIONS**

The Teachers' Center, University of Minnesota  
 Center for Leadership Studies CA  
 Wilderness Education Association

Australian Canoe Federation  
 British Canoe Union  
 St John's Ambulance UK  
 Royal Life Saving Society UK  
 Amateur Swimming Association UK  
 Royal School of Music  
 National Ski Patrol USA  
 Wilderness Medical Institute  
 American Safety & Health

- Leadership Trainer's Certificate
- Situational Leadership Trainer's Certificate
- National Outdoor Leader's Certificate
- Certification Instructor and Advisory Board
- Diploma Award
- British Coach Award
- Adult First Aid Certificate
- Bronze Medallion
- Teacher's Certificate
- Grade IV Piano
- Winter Emergency Care Certificate
- Wilderness First Responder
- Adult and Professional CPR

**AWARDS**

The College of Education and Allied Professions' Taft-Botner Superior Teaching Award 2010  
 Wilderness Education Association President's Council Award 2010  
 WCU Engaged Teaching Award 2007  
 The Frank Lupton Service Award for Wilderness Education 2006  
 NC Legislative Teaching Award 2002  
 NC Legislative Teaching Award 2000  
 Finalist for the WCU Chancellor's Teaching Award 2000  
 Award of Merit for Outstanding Service to The Wilderness Education Association 1999  
 Wilderness Education Association Service Award 1998

NC Legislative Teaching Award 1998  
 University of Minnesota Dissertation Award 1986  
 Minnesota Recreation and Park Foundation Research Award 1986  
 Founder and life member award for the Mitta Mitta Canoe Club, Australia, 1976

## EMPLOYMENT HISTORY

### **Western Carolina University**

August 1992 – present

### **Full Professor**

Parks and Recreation Management in the Department of Health Physical Education and Recreation

### **Western State College of Colorado**

September 1989 - May 1992

### **Associate Professor and Program Director**

in the Department of Kinesiology and Recreation. Director, National Conference for Outdoor Leaders - Public, Commercial, Non-profit Partnerships, 1990. Conference Advisor 1991.

### **California Polytechnic State University**

September 1987 - June 1989

**Lecturer** (temporary position) in the department of Physical Education and Recreation Administration.

### **Ricks College, Idaho**

July - August 1987

**Course Director and Instructor** for a five week expedition course in Yellowstone.

### **Iowa State University**

September 1986 - May 1987

**Assistant Professor** (temporary position) in the Leisure Studies Department.

### **University of Minnesota**

September 1984 - June 1986

**Teaching Assistant** with the School of Physical Education and Recreation.

### **Wilderness Education Association and Colorado State University**

Colorado

June 1985 - August 1985

**Course Director** for the National Standard Outdoor Leadership courses at professional and college level Wyoming and taught through mountaineering in Colorado and the Wind River Range of Wyoming.

### **Wilderness Education Association**

1984

**Course Director** for the five week National Wyoming, June 1984 - July Standard Outdoor Leadership course in the Tetons.

### **Mankato State University**

September 1983 - June 1984 Minnesota USA

**Advisor and Instructor** for the Student Activities Program. The position involved advising the outdoor recreation committee and student leaders. It also involved teaching outdoor courses and two academic courses, Psychology and Counseling for Outdoor Leaders and Leadership in Student Affairs. I led two expeditions through the Center, one skiing in Yellowstone and one backpacking in the Big Bend desert of Texas. The committee was also responsible for organizing workshops, ski, and canoe races.

### **Wilderness Education Association and Ricks College**

June 1983 - September 1983

**Instructor** for the National Standard Outdoor Leadership certification courses at professional and college level taught through mountaineering in The Tetons, Wyoming.

### **Concordia College**

Moorhead, Minnesota

**Instructor** (temporary assignment) - In the winter of 1979 I taught at Concordia, a Liberal Arts College,

January 1979 - March 1979  
July 1982 - September 1982

setting up a kayak building program and teaching kayak skills, nordic skiing and snowshoeing. This involved participating in competition skiing and acting as co-leader of the college expedition to Yellowstone.

I returned for the summer school of 1982 to work for their Outdoor Leadership Institute, leading canoeing and kayaking expeditions in Voyageur National Park. This also included working with special populations. Other courses included sports for health for special populations.

**North Pennine Outdoor Pursuits Company Ltd.**  
Yorkshire, England  
June 1977 June 1982

**Director, Founder and Owner** - Courses were organized to teach outdoor pursuits to the general public, school, college students, and mental health to patients. Activities ranged from teaching climbing, kayaking, orienteering, skiing, caving, and backpacking, to teaching social and life skills to special groups. I operated mobile courses in Scotland and North Wales as well as Yorkshire. Special courses were planned for overseas groups.

**Wodonga High School**  
Victoria, Australia  
October 1973 - August 1976

**Teacher, Athletic Director, and Physical Education Coordinator** - As Athletic Director I was in charge of all sports for the whole school, organizing internal and inter-school events for 1200 students. This included directing 78 staff. I restructured the school policy to include organized sport within the school. Representing the school, I was the secretary of the area schools' sports association. As Physical Education Coordinator, I was responsible for teaching and curriculum development.

**Wheatlands Secondary School**  
  
August 1972

**Teacher** - I accepted this position to set up an Yorkshire, England outdoor program for the school. My teaching duties September 1971 - included geography, physical education, climbing, kayaking, orienteering, and kayak building.

**Bewerley Park Centre for Outdoor Pursuits**  
Yorkshire, England  
September 1969 - August 1971

**Instructor** for a residential school offering short courses for the West Riding Education Authority. Courses were designed for adolescents, college students, and teachers to develop technical skills as well as social skills. Expeditions were used as part of the training. The center was the largest of its kind in Britain.

**Dodworth Secondary School**  
Yorkshire, England  
January - August 1969

**Teacher** - (temporary position) - I taught geography and physical education at this small secondary school.

**Trinity and All Saints Junior School**  
Sheffield, England  
September 1986 - December 1968

**Class teacher**, 9 year olds (temporary position) - I taught general subjects -- math, music, English, history, geography, art, science, and physical education.



- Singleton, Debbie *to Leisure Service in North Carolina*. 4<sup>th</sup> Edition. Paul Gaskill (Ed.) Dubuque: Iowa.
- Phipps Maurice L. and Phipps, Cynthia A. **(2003) Using the Expedition Leader Style Analysis.** *The Proceedings of the 2002 National Conference for Outdoor Leaders*. Paul Brawdy (Ed). Indiana University, IN: The Wilderness Education Association.
- Phipps, Maurice L. \* **(2003) Group norm setting.** *Mountain Rise Electronic Journal*, Spring 1 (1)
- Grube Dan, Phipps Maurice L., and Grube, A. J. \* **(2002) Practicing leader decision-making through a systematic journal technique: A single case design** *The Journal of Experiential Education*. Spring 25 (10) 220-230.
- Phipps, Maurice L. **(2002) Effective teaching in the outdoors.** *The Proceedings of the 2002 National Conference for Outdoor Leaders*. Paul Brawdy and Ping Luo (Eds). Indiana University, in: The Wilderness Education Association.
- Phipps, Maurice L. Tholkes Ben and Claxton, David Phipps, Maurice L. Phipps, Cynthia A. \* **(2001) Outcomes assessment in health physical education and recreation** in *The North Carolina Journal*. (37) 2 31-37  
**(2001) The group book: cooperative skills for effective groups.** Sylva, NC: System4Services.
- Phipps, Maurice L. Phipps, Cynthia, A. Higgins, Scott Kask, Susan \* **(2001) University Students' Perceptions of Cooperative Learning.** *The Journal of Experiential Education*. Spring 24 (1) 14-21.
- Freidline Mark,. Phipps, Maurice L. Moore, Tim, and Versteeg, Julie (Eds.). **(2000) Proceedings of The 14<sup>th</sup> International Conference** on Outdoor Recreation and Education. Boulder, CO: AORE
- Phipps, Maurice L. **(2000) Book Review on** The essential elements of facilitation: Theory and practice. *The Journal of Experiential Education*. June 2000 23 (1)
- Phipps, Maurice L. **(1999) Practicing leader decision-making through a systematic journal technique.** Edward Raiola (Ed.). *Proceedings of the National Conference for Outdoor Leaders at Brevard*. Radnor Lake, Nashville TN: The Wilderness Education Association.
- Phipps, Maurice L and Raiola Edward Snyder, Brock **(1998) Outdoor Adventure education.** *Introduction to Leisure Services in North Carolina*. 3<sup>rd</sup> Edition. Paul Gaskill (Ed.) Dubuque, Iowa.
- Tholkes, Ben and Phipps, Maurice L. \* **(1997) Cooperative learning in the College Classroom.** *SCHOLE The Journal for Parks and Recreation Educators*.
- Phipps, Maurice L and Claxton, David \* **(1997) An investigation into instructor effectiveness using experiential education constructs.** *Journal of Experiential Education*. 20 (1) 40-46.

- Phipps, Maurice L (Ed) **(1996) *The National Conference for Outdoor Leaders Conference Proceedings - Falls Creek Falls TN***. Fort Collins CO: Wilderness Education Association.
- Phipps, Maurice L  
Cash, Robin **(1996) *Employee preparation in outdoor recreation. The Bradford Papers***. Indiana IN: Bradford Woods
- Phipps, Maurice L. \* **(1995) *Moral and ethical decision-making. Adventure Education Journal***, UK.
- Phipps, Maurice L. (Ed.) **(1994) *National conference for outdoor leadership: Wilderness partnerships 1993 proceedings - Falls Creek Falls TN***. Fort Collins: The Wilderness Education Association.
- Irwin, C., and Phipps, M.L. \* **(1994) *The great outdoors and beyond; common threads in leadership training on land in the air, and in space. Research Proceedings of the Research Symposium for the Coalition of Education in the Outdoors***. L. McAvoy (Ed). University of Minnesota.
- Phipps, Maurice L. **(1992) *The Group Dynamics Questionnaire***. The Proceedings of the 1992 WEA National Conference. Pueblo CO: University of Southern Colorado.
- Cash, Robin  
Phipps, Maurice L.  
(Eds.) **(1992) *Advancing the Profession***. The 1991 National Conference for Outdoor Leaders - Public, Commercial, and Non-profit Partnerships in Outdoor Recreation. Gunnison, CO: Western State College of Colorado.
- Phipps, Maurice L.  
Phipps, Cynthia A. **(1992) *Expedition leader style analysis (ELSA)***. The Proceedings of the 1991 National Conference for Outdoor Leaders, Public, Commercial, and Non-profit Partnerships in Outdoor Recreation. R. Cash and M. Phipps, (Eds.). Gunnison Colorado: Western State College.
- Phipps, Maurice L. **(1992) *Educating the leader in the use of leadership styles to enable greater motivation of followers. The Proceedings of the 1991 National Conference for Outdoor Leaders, Public, Commercial, and Non-profit Partnerships in Outdoor Recreation***. R. Cash and M. Phipps, (Eds.). Gunnison Colorado: Western State College.
- Phipps, Maurice L.  
Michael **(1991) *The soft skills of outdoor leadership. Adventure Education***, J. Swiderski, Miles and S. Priest, (Eds.) State College, PA: Venture Publishing.
- Phipps, Maurice L.  
Phipps, Cynthia A. **(1991) *Outdoor leadership - What style? The Wilderness Educator: The Wilderness Education Association Curriculum Guide***. D. Cockrell (Ed.). Merrillville, Indiana: ICS Books Inc.
- Phipps, Maurice L. **(1991) *Group dynamics in the outdoors - a model for teaching outdoor leaders (revised). The Wilderness Educator: The Wilderness Education Association Curriculum Guide***. D. Cockrell (Ed.). Merrillville, Indiana: ICS Books Inc.
- Phipps, Maurice L.  
Cash, Robin (Eds.) **(1991) *Employee preparation in outdoor recreation toward 2001***. 1990 National Conference for Outdoor Leaders - Public, Commercial and Non-profit Partnerships in Outdoor Recreation. Gunnison, CO: Western State College of Colorado. Also an ERIC Document.

- Phipps, Maurice L. **(1991) Definitions and other associated terminology.** *The Proceedings of the 1990 National Conference for Outdoor Leaders - Public, Commercial, and Non-profit Partnerships in Outdoor Recreation.* (Eds. M. Phipps and R. Cash). Gunnison Co: Western State College of Colorado. Also an ERIC Document.
- Phipps, Maurice L. **(1990) *The myth and magic of Star Wars - a Jungian Interpretation.* ERIC Document.**
- Phipps, Maurice L. **(1990) *The National Amateur Sports Institute curriculum guide.*** Blaine, MN: Minnesota Amateur Sports Commission.
- Johnson, Brooke  
Phipps, Maurice **(1990) *Alternate recreation activities offered at Colorado ski resorts and their possible effects on the integration of tourism and recreation within mountain communities.*** Denver, CO: Colorado Ski Country USA.
- Phipps, Maurice L.  
Yoshioka, Carl  
Jamieson, Lynne **(1989) The measurement of group-centered/leader-centered leadership styles of four leisure profession supervisors using a time-series design.** Proceedings of the 10th Annual Intermountain Leisure Symposium, Provo, Utah.
- Phipps, Maurice L.  
McAvoy, Leo \* **(1988) Teaching and evaluating the soft skills of outdoor leadership.** *Outdoor Recreation Resource Journal*, Canada, volume 3 .
- Phipps, Maurice L. \* **(1988) The instructor and experiential education in the outdoors.** *Journal of Environmental Education.* Fall.
- Phipps, Maurice L. \* **(1988) Experiential Leadership Education, a systematic training method.** *Journal of Experiential Education*, Spring, 11 (1)
- Phipps, Maurice L. \* **(1986) Experiential leadership education - teaching the soft skills of leadership.** *Adventure Education Journal*, U.K., 3, (4). Also published in the 1986 *National Outdoor Recreation Conference Proceedings.*
- Phipps, Maurice L. **(1986) *An assessment of a systematic approach to teaching outdoor leadership in expedition settings.*** Doctoral Thesis 268pp., University of Minnesota, Dissertation Abstracts 8622633.
- Phipps, Maurice L. \* **(1985) Adventure - inner journey to the Self. The psychology of adventure expressed in Jungian terms."** *Adventure Education Journal*, U.K., 2, (4/5) Also published in the 1986 *National Outdoor Recreation Conference Proceedings.*
- Phipps, Maurice L. **(1985) Group dynamics in the outdoors - a model for teaching outdoor leaders.** in the *Conference Proceedings.* National Conference in Outdoor Recreation at Bozeman, Montana. Also included in the 2nd. Edition of *High Adventure Outdoor Pursuits.* (Eds.) Meier, Marsh, and Welton. Columbus, Ohio: Publishing Horizons, 1987.
- Phipps, Maurice L.  
Cain, Kelly \* **(1984) Wilderness Education Association, one plan for U.S. certification and a comparison to British outdoor qualifications.** *Adventure Education Journal* U.K., 1, ( 6).
- Bankie Brett  
Bankie, Eda L.  
McInnes, Jon  
Oelslager, Laurie  
Phipps, Maurice L. **(1984) *A brief review of psychological theories and counseling techniques for outdoor leaders.*** Experiential Education Department, Mankato State University, 46pp. ERIC document ED 244752

Phipps, Maurice L.

(1976) *Canoeing in Australia*. Melbourne, Australia: Pioneer.

### **RESEARCH IN PROGRESS**

The Sliding Middleman Snow and Rope Technique – Journal Article in progress

*Ethical Dilemmas in Outdoor Experiential Education: A Guide for Leadership Development*– contributing author.

An Investigation into Technical and Soft Skills Instruction using an Importance-Performance Analysis. – Journal Article submitted to the Journal of Adventure Education and Outdoor Leadership ,UK.

*Outdoor Instruction* – a text on teaching concepts for outdoor instructors currently in the reviewing stage.

### **COURSES TAUGHT**

#### **At Western Carolina University**

PRM 150 Career Orientation

PRM 250 Foundations of PRM

PRM 254 Outdoor Pursuits Education

PRM 321 Outdoor Education and Interpretation

PRM 352 Kayaking and Canoeing

PRM 361 Program Planning and Evaluation in Parks and Recreation

PRM 370 Internship Orientation in PRM

PRM 433 Outdoor Recreation

PRM 420 Administration and Leadership of Outdoor Pursuits

PRM 426 Water-based Outdoor Pursuits Education

PRM 427 Wilderness Education Association Expedition Leadership/Steward Course

PRM 461 Administration and Management in Parks and Recreation

PRM 350 QEP Seminar

PRM 593 Experiential Education

PE 405 Outdoor Leisure Pursuits

#### **For North Country College**

Wilderness Expedition (WEA) course in the Adirondacks. National Standard Course for Professionals.

#### **At Western State College of Colorado**

RECR 499 Internship in Recreation

RECR 473 Wilderness Education Association Expedition Leadership/Steward Course

RECR 464 Travel and Tourism

RECR 454 Psychology and Counseling for Outdoor Leaders

RECR 396 Water-based Outdoor Pursuits Education

RECR 393 Land-based Outdoor Pursuits Education

RECR 392 Teaching Experiential Education in the Outdoors

RECR 283 Recreation Leadership

HPER 466 Administration and Supervision of Recreation

HPER 398 Program planning in Recreation and Leisure Services

HPER 298 Outdoor Practicum

HPER 182 Introduction to Recreation

KREC 189 Introduction to Outdoor Education

#### **At California Polytechnic State University**

REC 464 Delivery of Commercial Recreation Services

REC 316 Commercial Recreation Entrepreneurship

REC 314 Travel and Tourism

REC 310 Program Administration in Leisure Services

REC 301 Outdoor Recreation Education

REC 102 Safety and Ethics in Outdoor Recreation

REC 105 Recreation Leadership  
 REC 100 Leisure and Lifestyle Management

**At Iowa State University:**

LS 201 Introduction to Leisure and Recreation  
 LS 351 Outdoor Recreation: Concepts and Practices  
 LS 284 Foundations of Leadership in Recreation  
 LS 451 Methods in Outdoor Recreation  
 LS 270 History and Philosophy of Leisure and Recreation  
 LS 350 Developing and Marketing Recreation Programs

**At the University of Minnesota:**

PE Soccer  
 PE Intro to Cross Country Skiing  
 REC Teaching Assistant in Foundations of Recreation and Leisure

**At Mankato State University:**

CSP Leadership in Student Affairs

**Student Activities Program:**

Psychology for Outdoor Leaders  
 Winter Camping  
 Desert Backpacking  
 Kayak Rolling  
 White Water Kayaking  
 Canoeing  
 Cross-Country Skiing  
 Rock Climbing  
 Yellowstone expedition (winter)  
 Big Bend Expedition (Texas - desert back packing)

**For Colorado State University:**

Four week WEA wilderness expedition course (backpacking and mountaineering) in the Commanche Peak area of Colorado.

**For Ricks College, Idaho:**

Five week expedition wilderness expedition courses (2) (Backpacking, mountaineering, horse packing, rafting, and canoeing) - Tetons and Yellowstone.

**For Concordia College, Moorhead Minnesota:**

Sea kayaking/climbing/caving/orienteering (European Seminar)  
 Nordic Skiing  
 Kayaking  
 Canoe expeditions in Northern Minnesota  
 Skiing expeditions in Yellowstone  
 Outdoor activities for the physically impaired

**All Saints College, Leeds, Yorkshire, England:**

Adventure course including, orienteering, caving, climbing, fell walking, wild water kayaking and C2 (wild water canoes - decked).

**CONSULTING**

2000 - present Wilderness Education Association Advisory Board  
 2000 - present - manuscript reviewer for the Journal of Experiential Education  
 2004 – 2009 WEA Research Committee  
 2007 - Mt Mitchell Fire Manual/ Mt Mitchell UFS Purchase Proposal  
 2005 Facilitated Macon County School Health Advisory Council, 2 day workshop  
 1999-2004 Chair of the Jackson County Parks and Recreation Advisory Board  
 2004 Cooperative learning day workshop for Georgia State College and University  
 2001 WCU FCTE taught the Cooperative Learning four day workshop at The Mountain in Highlands  
 1999 Strategic plan development and team building for Jackson Co Recreation and Parks Dept.  
 1999 Consulted with Tennessee State Parks to develop a Professional/Instructors' WEA Course  
 1998 Manuscript Reviewer for the North Carolina Colloquy's Effective Teaching Journal  
 1998 Leadership and group development for Bryson City Middle School  
 1997 Wilderness education for Americorps  
 1997 Program review for Western State College of Colorado, Gunnison CO.  
 1997 Program review for the Outdoor Leadership Program at Warren Wilson College  
 1996 Program Review for Galway Technical College (Ireland) on curriculum development  
 1996 Consulted with the Cullowhee Experience to organize a start up for an adventure camp  
 1995 Leadership training for REACH of Jackson County  
 1994 Leadership Training and Group development for Camp Merriewood  
 1990 Manuscript reviewer for SCHOLE - a journal of leisure studies and recreation education.  
 1990 Consultant to the Wilderness Education Association for curriculum development.  
 1989 Consultant to the Minnesota Amateur Sports Commission for curriculum development.  
 1986 Consultant to Le Sueur County Social Services MN for socially deviant and foster care youngsters in regard to a wilderness program (expedition/adventure training).

**PROFESSIONAL PRESENTATIONS**

<b>National Conference for Outdoor Leaders</b> Estes Park, CO Spring, 2010	“Spring use of the Western Slopes of the Tetons”
<b>WCU Scholarship Forum</b> Spring 2008	“Groups Bloody Groups: Cooperative and Collaborative Learning”
<b>WCU FCTE Workshop</b> Fall 2007	“Working with Groups using Cooperative Learning”
<b>WCU Scholarship Forum</b> Spring 2008	“Groups Bloody Groups: Cooperative and Collaborative Learning”
<b>Regional Adventure Conference at Brevard</b> Fall 07	“So you think you know why you want to climb the Grand Teton”.
<b>Association for Outdoor Recreation and Education National Conference</b> Fall 07	“ So you think you know why you want to climb the Grand Teton.” “Strategic planning. A road map to the future that can be Asheville followed by administrators and staff.”
<b>National Conference for Outdoor Leaders</b> Estes Park, CO Spring, 2007	“So You Think You Know Why you want to Climb the Grand Teton”
<b>National Conference for Outdoor Leaders</b> Bradford Woods IN 2006	“The Use of the Program Evaluation and Review Technique to Plan Courses”

<b>National Conference for Outdoor Leaders</b> Estes Park, CO Spring,2005	“Application of Leadership Theories in the Field: Examples from the 2004 WCU Teton Course” With Aya Hayashi
<b>Orientation for New Faculty</b> WCU, Fall 2005	“Cooperative Learning”
<b>Outdoor Program - GMIT -</b> Castlebar, Ireland Fall 2004	“Wilderness Education”
<b>The National Conference for Outdoor Leadership.</b> Bloomington, Indiana Spring 2004	“Measuring Instructor Effectiveness on the WCU May Steward Course” with Aya Hayashi “Panel presentation on Outdoor Leadership”
<b>Regional Adventure Education Conference</b> Bryson City, Fall, 2004	“Leadership and Wilderness Mountaineering”
<b>Regional Adventure Conference</b> Warren Wilson College Black Mountain, Asheville Fall 2003	“Yamnuska Canadian Mountaineering”
<b>The Hike Inn, Amicalola State Park, GA</b> Summer 2003	“The Wilderness Education Association”
<b>The Assistant Park Managers Conference</b> Jacksonville, FL, summer, 2003	“ Motivating your followers by using the most effective leadership style”
<b>WCU FCTE Workshop</b> Spring 2003	“Cooperative Learning”
<b>WCU FCTE Workshop</b> Fall 2003	“Conflict Management in Cooperative Learning”
<b>The National Conference for Outdoor Leadership.</b> <b>Bradford Woods, Indiana</b> Spring 2002	“Effective Outdoor Instruction”
<b>Regional Adventure Education Conference</b> Warren Wilson College, Black Mt NC Spring 2002	“WCU Wilderness Education Course 2002”
<b>WCU Training Tuesdays Workshop</b> Spring 2002	“Situational Leadership”
<b>WCU, FCTE</b> <b>Four day Cooperative Learning Workshop</b>	Continuous workshops on cooperative learning

The Mountain Center, Highlands,

Summer 2002

**Regional Adventure Conference** “Groups Bloody groups – making groups work”

**Maryville College** Fall 2001

**WCU FCTE Workshop** “Cooperative Learning”  
Fall 2001

**The National AAHPERD** “The Wilderness Education Association”  
**Conference, Cincinnati**, Spring 2001

**International Conference on** “What we learn along the way”  
**Outdoor Recreation Keynote**  
Miami, Ohio, Fall 2000

**Regional Outdoor Adventure Conference** “The WCU Teton Outdoor Leadership Course”

Montreat College, Black Mountain,

NC, Fall 2000

**WCU FCTE Workshop** “Cooperative Learning”  
Spring 2000

**National AAHPERD Conference** “Critical Skills for Life: Leadership, Judgment and Decision-  
Orlando FL Spring, 2000 making taught through the Wilderness Education Association”

**Regional Adventure Conference** “Jungian Psychology –Why people take Risks. What can  
WCU, Fall 99 we do as educators?”

**WCU FCTE Workshop** “Cooperative Learning”  
Spring 1999

**WCU FCTE Workshop** “Cooperative Learning”  
Fall 1999

**WEA Colloquium** “WEA Outposts”  
Nashville 1998

**WCU FCTE Workshop** “Cooperative Learning”  
Spring 1998

<b>WCU FCTE Workshop</b> Fall 1998	“Cooperative Learning”
<b>North Carolina Video Conference</b> Asheville 1998	“ Risk Management and Legal Issues in Adventure Education”
<b>National Conference for Outdoor Leaders</b> at Brevard, NC Fall 1998	“Decision making Journals”
<b>WCU FCTE Workshop</b> Spring 1997	“Cooperative Learning”
<b>National Conference for Outdoor leaders</b> Spring 1997, Gunnison, Colorado	"The Latest on Situational Leadership"
<b>WCU FCTE Workshop</b> Fall 1997	“Cooperative Learning”
<b>International Conference on Experiential Education</b> 1997 Asheville	“Instructor Effectiveness Check Sheet and Questionnaire”
<b>WCU 1997 North Carolina Faculty Seminar on Exemplary Teaching</b> NCATE, Cullowhee NC	Co-led the five-day seminar
<b>WCU FCTE Workshop</b> Spring 1996	“Cooperative Learning”
<b>WCU FCTE Workshop</b> Fall 1996	“Cooperative Learning”
<b>Perception Regional Conference on Youth Kayaking</b> 1996	"Theoretical Aspects of Teaching Kayaking"
<b>Nantahala Outdoor Center</b> Staff Training 1996	"Theoretical Aspects of Teaching Kayaking"
<b>National Conference for Outdoor Leaders</b> Falls Creek Falls,	"Instructor Effectiveness Using Experiential Education Constructs" Tennessee 1996
<b>WCU FCTE Workshop</b> Fall 1995	“Cooperative Learning”
<b>WCU FCTE Workshop</b>	“Cooperative Learning”

Spring 1995

**WCU 1995 North Carolina Faculty Seminar on Exemplary Teaching**  
at NCATE, Cullowhee NC

Co-led the five-day seminar

**SE Regional Experiential Education Association Conference**  
Montreat, NC Spring 1995

"Concepts of Jungian Psychology for the Outdoor Instructor"

**National Conference for Outdoor Leaders - The WEA National Conference**  
CSU Fort Collins CO Spring, 1995

"The Great Outdoors and Beyond: Common Threads in Leadership Training on Land in the Air and in Space."

**Research Symposium of the Coalition for Outdoor Education in the Outdoors and in Space.**  
Bradford Woods, Indiana 1994

"The Great Outdoors and Beyond: Common Threads in Leadership Training on Land in the Air

**WCU New Faculty Seminar on Exemplary Teaching Reunion Workshop.** Charlotte. 1994

"Bright Ideas: What New Teaching Strategies Have You Tried? "

**WCU FCTE Workshop**  
September, 1994

"Cooperative Learning"

**Warren Wilson College**  
Nov. 1993

"Outdoor Leadership Styles"

**The Bradford Institute on Americans Outdoors**  
Bradford Woods, Indiana  
Nov 1993

"Academic Preparation for Outdoor Leaders: Lessons from the '90 and '91 National Conference for Outdoor for Leaders"

**WCU 1993 New Faculty Seminar on Exemplary Teaching for North Carolina Professors at NCATE, Cullowhee NC**  
June 1993 (5 day seminar)

"Cooperative Learning".  
"Group Norm Setting".  
"Kolb's Learning Styles".  
Co-facilitated 'screw-ups' session

**The SE Region of the Association for Experiential Education Conference at**  
Brasstown NC April 1993

"Understanding your own leadership style bias"

**National Conference for Outdoor Leaders: Wilderness Partnerships**  
Falls Creek Falls State Park  
Tennessee February 1993

"Moral and Ethical Decision-making"

**WCU Adventure Education Conference, Cullowhee NC**  
December 1992.

'The Psychological Foundations of Teaching and Learning and how they affect Experiential Education in the Outdoors'

**National Conference of the**

"The Group Dynamics Questionnaire"

**Wilderness Education**

**Association**, Pueblo, Colorado.  
February, 1992.

**National Conference for  
Outdoor Leaders, Public,  
Commercial and Non-Profit  
Partnerships in Outdoor  
Recreation. Employee  
Preparation Toward 2001.**

Crested Butte, Colorado September, 1991

Panel Presentation. " Educating the Leader in the use of Leadership Styles to enable Greater Motivation of Followers."  
"Expedition Leader Style Analysis (ELSA)."

**National Conference in  
Outdoor Recreation**

Boone , North Carolina. November, 1990

"Cooperative Learning Techniques - Interactive Practices for Teambuilding and Effective Learning".

**National Conference for  
Outdoor Leaders, Public,  
Commercial and Non-Profit  
Partnerships. Employee  
Preparation Toward**

**2001.** Gunnison, Colorado. September, 1990.

" Definitions in Outdoor Recreation."  
Conference Director for this first annual national conference.

**SW Colorado Travel  
and Tourism Conference**

Durango, Colorado. April 1990

Panel moderator for "Supporting the product with High Quality Service".

**10th Inter-mountain  
Leisure Symposium**

Provo, Utah. November, 1989.

" The Measurement of Group-centered/leader-centered Leadership Styles of Four Leisure Profession Supervisors using a Time-series Design."

**National Conference in  
Experiential Education at**

Santa Fe, New Mexico. October, 1989

" The Instructor and Experiential Education in the Outdoors."

Panel presentation, "Grading Outdoor Experiential Courses".

**National Conference in  
Outdoor Recreation at**

Fort Collins, Colorado, November, 1988.

"Scoring the Group Dynamics Questionnaire" A workshop to enable the detection of positive and negative aspects of group dynamics."

**National Conference in  
Experiential Education**

Port Townsend, Washington..

"Expedition Leader Style Analysis." An Inventory to measure your leadership style. A workshop session using a modified Delphi process to discuss and measure agreements on the inventory. October, 1987.  
Panel presentation, "Judgement and Decision-making in Groups."

**District 8 Recreation  
Conference**, Buellton,

California. November, 1987

"Special Populations and Outdoor Pursuits."

**Iowa Park & Recreation  
Association Research  
Symposium.** Waterloo,

Iowa. April, 1987.

"Experiential Leadership Education: An Assessment of a Systematic Approach to Teaching Leadership."

- National Conference in Outdoor Recreation** at California State University, Davis. November, 1986. "Experiential Leadership Education - Teaching the Soft Skills of Leadership."  
"Adventure, Inner Journey to the Self - The Psychology of Adventure Expressed in Jungian Terms."
- The University of Minnesota  
**Coffman Union Adventure Series.** May, 1986. "Why People Take Risks."
- The Minnesota Jung Society,** Minneapolis and **The Wellness Center of Southern Minnesota,** Mankato. January, 1985. "Adventure, Inner Journey to the Self," a multi media presentation and lecture.
- National Conference in Outdoor Recreation** at Montana State University Bozeman, Montana. November, 1984. "Group Dynamics in the Outdoors - A Model for Teaching Outdoor Leaders."

### **GRANTS/FUNDING (major contributions to grant writing and fund raising)**

- 2010 Waterfall project grant of \$400 from Student Affairs at WCU  
2007 Scholarly Leave  
2005 Micro grant for \$500 for alpine an mountaineering course with Exum Guides in the Tetons  
2003 WCU Micro grant for \$750 to attend a mountaineering course with Yamnuska in Canada  
2003 WCU Instructional Improvement Grant \$550 for a double kayak for special populations  
2001 WCU Micro Grant for \$161 for a Wilderness First Responder re-certification course  
2000 Ali and Raymond Large \$3000 funding for White water courses at WCU  
1999 WCU Micro Grant for \$130 for a Wilderness First Responder re-certification course  
1999 Ali and Raymond Large \$3000 funding for White water courses at WCU  
1998 Alpine Towers - donation of \$5000 for the climbing spire  
1998 Americorps - \$800 for outdoor equipment  
1998 WCU Psychological Services - \$5000 worth of outdoor equipment  
1997 Americorps - \$2000 for outdoor equipment  
1997 Bob Failing - donation of \$10,000 for the climbing spire at WCU  
1997 WCU Micro Grant for \$500 for a Wilderness First Responder Course  
1996 Center for Leadership Studies, Scholarship \$1000 (Train the Trainer course)  
1996 WCU Faculty Research Grant \$1000 (Train the Trainer course)  
1995 WCU FCTE Grant \$1000 (Advanced Cooperative Learning Course)  
1995 WCU Faculty Research Grant \$600  
1994 WCU Faculty Research Grant \$1340  
1994 WCU Micro Grant for River Rescue Course \$120  
1992 Sponsorship from the Association for Experiential Education for the local AEE Conference \$200  
1991 Local Funding for the Outdoor Leaders' Conference \$1000  
1991 Western State College Foundation for 1991 Outdoor Recreation Conference \$5,500  
1990 Local (Gunnison) funding for Outdoor Recreation Conference \$17,500  
1990 Western State College Foundation Grant to the Mountain Rescue Team \$6,000  
1990 ASB Grant at Western State College for a Climbing Tower (design) \$20,000  
1989 Noble Foundation Grant \$60,000  
1989 Gunnison County Grant \$1,500  
1989 Gunnison City Grant \$1,500  
1986 University of Minnesota Dissertation Award - \$2000  
1986 Minnesota Recreation and Park Foundation Research Award \$1000  
1977 North Yorkshire Education Grant \$3000

**PAST ACTIVITIES / ASSOCIATIONS**

Continuous personal development in mountaineering, skiing, caving, and kayaking in Yorkshire, the Scottish Highlands, Europe, North America, Australia, and New Zealand.

Competition kayaking and canoeing, slalom and wild water racing organization and competing in national, state, and club events (Britain and Australia).

Member, instructor, advisory board member and trustee of the Wilderness Education Association

Member of the Resort and Commercial Recreation Association

Member of AAHPERD USA

Member of the National Association for Outdoor Education UK

Member of the Experiential Education Association USA

Member of the Minnesota Jung Society.

Secretary of the Albury-Wodonga Sports Association, Australia

Secretary of the Yorkshire Canoe Association

Director of coaching for NE. Victoria (Australian Canoe Federation)

President and founding member of the Mitta Mitta Canoe and Kayak Club, Australia

Secretary of the Nidd Valley Kayak Club UK

Contributor to the initiation of the national canoe coaching scheme for Australia

Co-coordinator of the Research Special Interest Group for the Association of Experiential Education

Wilderness Education Association Research Committee member

Wilderness Education Association Curriculum Committee member

Member of folk- singing bands in England, Australia, and the USA.

**RECENT IN-SERVICES ATTENDED**

WFR Recertification & CPR, (3 days) 09

Grant Writing AT WCU - half day 08

WFR Recertification & CPR, (3 days) 06

WFR Recertification & CPR, (3 days) 03

Yamnuska Mountaineering Alpine Course (7 days), 03

Exum Guides Alpine Seminar (4 days), 05

Attended conferences – see above

**WILDERNESS EDUCATION ASSOCIATION (WEA) EXPEDITION COURSES ADMINISTERED AND TAUGHT**

1983 Teton National Standard Program (NSP) Course for WEA – 5 week

1983 Ricks College Teton NSP Course - 5 week

1984 Teton NSP Course for WEA - 5 week

1985 Colorado State University NSP Course, Colorado - 5 week

1986 NSP Course for WEA Wind River Range - 5 week

1987 Ricks College Yellowstone 5 week course

1991 Western State College of Colorado Steward, Colorado - 2 week

1993 North Country College, NY Professionals NSP, New York, 10 days

1994 Administered only Western Carolina University NSP - 5 week

1995 Administered only Western Carolina University NSP - 5 week

1996 Western Carolina University, Steward Course - two weeks

1997 Western Carolina University, Steward Course - 8 days

1998 Western Carolina University, Steward - 8 days

1999 Western Carolina University, Steward - 8 days

1999 Tennessee State Parks/WEA Professionals' NSP 10 days in Western North Carolina, NC

- 2000 Western Carolina University Teton Steward/ NSP - 16 days
- 2000 Instructor Course in Western North Carolina, NC - 3 days
- 2002 Western Carolina University NSP and Steward Course, 16 days in the Tetons
- 2003 Steward Course, in Western North Carolina, NC - 8 days
- 2004 Steward Course, 16 days in the Tetons
- 2005 Steward Course in Western North Carolina – 8 days
- 2007 Steward Course in Western North Carolina – 8 days
- 2008 Steward Course, 10 days in the Tetons
- 2009 Steward Course in Western North Carolina – 8 days

**Appendix 4.4.3 Debby Singleton Curriculum Vitae****Debby F. Singleton**

573 Riverview Drive  
 Sylva, NC 28723  
 (828) 227-3545  
 singleton@wcu.edu

<b>Education</b>
------------------

**1980-1984                      Longwood College                      Farmville, VA**

- B.S. Health & Physical Education, K-12; Adult Fitness concentration.
- Member of Delta Psi Kappa, Physical Education professional honor fraternity.
- Student assistant for Adult Fitness program.

**1984-1986                      University of North Carolina                      Chapel Hill, NC**

- M.A. Physical Education, emphasis Exercise Physiology
- Teaching, Graduate, and Student assistant for Physical Education Department, Continuing Education, and Executive Fitness Program
- Thesis: *The Aerobic Training Effect of The New & Improved Jane Fonda Workout*

**2005-2007                      University of North Carolina                      Chapel Hill, NC**

- Certificate in Core Public Health Concepts including classes in Biostatistics, Health Behavior/Education, Epidemiology, Health Policy, and Environmental Health.
- 15 post-graduate degree hours

<b>Professional Experiences</b>
---------------------------------

**2010-present                      Western Carolina University                      Cullowhee, NC**  
**Health, Physical Education, & Recreation Department**  
**Coordinator of Health Liberal Studies**

- Coordinate scheduling, training and assessment of liberal studies health classes for the HPER Department, servicing over 1500 students per academic year.
- Develop adjunct faculty handbook, evaluation system, training and workshops to provide consistent and high quality courses among our part-time instructors.
- Develop with the assistance of other health faculty, a graduate assistant resource and training manual for our health liberal studies courses.
- Communicate and work collaboratively with the Liberal Studies Health Coordinator in the College of Health Sciences to provide consistent offerings to meet the goals and objectives of the C4: Wellness Core.
- Conduct ongoing research examining the physical fitness level of the students enrolled in the liberal studies health courses.
- Work collaboratively with the Honor's College to offer liberal studies health courses that meet the standards of the Honor's College curriculum.
- Work collaboratively with the Campus Recreation Center, Base Camp Cullowhee, Wellness Program and Counseling Services to provide opportunities for service learning, presentations,

guest speakers, joint research projects and activity options for the Health Liberal Studies courses.

**1996-present                      Western Carolina University                      Cullowhee, NC**  
**Health, Physical Education, & Recreation Department**

**Instructor & Advisor**

- Instruct a Health & Wellness course as part of the liberal studies core curriculum. Contributed to a student workbook produced for the course. Served on university-wide committee that developed this course for the liberal studies curriculum.
- Instruct a Sexual Health through the Lifespan course as part of the Health & Physical Education major and the Health second academic concentration.
- Instruct Adventure-Based Physical Education course for the Health & Physical Education major.
- Instruct 3 Parks & Recreation Management courses (Leadership & Group Dynamics, High Adventure Travel, Entrepreneurship & Commercial Recreation). Work mutually with several university departments and local business to provide field trips, “real life” experiences, and collaborative projects.
- Instruct several other Health & Physical Education major and activity courses including; Physical Activity & Aging, Snowboarding, Skiing, Group Exercise, and Fitness Concepts.
- Advise Parks & Recreation Management majors, assist advisees in developing a strategic academic & professional plan, and serve as a mentor to PRM and HPE majors.
- Serve on various departmental and university committees including recruitment, quality enhancement program evaluation, physical & health education reform, administrative evaluation, curriculum, display case, climbing spire, nutrition sub-committee, excellence in teaching liberal studies awards, task force on university advising, evaluation of liberal studies wellness component and the Taft B. Botner awards committee.
- Work collaboratively with PRM and PE students on a variety of projects, which are presented each year at the Undergraduate Research Expo.

**2008-2009                      Jackson County Recreation Department                      Cullowhee, NC**  
**Instructor**

- Instructed Senior Fitness exercise classes for the community.

**1998-2004                      Western Carolina University                      Cullowhee, NC**  
**Continuing Education/Elderhostel**  
**Instructor**

- Planned, prepared, organized, and instructed a week-long Elderhostel course entitled, “Active Living”. Lecture and activity of current research on exercise and aging.
- Developed and coordinated an interdisciplinary Senior Fitness program. A bi-weekly strength training program for older adults taught by undergraduate students. Served as consultant & trainer to the program.
- Instructed aqua fitness and trained student instructors.

**2003-2006 American Association for Active Lifestyles (AAALF)  
TESA (Training & Encouraging Senior Activity)**

**Presenter & Trainer**

**AAALF Manuscript Reviewer**

- Presenter & trainer for national workshops focused on encouraging senior citizens to become active and training senior providers how to organize and implement senior fitness programs.
- Reviewed publications, manuals, and texts related to physical activity for seniors, women, and children.

**1996-1999 Western Carolina University Cullowhee, NC**

**Fitness Director**

- Managed operation of WCU's Fitness Center. Included budget administration, creation and implementation of policies and programs, personal management, coordination of faculty and equipment, maintenance, and marketing.
- Provided training and educational opportunities for student employees.
- Worked cooperatively with other student affair departments, continuing, education, university departments, and NCCAT to provide fitness programming for the campus.
- Recognized as an "Outstanding Student Affairs Department Head", 1998. Awarded "Golden Apple" Award, 1997, presented to outstanding faculty/staff.
- Fitness Center Student Staff recognized as "Outstanding Student Operating Program", 1996.

**1991-1995 University of North Carolina Asheville, NC**

**Health & Fitness Department**

**Lecturer**

- Instructed Health & Fitness related classes; lecture and activity including; Personal Wellness, Health & Wellness, Aqua Fitness, Aerobic Dance, Snow Skiing/Snowboarding, and Jogging.
- Proposed and instructed two new courses; water aerobics and snow skiing.
- Assisted with coordination of departmental special events; wellness fairs, cholesterol screenings.
- Coordinated promotion for "Health Appeal" program; nutrition/fitness awareness for UNCA campus.

**1991-1995 University of North Carolina Asheville, NC**

**North Carolina Center for Creative Retirement: College for Seniors**

**Wellness Program Director/Instructor**

- Developed wellness programs, activities, and lecture series.
- Coordinated Senior Wellness Day, May 1991, in conjunction with Memorial Mission Hospital.
- Developed and instructed lecture/activity courses for seniors.
- Wrote and self-published a textbook for my course "Senior Fitness & Wellness".
- Planned and supervised pilot strength training program for seniors with local fitness club.

**1991-1996                      Cataloochee Ski Area                      Maggie Valley, NC**  
**Ski School Director & Mountain Bike Race Director**

- Responsible for daily operation of ski school; teaching, scheduling, payroll, clinics, college credit ski classes, administration, guest services, budget, instructor training, marketing, and personnel.
- Successfully increased number of lessons taught and ski school revenue each season.
- Organized a successful mountain bike race series.
  
- **Work Experience Prior to 1991:**
  - Nantahala Outdoor Center, Bryson City, NC: river and mountain bike guide, wait staff, reservations, retail associate. (6 years, part-time)
  - Wesleyan College, Macon, GA: Fitness & Wellness Director
  - Hood River Sports Club, Hood River, OR: Fitness & Wellness Director
  - Port Sports, Bethel, ME: retail ski shop associate
  - School District #44, Bethel, ME: substitute teacher and GED health instructor
  - Fox Watersports, Buxton, NC: assistant manager of sailboard instruction and retail.
  - Wintergreen Ski Area, Wintergreen, VA: ski school supervisor, trainer and instructor (6 years, seasonal)
  - University of Virginia Medical Center, Charlottesville, VA: EKG technician

<b>Continuing Education</b>
-----------------------------

- Attended workshops at NCAAHPERD convention, November 2008, 2009, and 2010.
- Healthy Youth Workshop sponsored by the Adolescent Pregnancy Prevention Campaign of NC, which focused on the new state legislation regarding sex education in K-12 schools, February 2010.
- “Preparing Teachers of HEALTH in Healthful Living Education” training which was sponsored by the NC Health Training Center and NC Department of Public Instruction, October 2009.
- Summer Institute for Teaching & Learning, Coulter Faculty Center, Western Carolina University, “Experiential Education”, 2009.
- American Association of Physical Activity & Recreation (AAPAR): TESA Muscle Strength & Flexibility Certificate; Fitness Professionals for Older Adults, 2006.
- American Association of Physical Activity & Recreation (AAPAR): TESA Balance, Fall Prevention, & Mobility Certificate; Fitness Professionals for Older Adults, 2006.
- AFAA Pilates Principles for Group Exercise Instructors; 2007.
- AFAA Bosu Basics and Beyond; 2007.
- Reebok University/Crunch Fitness; Workshops in Yoga for Athletes, Pregnant and Post-Partum Personal Training, Aqua Strength and Aqua Kickboxing; 2004.
- R.E.A.L. (Rural Entrepreneurship through Active Learning) financial course series, 2002.
- Moms in Motion Pre & Post Natal Instructor Certification Workshop, 2002.
- Western Carolina University, 1997; Sports Nutrition graduate course.
- American College of Sports Medicine, Health / Fitness Instructor training course and exam, University of South Carolina, Columbia, 1996.

- Haywood County Community College, 1997, 1998: ACE Instructor Trainer course.

### Awards

- Received the Excellence in Teaching Liberal Studies Award, 2009.
- Selected as one of the five finalists for the Chancellor's Distinguished Teaching Award, 2008.
- Selected as one of the five finalists for the Last Lecture Award, 2008.
- Received the Chancellor's Meritorious Award for Engaged Teaching, 2008.
- Nominated for the Chancellor's Meritorious Award for Engaged Teaching, 2007 & 2008.
- Nominated for the Excellence in Teaching Liberal Studies Award, 2006 and 2008.
- Selected as one of the five finalists for the Taft B. Botner Award for Teaching Excellence, 2004.
- Recognized as "Most Outstanding Faculty Member", 2002; Student Government Association.
- Nominated for the Chancellor's Distinguished Teaching Award, 2000.
- Awarded WCU "Outstanding Faculty Member" by Student Government Association, 1998.
- Recognized as an WCU "Outstanding Student Affairs Department Head", 1998.
- Awarded WCU "Golden Apple" Award, 1997, presented to outstanding faculty/staff.
- WCU Fitness Center Student Staff recognized as "Outstanding Student Operating Program", 1996.

### Community Engagement & Outreach

- Volunteer Head Coach for Girls on the Run, Fairview Elementary School, since February 2009.
- Volunteer Trainer for Cataloochee Snow School, 2009-2010.
- Service Learning component in multiple classes for organizations such as Girls on the Run, One World Running, Community Table, Jackson County Department of Aging, Jackson County Recreation Department, The Hope Center, WCU Wellness Program Fair, Jackson County Health Department.
- Committee member for Cullowhee Revitalization Endeavor (CURVE), 2008.

### Professional Conferences

- NCAAPERD convention, Winston-Salem, NC 2010.
- NCAAPERD convention, Winston-Salem, NC 2009.
- Adventure Education Conference, Montreat College, 2008
- NCAAPERD convention, Winston-Salem, NC 2008.
- Adventure Education Conference, Western Carolina University, 2006
- AAAPERD National Conference, Salt Lake City, Utah, 2006
- Adventure Education Conference, Southwestern Community College, 2005
- Adventure Education Conference, Western Wilson College, 2002
- Heritage Tourism In WNC, 2001; Sustainable Tourism Development, 1999; NC Governor's Conference for Travel & Tourism, 1999; Tourism Research Conference, 1999; Ecotourism Summit, 1998
- Nutrition & Exercise Update, 1998

- Physical Activity & Cardiovascular Disease, 1996
- Aquatic Exercise Association Regional Conventions, 1993 & 1997
- American College of Sports Medicine Health/Fitness Workshop, 1996
- Fitness Professionals Conference: Atlanta Mania, 1992 & 1999
- PSIA Ski School Director Seminars, 1992-1995

### **Certifications & Professional Affiliations**

- American College of Sports Medicine, Health / Fitness Instructor
- American Red Cross First Aid / CPR Instructor
- Aquatic Exercise Association Certified Instructor
- Moms in Motion Pre & Post Natal Instructor
- Professional Ski Instructors of America Level II Certified Instructor
- American Alliance of Health, Physical Education, Recreation, and Dance
- International Association of Fitness Professionals

### **Publications**

“Introduction to Leisure Services in North Carolina”, Chapter 11: Emergence and Development of Outdoor Adventure Education in North Carolina; Co-Authored with Maurice Phipps and Ed Raiola, Kendall-Hunt Publishing, 5<sup>th</sup> Edition, 2006.

“Fitting Fitness Into Your Life”, *Asheville Citizen Times* Med Facts supplement, March 11, 2000.

“Senior Fitness / Wellness: College for Seniors”, self-published, printed by UNCA Graphics, Asheville, NC, September 1992. Revision Jan. 1995. Textbook for Senior Fitness / Wellness class.

Staff Writer: *Northwest Sailboard*, *Windsurfing California*. Gorge Publishing Inc.; Hood River, Oregon. Articles include: “Getting Fit”, April 1990; “Sailing Fuel”, May 1990; “The Morning After”, June 1990; “Warm Up Before You Go Out”, July 1990; “Waterstart Stamina”, August 1990;

“Cross-Training”, Fall 1990; “Are You Ready For Spring?”, April 1991; “Fitness at Home”, May 1991; “Oh, My Back”, June 1991; “On The Road Again,” July 1991; “Creative Cross-Training,” Fall 1991; “Rehydration for Sailing”, August 1992.

### **Presentations & Programs**

- Teaching Sex? How to Make Enjoyable and Not Scary, presentation on strategies for teaching sex education in K-12 or college, NCAAHPERD, Winston-Salem, NC, November 2010.
- Out of the Box II!, a sequel to the popular workshop I offered at NCAAHPERD in 2008, presented November 2009.

- Healthy Adventure Activities, a workshop for health and physical education teachers to introduce them to activities they can do in a classroom setting to engage participation and synthesis of learning through movement and cooperative work, NCAAPERD, Winston-Salem, NC, November 2009.
- Healthy Active Living, Health Education CEU Workshop, Western Carolina University, October 2009.
- Chase Away Your Stress, an interactive workshop, Western Carolina University, Teaching Fellows Alumni Leadership Retreat, June 2009.
- Deskercize with Debby, presentation on stress reduction while working at computers, North Carolina Center for the Advancement of Teaching, Summer Scholar Program, June 2009.
- Out of the Box!, workshop focusing on activities that engage and prepare participants for learning for health and physical education classes, NCAAPERD, Winston-Salem, NC, November 2008.
- Out of the Box!, workshop focusing on activities that engage and prepare participants for learning in outdoor recreation, Adventure Education Conference, Western Carolina University, Cullowhee, NC, October 2006.
- Fitness Walking & Aqua Aerobics for Seniors, exercise session for National Senior Health & Fitness Day sponsored by the Swain County Partnership for Health, Bryson City, NC, June 2002, June 2003.
- Walking for Fitness, Motivational & instructional lecture for beginner exercisers as part of the “Make your Move” incentive program, Swain County Health Department, Bryson City, NC, May 2000, October 2002, April 2003.
- Good Morning Stretch, Energizing stretching program to enhance creative thought process; incorporating tai chi, yoga and traditional flexibility exercises, North Carolina Center for the Advancement of Teaching, Cullowhee, NC, May 2001.
- Take a Break, Stretching, ergonomics, and self-massage to relieve computer work station stress and tension, North Carolina Center for the Advancement of Teaching Technology seminars, Cullowhee, NC, twice yearly December 1999 through July 2001; July 2003.
- Active Living, Elderhostel program combining lecture and activity; theme: current research of exercise and aging, Department of Continuing Education & Summer School, Western Carolina University, Cullowhee, NC, June 1998 & February 2000.
- Ski Fitness & Aging Gracefully, How physical fitness benefits personal skiing technique for women and the pursuit of active aging, Cataloochee Ski Area, Maggie Valley, NC, February 1999, 2000, 2001, 2002, 2003, 2004.
- Menopause & Exercise, How can exercise benefit women going through menopause, North Carolina Center for the Advancement of Teaching, Cullowhee, NC, June 1999.
- Fitness Q & A, Demonstration, information, and testing. Senior Games, Jackson County Recreation Department, Sylva, NC, April 1999.
- Healthy Back, Taking care of your back in the workplace. North Carolina Center for the Advancement of Teaching, Cullowhee, NC, May 1998.
- Careers in Fitness & Exercise Science, Introduction to Sports Management class, Health and Human Performance Department, Western Carolina University, Cullowhee, NC, October 1996, April 1997, October 1997, April 1998, October 1998, April 1999.

- Fitness Over the Holidays & A Holiday Survival Guide, Continuing Education Western Carolina University, Cullowhee, NC, October and November 1996.
- Ski Conditioning, Downhill Ski class, Health and Human Performance Department, Western Carolina University, Cullowhee, NC, October 1996.
- LSD, Fig Newtons, and Cheerleaders: Fitness Cycling, League of American Bicyclist National Conference, Asheville, NC, July 1995. Presented a lecture / slide show to conference participants on fitness cycling, covering the areas of training, nutrition and motivation.
- From the Pyramid to Your Thigh, University of North Carolina at Asheville, Dorm Educational Lecture, April 1995. Presented lecture / discussion to undergraduate students on nutrition, the food pyramid, food labels, energy expenditure, weight management, and common nutritional myths.
- Hey, Kids! Learn To Ski!, FOX 21 Kids' Club Show, Greenville, SC, February 1995. Spokesperson for the Cataloochee Ski School's children's programs, taught an on-air children's ski lesson, helped develop and deliver script for the show on how to prepare for skiing, what to wear, equipment needs, how we make snow, what lessons are like, and information on our Junior Racing Program.
- Get Ready To Ski!, WLOS (channel 13), Asheville, NC, December 1994. Presented an exercise and information segment on preparing for ski season for a local TV station news story.
- A Healthy Eating Journey: From The Pyramid to Your Thigh, Jackson County Schools Continuing Education Wellness Program, Sylva, NC, May 1994. Presented a lecture to teachers on nutrition, the food pyramid, the Nutrition and Education Labeling Act, current research in nutrition, and the journey of food from the table to how it is used by our bodies during activity.

### Research Interests

- Physical fitness levels of college students enrolled in college level liberal studies health classes.
- Correlation between physical fitness level and grade point average in college level liberal studies health classes. Fall 2010, Honor's College health class research, designed, implemented and evaluated.
- Using pedometers as a motivational tool to increase college student activity levels. Spring 2004, Honor's College Health class research, designed, implemented, and evaluated use of pedometers in a college setting.
- The impact of Outdoor Recreation on the Tourism Industry in Western North Carolina. Spring 2003, PRM 440: Travel & Tourism class researched the historical significance and impacts (social, economic & environmental) of human powered outdoor recreation in the seven far west counties of North Carolina.

## Appendix 4.5 Department of Health, Physical Education and Recreation CRD Document

### Department Collegial Review Document Department of Health, Physical Education and Recreation Effective Fall Semester, 2008

---

#### **Policies, Procedures, and Criteria for Faculty Evaluation: Annual Faculty Evaluation, Reappointment, Tenure, Promotion and Post-Tenure Review**

---

#### **I. Overview –**

The purpose of the Department Collegial Review Document is to provide faculty members with an annual assessment, which includes written feedback concerning the extent to which they have met the department and college criteria, and university standards for teaching, service, and scholarly/creative contributions. The Department Collegial Review Document is based on an annual record of performance and is used in making salary and TPR decisions.

The Health, Physical Education and Recreation Department believes teaching, service and scholarship are all valid and important expectations of its faculty members, with excellent teaching being the most important. The Department also believes that a faculty member's priorities toward these responsibilities may change with time. To become tenured, a faculty member must have demonstrated the ability to research and publish. Therefore the beginning of a faculty member's career at Western Carolina University should provide opportunities to allow him/her to demonstrate his/her abilities in those areas. Teaching and service loads should be appropriate to allow the new faculty member to research and publish. Service, in particular, should play a smaller role in new faculty members' professional efforts in the early years, although university and professional service may increase as their teaching and scholarly accomplishments become well established. Having demonstrated the ability to research and publish, tenured faculty should continue to be active scholars but may need to focus their efforts elsewhere, such as University and/or professional service.

We believe that service to the University and to our professions is very important. Service on the Faculty Senate and its Councils, the UNC Faculty Representative Assembly, College and University Committees and College and/or University Task Forces should be reserved for tenured faculty who not only have the experience to contribute meaningfully to the deliberations of these bodies, but who can also devote the necessary time to these efforts without jeopardizing their reappointments when time and efforts are directed away from their teaching, research and scholarly activities.

We further believe that the Health, Physical Education and Recreation Department of Western Carolina University has a commitment to the State of North Carolina and in particular to the western part of the state. We value contributions to state professional associations such as the North Carolina Alliance for Athletics, Health, Physical Education and Recreation and Dance (NCAAHPERD) and to state and regional publications such as the *North Carolina Journal*, a publication of NCAAHPERD. We recognize that to achieve tenure a faculty member must have demonstrated that he/she can successfully publish in national journals, but in our efforts to support our

state and regional professional associations, publications and scholarly presentations at the state level are appropriate. We also recognize that to meet the University expectations for promotion to Professor, one must demonstrate recognition by one's peers outside the university. This requires scholarship as demonstrated by both publications and professional presentations at the national level. Consistent with the Faculty Handbook, promotion to Professor also requires leadership in University affairs, reinforcing the department's commitment to tenured faculty having the opportunity to take an active role in University Committees and seeking leadership positions on them.

We think it is important to point out the various expectations for faculty who are tenured, those on a tenure track, those serving as visiting instructors, and those serving as lecturers. We believe that expectations for faculty performance are different for faculty who have wide-ranging responsibilities, and who were employed to perform different jobs. Based upon these beliefs and principles, we offer the following guidelines related to Annual Faculty Evaluation.

## II. Domains of Evaluation

### A. Teaching (Faculty Handbook Section 4.04 & 4.05)

#### 1. Teaching effectiveness is evaluated according to the following 7 dimensions:

- a) **Content expertise** – Effective teachers display knowledge of their subject matters. Content expertise includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.
- b) **Instructional delivery skills** – Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.
- c) **Instructional design skills** – Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.
- d) **Course management skills** – Effective teachers give timely feedback to students, make efficient use of class time, and handle classroom dynamics, interactions, and problematic situations (e.g., academic dishonesty, tardiness, etc.) appropriately.
- e) **Evaluation of students** – Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.
- f) **Faculty/student relationships** – Effective teachers display a positive attitude toward students, show concern for students by being approachable and available, present an appropriate level of intellectual challenge, sufficient support for student learning, and respect diversity.

- g) Facilitation of student learning** – Effective teachers maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work.

## **2. Methods of evaluation and sources of evidence**

### **a) Self-evaluation of teaching, addressing the 7 dimensions of effective teaching. (4.05A)**

The instructor's self-report and evaluation should address each of the seven dimensions of teaching (see Section 4.05B.1). The report should include items such as a statement of teaching philosophy, a description of goals, methods, and strategies used, and selected teaching materials for the courses taught during the period of the review.

### **b) Peer review of teaching materials --including syllabi, examinations, study guides, handouts, assignments, etc. (4.05B2b)**

Documents for review must include syllabi with clearly defined grade requirements including components specified in the current Faculty Handbook and examinations that meet university rigor and other teaching materials selected from: Quizzes, reading lists, assignments, study guides, handouts, slides, other media, computer programs, workbooks, and other appropriate materials. Two colleagues will review the teaching materials to evaluate instructional design and evaluation of students. They will provide feedback by addressing dimensions 3, 5 and other appropriate dimensions of teaching.

### **c) Direct observation of instruction using the departmental protocol. (4.3.1.1)**

All tenure-track, fixed-term and part-time faculty must be evaluated by direct observation of classroom teaching as required by the University of North Carolina General Administration. Classroom observations will be done by two peer reviewers, one per semester, and one yearly observation by the department head. Evaluations will be based on the Seven Criteria of Effective Teaching.

### **d) Student assessment of instruction, using a form of the university-wide SAI instrument--required of all sections of all courses. (4.05A)**

Using the Faculty Senate approved on-line course evaluation system, all faculty (tenured, tenure track, fixed term and part time) will be assessed in each class section each semester. However, if fewer than four evaluations are submitted and/or less than 33% of the total enrolled students return evaluations the department head will interpret those SAIs with caution.

## **3. General comments –**

The Health, Physical Education and Recreation Department believes teaching, service and scholarship are all valid and important expectations of its faculty members, with excellent teaching being the most important.

### a) Professional Development –

The Health, Physical Education and Recreation Department believes participation in Professional development activities are important to remain abreast of the discipline. Professional Development activities include attendance of Local, State, Regional, National, or International Conferences, FCTE activities, workshops, etc. (Taskstream, WebCAT)

## B. Scholarship and Creative Works (4.05C)

1. WCU recognizes as legitimate forms of scholarly activity the 4 types described by Boyer. Specific departmental perspectives on these categories, relative valuations of various forms of scholarly activity, and department-specific examples of each, are described below.

- a) **Scholarship of discovery – Original research that advances knowledge. Also includes creative activities such as artistic products, performances, musical, or literary works.**

In the HPER Department, the **Scholarship of Discovery** includes research that is either published in a book, book chapter, professional journal (*Research Quarterly for Exercise and Sport*, *The Physical Educator*, the *North Carolina Journal*, etc.), etc. as described below or data-based research that is presented at a state, national or international conference where presentations are evaluated by external reviewers. Externally funded grants to support data-based research are also included in the Scholarship of Discovery.

- b) **Scholarship of integration – Synthesis of information across disciplines, across topics, or across time.**

The **Scholarship of Integration** includes articles and/or presentations at the state, regional, national and international levels

- c) **Scholarship of application – Application of disciplinary expertise with results that can be shared with and/or evaluated by peers.**

The **Scholarship of Application** includes articles in national, regional or state journals (such as the *Journal of Physical Education, Recreation and Dance*, *Strategies*, etc.) that assist practitioners in doing their jobs in HPER. It also includes practitioner-oriented presentations at state, regional, national and international conferences designed to promote health, and/or physical education and/or recreation.

- d) **Scholarship of teaching and learning – Systematic study of teaching and learning processes.**

The **Scholarship of Teaching and Learning** includes articles, books, and presentations in state, regional or national journals or conferences that support the improvement of teaching and learning.

## 2. Methods of evaluation and sources of evidence—including acceptable processes for peer review –

### MAJOR SCHOLARLY WORKS IN HPER

#### Publications

- Book authorship (new Book or subsequent edition), regardless of the order of the candidate's name on the author list
- Book chapters and/or creative works published, regardless of the order of the candidate's name on the author list
- Refereed journal articles, regardless of the order of the candidate's name on the author list

#### Editorial Work

- Editor of a book, collection and/or monograph

#### Grant Work

- External grant of \$10,000 or greater, contract and/or scholarly fellowship proposals awarded to the institution on your behalf

#### Professional Presentations

- Formal, peer-reviewed presentations made at professional meetings:
  - International
  - National
  - Regional

#### Creative Works

- Copyrighted computer creative works related to the candidate's field of expertise (software development, web-based modules, etc.)
- Juried shows, commissioned performances, or competitive exhibitions
- Copyrighted or patented creative works related to the candidate's field of expertise

### MINOR SCHOLARLY WORKS IN HPER

#### Publications

- Non-refereed journal articles, book chapters and/or creative works published
- Monographs, technical reports, policy statements, guidebooks, economic impact statements and/or pamphlets
- Initial submission of manuscript for review

#### Editorial Work

- Editor of a Proceedings publication
- Books, journal articles, and/or manuscripts reviewed

#### Grant Work

- External grant, contract and/or scholarly fellowship proposals approved by the institution on the candidate's behalf
- Internally funded research grant

#### Professional Presentations

- Formal, peer-reviewed presentations made at professional meetings:
- State Professional Conference

#### Collaborative research with students

(Includes the WCU Research Symposiums)

- with undergraduates
- with graduates

### **Specific Procedures for External Review (Third Year Reappointment, Tenure and Promotion)**

At the time of third-year reappointment, promotion and/or tenure, faculty who have chosen to focus their scholarship in certain domains may not have a lengthy record of traditionally published scholarly works. If the bulk of the candidate's scholarly evidence is unpublished, or published in non-peer-reviewed venues s/he will prepare a packet of materials for external review. This packet will include:

1. A 2-3 page statement from the candidate that provides an overview of the contents, a description of how they relate to a broader scholarly agenda, and evidence of the materials' worth (e.g., their use within a scholarly or practitioner community, contribution to knowledge or practice).
2. A representative sample of unpublished scholarly materials
3. A current vita

The external reviewers will prepare written reviews that will be included in the candidate's dossier as supplemental evidence related to scholarship

#### **Procedures for External Review**

1. By the first working day in May of the spring prior to application for 3rd year reappointment, tenure, or promotion, the candidate will inform the Department Head that s/he plans to include external reviews in the dossier.
2. By the first working day in June, the candidate will submit to the Department Head up to five names and contact information for potential external reviewers. All of the potential reviewers should have expertise in the candidate's discipline and hold the terminal degree in the field. Ideally the reviewer would be employed (or have been employed) as a faculty member in an institution of higher education that uses Boyer's model of scholarship.
3. The Department Head will identify two external reviewers who agree to review the candidate's materials. At least one of those reviewers should be from the list submitted by the candidate. If the other reviewer is not on the candidate's list, s/he should have the same qualifications as described in #2.
4. By the first working day in August, the candidate will submit the packet of information for external review to the Department Head for immediate distribution.

By the first Tuesday in September, each external reviewer will review the full contents of the candidate's external review packet and provide a 1-3 page analysis of the materials, with overall conclusions about the quality of the work and the extent to which it supports the candidate's application for third year reappointment, tenure or promotion (based on the definitions of rank provided in the WCU Faculty Handbook). The completed written analysis will be submitted to the Department Head, who will give copies of the reviews to the candidate for inclusion in the dossier.

### 3. General comments –

To become tenured, a faculty member must have demonstrated the ability to conduct research and publish. The department recognizes that to achieve tenure a faculty member must have demonstrated that he/she can successfully publish in national journals, but in our efforts to support our state and regional professional associations, publications and scholarly presentations at the state level are also appropriate.

#### C. Service (4.04C3 & 4.05D)

##### 1. Types of service

###### a) Institutional service –

###### Good Citizenship

Departmental Committees \_\_\_\_\_

College Committees \_\_\_\_\_

University Committees \_\_\_\_\_

Student Recruitment \_\_\_\_\_

Faculty Mentoring \_\_\_\_\_

Non Discipline Club Advisor \_\_\_\_\_

Workshops for WCU (Non FCTE) \_\_\_\_\_

###### b) Community engagement –

###### Community Engagement and Outreach

Local \_\_\_\_\_

Regional \_\_\_\_\_

State \_\_\_\_\_

National \_\_\_\_\_

International \_\_\_\_\_

###### c) Special expertise, unusual time commitments, or exceptional leadership

###### Special expertise, unusual commitments or exceptional leadership

Professional Organization Service \_\_\_\_\_

Accreditation Service \_\_\_\_\_

Taking students to conferences \_\_\_\_\_

Organizing a conference \_\_\_\_\_

Teaching an unremunerated overload \_\_\_\_\_

Program Director \_\_\_\_\_

Taking students to community service projects \_\_\_\_\_

Other \_\_\_\_\_

###### d) Advising –

###### Advising Students:

Entry Advisement (teacher interviews, PRM student strategic plans) \_\_\_\_\_

Ongoing Advisement (revisiting plans, biographies, career and course advisement)

\_\_\_\_\_ Final Advisement Graduation Checks \_\_\_\_\_

Thesis advisement \_\_\_\_\_  
 Professional Student organization \_\_\_\_\_  
 Reference Writing \_\_\_\_\_  
 Portfolio Checks \_\_\_\_\_

## **2. Methods of evaluation and sources of evidence –**

The HPER department expects the faculty to be involved in Community Engagement and Outreach, Good Citizenship, lending their Special Expertise to the profession and/or community. Additionally faculty are expected to provide high quality advising to our students. See Section IV of this document for specific guidelines for methods of evaluation.

## **3. General comments –**

We believe that service to the University and to our professions is very important. Service on the Faculty Senate and its Councils, the UNC Faculty Representative Assembly, College and University Committees and College and/or University Task Forces should be reserved for tenured faculty who not only have the experience to contribute meaningfully to the deliberations of these bodies, but who can also devote the necessary time to these efforts without jeopardizing their reappointments when time and efforts are directed away from their teaching, research and scholarly activities.

### **III. Specific Procedures for Review Events**

#### **A. Annual Faculty Evaluation (4.05)**

##### **1. Overview –**

All instructional faculty, regardless of status or participation in other review processes, are evaluated annually. This performance evaluation serves as an active, ongoing monitoring of faculty effectiveness. Deadlines for completion of the review process are determined by the Deans and Provost.

##### **2. Composition of review committee –**

In the Department of Health, Physical Education and Recreation AFE files are reviewed and evaluated by the Department Head, rather than by a faculty committee. The Department Collegial Review Document Committee, elected annually, comprises three tenured faculty, with the Department Head as non-voting chair. This committee is responsible for reviewing and recommending changes to the Departmental Collegial Review Document as needed.

##### **3. Procedures and preparation of documentation**

- a) All full-time faculty members must prepare an AFE file that includes (1) their AFE document and (2) a set of appendices with supporting documentation and artifacts. In general, this file follows the structure of the TPR dossier but is limited to a single year rather than a cumulative record. The AFE document prepared by the faculty member should follow this outline:

- 1) Teaching. List courses taught for the current academic year, including the preceding summer, with enrollment. Briefly address the 7 dimensions of effective teaching, citing examples from the current year. Summarize Peer Reviews, and Student Assessment of Instruction. Also list professional development activities. Place copies of the Peer Evaluations and Student Assessment of Instruction results in the appendix.
  - 2) Scholarship. List scholarly activity completed during the academic year (previous 12 months from time of submission of file). Clearly distinguish between outcomes and work in progress. Take care not to duplicate entries from previous years. If an item appeared previously with a different status (e.g., article submitted), clearly indicate that it was listed previously, and how. Include in an appendix any reprints, conference submissions, compressed formats of posters, etc., to document your scholarly activity.
  - 3) Service. List service to the department, college, university, and external community. Address advising activities, including number of undergraduate and graduate advisees, work with majors clubs, and so forth. Address student evaluations of advising and include advising evaluations in appendix.
  - 4) Other pertinent information. Describe additional information that does not fit into the categories above, or simply indicate N/A.
- b) **Evaluation of Full-time non-tenured/non-tenure track faculty**- These procedures and guidelines are based upon the assumption that the full-time non-tenured/non-tenure track faculty member is responsible only for teaching and service. Those with contractual agreements specifying other expectations will be evaluated using appropriate aspects and weightings of section IV.A below
- c) **Evaluation of Part-time teachers** - These procedures and guidelines are based upon the assumption that the part-time faculty member is responsible only for teaching. Those with contractual agreements specifying other expectations will be evaluated using appropriate aspects and weightings of section IV.A below

**B. Reappointment, Tenure, and Promotion (4.06 & 4.07)**

1. **Overview** - The Office of the Provost will generate an annual list of faculty eligible for tenure and reappointment.
2. **Composition of review committees**
  - a) The departmental TPR Advisory Committee shall be chaired by the department head (non-voting) and shall be composed of up to six tenured faculty members elected annually by the department's full-time faculty. In the event that there are six or fewer tenured faculty, the committee shall be composed of the department head and tenured faculty, providing that the resultant committee shall consist of at least three members, exclusive of the department head. In the event that there are less than three tenured faculty, the Provost, in consultation with the department and dean, will select tenured faculty from similar departments to constitute a committee of at least three.
  - b) The College TPR Advisory Committee shall be chaired by the dean (non-voting) and shall be composed of faculty members of the college as specified in the Faculty Handbook.
  - c) The University TPR Advisory Committee shall consist of the Provost as chair (non-voting), the Dean of the Graduate School, and faculty members of the University as specified in the Faculty Handbook.
3. **Procedures and preparation of documentation** – As noted above, detailed instructions for preparing the dossier are issued annually by the Office of the Provost. The candidate list for each college is prepared by the Office of the Provost and distributed to the deans for review. The list is finalized by the Office of the Provost in conjunction with the Dean's office. Detailed instructions for preparing the dossier are issued annually from the Office of the Provost including the TPR schedule for when documents are due and decisions are made at the various review levels. The candidate will need (1) the departmental CRD, (2) the Guidelines for Preparation of the Dossier, and (3) the timetable for the review process

**C. Post-Tenure Review (4.08)**

**1. Overview**

Tenured faculty in Health, Physical Education and Recreation, whose primary responsibilities are teaching and/or service and/or research, will undergo post tenure review. This review shall take place no later than the fifth academic year following the

most recent of any of the following review events: award of tenure or promotion at WCU, prior post-tenure review, or return to faculty status following administrative service. A period when a faculty member is on leave from duties shall not be included as part of the five years between mandatory review events. In such cases, the maximum interval shall be extended accordingly. The purpose of post-tenure review is to support continuing faculty development, to promote faculty vitality, and to encourage excellence among tenured faculty.

## **2. Composition of Review Committee**

The post tenure review committee (The Committee) shall consist of all tenured faculty members in the department, excluding the department head and the faculty member being reviewed. If fewer than three tenured faculty members are available to serve on the committee, the committee and the department head will consult with the Provost to select a tenured faculty member from another department so that a committee of three tenured faculty members can be assembled.

## **3. Procedures**

The tenured member of the HPER department who is being reviewed will submit his/her four most recent Annual Faculty Evaluations (including supporting materials) and a current Curriculum Vitae. The Committee will evaluate the candidate's professional competence; conscientious discharge of duties, taking into account distribution of workload as developed by the department head, and efforts to improve performance. Exemplary faculty performance, as determined by the department, involves sustained excellence in teaching, scholarly/artistic achievement, and service.

Excellence in teaching shall be determined by the candidate's student evaluations, peer evaluations, department head evaluations, extraordinary application of teaching energies and/or creativity, and honors and awards for teaching. Excellence in scholarly/artistic achievement shall be determined by the candidate's record of publications, professional presentations at state, regional, national, and/or international professional meetings, research grants funded, supervision of student research projects, journal or textbook editing and reviewing, recitals, seminars and workshops. Excellence in service shall be determined by the candidate's record of advising, involvement with student organizations, active committee memberships and chairs, administrative responsibilities, and involvement with professional organizations through active membership and leadership.

Peer reviewers will submit their written evaluations to the department head (or the Dean in the case that the department head is undergoing Post Tenure Review). The department head (or the Dean in the case that the department head is undergoing Post Tenure Review) will provide a copy of this evaluation to the faculty member being reviewed and will meet with the faculty member to discuss the review. The department head (or the Dean in the case that the department head is undergoing Post Tenure Review) will align his/her evaluation with the mission of the university, the college and

the department. The faculty member then has the option of attaching a written response.

In the case of an unsatisfactory review, the department head (or the Dean in the case that the department head is undergoing Post Tenure Review), in consultation with the faculty member, peer committee and dean of the College of Education and Allied Professions will create a three-year development plan within one month of the review. The plan shall include (1) specific improvements to be accomplished within three years, (2) resources to be committed to the improvement efforts, and (3) other support provided by the administration. The department head (or the Dean in the case that the department head is undergoing Post Tenure Review) and peer committee will monitor the faculty member's progress relative to the development plan and provide verbal and written feedback to the faculty member semi-annually.

The plan shall also include a clear statement of consequences should adequate progress not occur by the end of the third year. The consequences may range from suspension of pay raises, to, in the most extreme cases, reduction in rank, temporary suspension of employment, or termination of employment.

Should a faculty member disagree with the decision of the PTR committee and be facing a negative outcome as the result of the post tenure review, he/she shall be guaranteed due process and the right of appeal as specified in The Code and the "Tenure Policies and Regulations of Western Carolina University" in the Faculty Handbook.

Sections I, II and III approved by:

\_\_\_\_\_

Department Head

\_\_\_\_\_

Date

\_\_\_\_\_

Dean

\_\_\_\_\_

Date

## Criteria for Annual Faculty Evaluation, Reappointment, Tenure, Promotion, and Post Tenure Review

### IV. The criteria for meeting expectations in Health, Physical Education, and Recreation

#### A. Annual Faculty Evaluation (4.05)

##### 1. Teaching –

The Five Categories of Teaching Criteria are:

Student Assessment of Instruction  
 Colleague's Reviews of Teaching Materials  
 Direct Observation of Classroom Teaching  
 Instructor's Self Report & Evaluation  
 Professional Development

#### **Student Assessment of Instruction**

\_\_\_\_\_ **Exceeds Expectations:** Faculty member scores an average of 4.0 or higher (on a 5.0 scale) on the combined student ratings, and falls into the upper third of WCU student evaluation rankings.

\_\_\_\_\_ **Meets Expectations:** Faculty member scores an average of 3.0 – 3.99 (on a 5.0 scale) on the combined student ratings, or falls into the middle third of WCU student evaluation rankings.

\_\_\_\_\_ **Needs Improvement:** Faculty member scores an average below 3.0 (on a 5.0 scale) on the combined student ratings, and falls into the lowest third of WCU student evaluation rankings.

#### **Colleague's Reviews of Teaching Materials**

\_\_\_\_\_ **Exceeds Expectations:** Syllabi, examinations, and three other examples are all rated exemplary by reviewers. Both peer reviewers and the department head report there was evidence that the faculty member exceeds expectations in meeting the stated dimensions of effective teaching.

\_\_\_\_\_ **Meets Expectations:** Syllabi, examinations and two other examples of at least "satisfactory" quality as reported by the two peer reviewers and department head. The two reviewers and department head, two of the three report that the faculty member meets expectations in the stated dimensions of effective teaching.

\_\_\_\_\_ **Needs Improvement:** Syllabi and /or examinations that are unsatisfactory or non-existent and no other materials. The two peer reviewers and the department head, one or fewer of the three report unsatisfactory evidence of the stated criteria of effective teaching.

#### **Direct Observation of Classroom Teaching**

\_\_\_\_\_ **Exceeds Expectations:** Both peer reviewers and the department head report the faculty member's teaching was presented in an effective manner that far exceeds the minimum expectations.

Both peer reviewers and the department head report there was evidence that the faculty member exceeds expectations in meeting the appropriate criteria of effective teaching

during the lesson observed (Dimensions 1,2,4,6,7 of the Seven Dimensions of Teaching).

\_\_\_\_\_ **Meets Expectations:** Of the two peer reviewers and the department head, two of the three report the faculty member's teaching was presented in a clear and concise manner.

Of the two peer reviewers and the department head, two of the three report there was evidence that the faculty member satisfactorily met the appropriate criteria of effective teaching during the lesson observed (Dimensions 1,2,4,6,7 of the Seven Dimensions of Teaching).

\_\_\_\_\_ **Needs Improvement:** Of the two peer reviewers and the department head, one or fewer of the three report the faculty member's classroom teaching was presented in a clear and concise manner.

Of the two peer reviewers and the department head, one or fewer of the three report there was evidence that the faculty member satisfactorily met the appropriate criteria of effective teaching during the lesson observed (Dimensions 1,2,4,6,7 of the Seven Dimensions of Teaching).

### **Instructor's Self Report & Evaluation**

\_\_\_\_\_ **Exceeds Expectations:** The report is well written and clearly addresses the candidate's personal teaching philosophy, includes how teaching strategies and methods were used to reach course goals and clearly addresses how each of the seven dimensions of teaching were applied to the courses taught.

\_\_\_\_\_ **Meets Expectations:** The report includes the candidate's personal teaching philosophy and addresses how teaching strategies and methods were used to reach course goals and discusses how each of the seven dimensions of teaching were applied to the courses taught.

\_\_\_\_\_ **Needs Improvement:** All areas of the report were not addressed and/or the report was poorly written.

### **Professional Development**

Evidence: Documentation of attendance of Local, State, Regional, National, or International Conferences

Participation in activities designed to improve teaching.

Evidence: List of FCTE activities, workshops, etc. (Taskstream, WebCAT)

\_\_\_\_\_ **Exceeds Expectations:** 4 or more, which includes attendance at one off-campus conference or workshop

\_\_\_\_\_ **Meets Expectations:** 2-3, which includes attendance at one off-campus conference or workshop

\_\_\_\_\_ **Needs Improvement:** 0-1

### **Overall AFE Expectations for Teaching**

\_\_\_\_\_ **Exceeds Expectations:** Faculty member must achieve a minimum of two Exceeds and two Meets Expectations from the categories

\_\_\_\_\_ **Meets Expectations:** Faculty member must achieve all Meets Expectations or balance a maximum of one Needs Improvement with one Exceeds Expectations from the categories

\_\_\_\_\_ **Needs Improvement:** Faculty member achieves two or more Needs Improvement, together with any combination of Exceeds and Meets Expectations from the categories

## 2. Scholarship –

Scholarship activities are defined in Part II. The Overall AFE expectations for Scholarship include:

\_\_\_\_\_ **Exceeds Expectations:** Any activity beyond “meets expectations”

\_\_\_\_\_ **Meets Expectations:** A tenure track or tenured faculty member must show evidence of two activities of scholarship from the Boyer Model each year.

\_\_\_\_\_ **Unsatisfactory:** Any activity below “meets expectations”

### \*Note

The above ratings are for AFE each year. ***For tenure the faculty member must have a consistent record over time that includes at least 5 major works or 4 major works and six minor works over the last five years prior to application for tenure including at least four refereed publications, three of which is in a national or international journal.***

## 3. Service –

Service activities are defined in Part II. The Overall AFE expectations for Service include:

\_\_\_\_\_ **Exceeds Expectations:** 9 or more activities in 3 or more categories

\_\_\_\_\_ **Meets Expectations:** 7 activities in at least 3 categories including consistent and professional service to the department.

\_\_\_\_\_ **Needs Improvement:** Fewer than 7 activities in at least 3 categories

### For Advising Only:

\_\_\_\_\_ **Exceeds Expectations:** Minimum score of 3.5 on the advising evaluation and involvement in 5 or more categories or 4 categories and a heavy advising load (greater than 15 students)

\_\_\_\_\_ **Meets Expectations:** Minimum score of 3.0 on the advising evaluation and involvement in 4 categories

\_\_\_\_\_ **Needs Improvement:** A score below 3.0 on the advising evaluation and involvement in fewer than 4 categories.

## B. Reappointment (4.06)

### 1. Teaching -

The **first year** reappointment candidate on a tenure track must demonstrate the potential to be an outstanding teacher. This can be done by producing high-quality syllabi for all classes, preparing fair, yet challenging tests that evaluate students across the spectrum of Bloom’s taxonomy, and sufficiently engage students in the learning process using the QEP model. Student evaluations should be above a 2.0 average on a 5.0 student rating scale, and promise of improvement on poor evaluations should be demonstrable. Peer and department head evaluations should be positive, and the first year faculty member should be able to explain how noted deficiencies will be addressed.

**Second year** reappointment candidates should have addressed any first year concerns to the satisfaction of the department head. Student ratings must be at a 3.0 average (or higher) or fall into the middle third of the WCU student evaluation rankings. Peer and department head evaluations should be positive.

**Third to fifth year** reappointment candidates should be demonstrating evidence of strong teaching, including student ratings at a 3.0 average (or higher) and fall into the middle third of the WCU student evaluation rankings. Peer and department head evaluations should be positive.

### **2. Scholarship –**

During the **first year** on a tenure track, the faculty member should establish a plan for scholarship. For reappointment, the candidate should be able to explain how he/she intends to meet the scholarship expectations for continued reappointment.

**Second year** reappointment candidates should have an article submitted for publication in a refereed journal and/or have been accepted for a juried presentation at a state, regional, or national professional meeting.

**Third to fifth year** reappointment candidates should be averaging one major work per year (see Section II of the DCR document for definition of major and minor works).

### **3. Service –**

The **first year** reappointment candidate will have little opportunity for significant service/engagement activities at the point of recommendation for reappointment.

**Second year** reappointment candidates should have a good record of service on departmental committees, advising, and membership in professional organizations that may lead to service in the future.

**Third to fifth year** reappointment candidates should have a good record of service on departmental committees, good advising evaluations (averaging 3.0 or higher on advisee evaluations) should have continued membership in professional organizations with demonstrated potential for professional service and include service to the region.

## **C. Tenure (4.07)**

### **1. Teaching –**

**Tenure** candidates must demonstrate evidence of strong teaching, including student ratings at a 3.0 average (or higher) and fall into the middle third or higher of the WCU student evaluation rankings. Peer and department head evaluations should be positive.

### **2. Scholarship –**

**Tenure** candidates must have a consistent record over time that includes at least five major works or four major works and six minor works over the last five years, including at least four refereed publications, three of which is in a national or international journal. (See Section II of the DCR document for definition of major and minor works).

### **3. Service –**

**Tenure** candidates should have a good record of service on departmental committees, some level of service on College and/or University committees, good advising evaluations (averaging 3.0 or higher on advisee evaluations), should have continued membership in professional organizations, and show involvement on at least four categories of service. (See Section II of the DCR document for definition of service categories).

#### **D. Promotion to Associate Professor (4.07)**

**In order to be promoted to Associate Professor, a faculty person must demonstrate high levels of teaching, research and service on a consistent and sustained basis**

##### **1. Teaching –**

**Associate Professor** candidates must demonstrate evidence of strong teaching, including student ratings at a 3.0 average (or higher) and fall into the middle third or higher of the WCU student evaluation rankings. Peer and department head evaluations should be positive.

##### **2. Scholarship –**

**Associate Professor** candidates must have a consistent record over time that includes at least five major works or four major works and six minor works over the last five years, including at least four refereed publications, three of which is in a national or international journal. (See Section II of the DCR document for definition of major and minor works).

##### **3. Service –**

**Associate Professor** candidates should have established a good record of service on departmental committees, some level of service on College and/or University committees, good advising evaluations (averaging 3.0 or higher on advisee evaluations), continued membership in professional organizations, and show involvement in at least four categories of service. (See Section II of DCR document for definition of service categories).

#### ***General comments –***

For promotion to **Associate Professor**, the candidate must meet the same expectations as required for tenure.

#### **E. Promotion to Full Professor (4.07)**

**In order to be promoted to Full Professor, a faculty person must demonstrate superior levels of teaching, research and service on a consistent and sustained basis**

##### **1. Teaching –**

For promotion to the rank of Full **Professor**, candidates must have demonstrated strong teaching, including student ratings at a 3.0 average (or higher) and fall into the upper third of the WCU student evaluation rankings over the last five years. Peer and department head evaluations should be very positive.

##### **2. Scholarship –**

For promotion to the rank of **Professor**, candidates must have demonstrated a superior record of outstanding scholarship that includes at least ten major works or eight major works and twelve minor works including at least eight refereed publications, six of which are in national or international journals. (See Section II of the DCR document for definition of major and minor works).

### 3. Service –

For promotion to the rank of **Professor**, candidates must have demonstrated significant leadership at the university level, having chaired a university committee. Furthermore, he/she must have had a major leadership position in a state or national professional association. He/she must also demonstrate continued service to the department, the college, the university and the region through advising and other “Citizenship” activities.

## F. Post-Tenure Review (4.08)

### 1. Teaching –

For a successful **post tenure review**, candidates should have met departmental expectations for teaching each year since their last post tenure review. See Section II for further details.

### 2. Scholarship –

For a successful **post tenure review**, candidates should have met departmental expectations for Service each year since their last post tenure review. See Section II for further details.

### 3. Service –

For a successful **post tenure review**, candidates should have met departmental expectations for Service each year since their last post tenure review. See Section II for further details.

### 4. General comments –

Teaching, in particular should meet or exceed expectations every year. If the tenured faculty member chose to emphasize service or scholarship in a particular year, a rating of “Exceeds Expectations” in that area of emphasis will make up for a rating of “Needs Improvement” in the Service or Scholarship area for that time period.

Approved by:

\_\_\_\_\_

Department Head

\_\_\_\_\_

Date

\_\_\_\_\_

Dean

\_\_\_\_\_

Date

\_\_\_\_\_

Provost

\_\_\_\_\_

Date

**Appendix 4.6 FTE for PRM Program Faculty**

Semester	Dr. Phipps	Dr. Tholkes	Debby. Singleton
Spring 2008	Scholarly leave	0.86	0.22
Fall 2008	0.64	0.58	0.31
Spring 2009	0.95	0.73	0.22
Fall 2009	0.88	0.69	0.46
Spring 2010	0.81	0.76	0.27
Fall 2010	0.80	0.94	0.52

**Appendix 4.7 Student Credit Hour Production****Student Credit Hours 2005-2010**

<b>Year</b>	<b>Summer II</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer I</b>	<b>Total</b>
2005-2006	164	674	597	45	<b>1,480</b>
2006-2007	221	769	651	67	<b>1,708</b>
2007-2008	227	692	658	69	<b>1,646</b>
2008-2009	214	708	475	71	<b>1,468</b>
2009-2010	256	751	623	36	<b>1,666</b>
2010-2011	209	729	Future	Future	<b>938 +</b>

## Appendix 4.8 PRM Course Load and Enrollment by Instructor

<b>PRM Course offerings</b>	<b>Enrollment</b>
<b>Tholkes</b>	
PRM-356 (4) Outdoor First Aid (Fall)	12
PRM-250 (3) Foundations of Parks and Recreation (Fall, Spring)	55
PRM-370 (1) Internship Orientation (Spring)	25
PRM-383 (1, repeat 3 times) Internship in PRM (Fall, Spring, Summer)	30
PRM-425 (3) Land-based Outdoor Pursuits Education (Spring)	13
PRM-433 (3) Outdoor Recreation (Fall)	28
PRM-480 (3) Independent Study (Summer)	10
PRM-483 (6) Capstone Internship in PRM (Summer)	9
PRM-495 (1) Senior Seminar in PRM (Spring, Fall)	22
PRM-486 (3) Field Experience (Fall, Spring, Summer)	5
<b>Phipps</b>	
PRM-254 (3) Introduction to Outdoor Pursuits (Fall, Spring)	26
PRM-361 (4) Program Planning and Evaluation (Fall)	27
PRM-480 (3) Independent Study (Fall, Spring, Summer)	18
PRM-483 (6) Capstone Internship in PRM (Fall, Spring, Summer)	12
PRM-321 (3) Outdoor Education and Interpretation (Spring)	22
PRM-352 (3) Beginning/Intermediate Canoe and Kayak (Summer)	16
PRM-420 (3) Admin. and Leadership of Outdoor Pursuits (Spring)	20
PRM-486 (3) Field Experience (Fall, Spring, Summer)	5
PRM-427 (3-6) Wilderness Education (Summer)	14
<b>Singleton</b>	
PRM-270 (3) Leadership and Group Dynamics (Fall, Spring)	50
PRM-430 (3) Entrepreneurship and Commercial Rec. (Fall)	28
PRM-434 (3) High Adventure Travel and Outfitting (Spring)	22
<b>Adjunct Faculty</b>	
PRM 270 (3) Leadership and Group Dynamics (Fall, Spring)	55
PRM 340 (3) Challenge Course Facilitation (Fall)	12
PRM-461 (3) Management and Administration of PRM (Spring)	27
PRM-426 (4) Water-based Outdoor Pursuits Education (Fall)	12

## Appendix 5. Standard 5 – Students

### Appendix 5.1 Applicants and Admissions to the PRM Program

#### Applicants and Admissions

<b>Year</b>	<b>Students</b>	<b>Spring</b>	<b>Summer I</b>	<b>Summer II</b>	<b>Fall</b>
2005	Applicants	1		2	15
	Admissions	1		2	13
	Enrolled	1		2	11
2006	Applicants	1			3
	Admissions	5			3
	Enrolled	3			3
2007	Applicants	4			8
	Admissions	4			7
	Enrolled	4			6
2008	Applicants	2	1		9
	Admissions	2	1		9
	Enrolled	2	1		9
2009	Applicants	1		1	10
	Admissions	1		1	10
	Enrolled	1		1	10
2010	Applicants	5		1	11
	Admissions	5		1	11
	Enrolled	5		1	11

## Appendix 5.2 Academic Qualifications of PRM Students Admitted

### Academic Qualification - Average SAT and Weighted Average High School GPA

Semester	# Enrolled	SAT Writing	SAT Math	SAT Verbal	HS GPA
<b>2005</b> Spring	2	NA	450	370	2.54
Summer II	2	NA	NA	NA	2.89
Fall	44	NA	512	483	3.28
<b>2006</b> Spring	7	NA	503	460	3.26
Summer I	2	NA	520	480	3.91
Summer II	2	NA	580	530	NA
Fall	27	451	478	484	3.09
<b>2007</b> Spring	15	350	512	490	1.73
Summer I	4	418	498	438	2.55
Summer II	5	433	510	463	1.58
Fall	37	439	504	471	2.70
<b>2008</b> Spring	11	453	465	405	2.49
Summer I	1	490	560	480	2.71
Fall	41	468	525	475	2.79
<b>2009</b> Spring	7	350	453	347	1.24
Summer II	3	410	423	413	3.17
Fall	39	463	512	502	3.39
<b>2010</b> Spring	14	423	466	428	3.23
Summer II	2	395	495	470	3.01
Fall	18	479	527	510	3.23

**Appendix 5.3 Number of Women, Minority, and International Students**

**Number of Women, Minority and International Students Admitted to PRM**

<b>Year</b>	<b>Semester</b>	<b>Women</b>	<b>Minority</b>	<b>International</b>
<b>2005</b>	Spring	4	<b>2</b>	<b>1</b>
	Summer I	NA	NA	NA
	Summer II	NA	1	1
	Fall	6	3	1
<b>2006</b>	Spring	4	5	1
	Summer I	NA	NA	NA
	Summer II	NA	NA	NA
	Fall	6	1	2
<b>2007</b>	Spring	7	2	2
	Summer I	NA	1	NA
	Summer II	NA	2	NA
	Fall	8	<b>3</b>	<b>2</b>
<b>2008</b>	Spring	6	<b>2</b>	2
	Summer I	NA	<b>1</b>	NA
	Summer II	NA	NA	NA
	Fall	5	<b>1</b>	3
<b>2009</b>	Spring	4	<b>2</b>	3
	Summer I	NA	NA	NA
	Summer II	NA	<b>1</b>	NA
	Fall	6	<b>4</b>	2
<b>2010</b>	Spring	5	<b>3</b>	2
	Summer I	NA	NA	NA
	Summer II	NA	<b>2</b>	NA
	Fall	7	<b>4</b>	4

## Appendix 5.4 Number of Students Graduated Each Year

### Number of Students Graduated Per Year

<b>Year</b>	<b>Spring</b>	<b>Summer II</b>	<b>Fall</b>
<b>2005</b>	NA	8	17
<b>2006</b>	16	6	14
<b>2007</b>	17	14	14
<b>2008</b>	20	8	21
<b>2009</b>	21	14	14
<b>2010</b>	12	4	8

### WCU Fact Book Data For PRM Degrees Conferred

August 2004 – May 2005	23
August 2005 – May 2006	19
August 2006 – May 2007	20
August 2007 – May 2008	27
August 2008 – May 2009	20
August 2009 – Spring 2010	30

## **Appendix 5.5 PRM Entry Requirement for Admission to the Program**

### **Admission criteria:**

All requirements for admission to Parks and Recreation Management (PRM) must be met by the beginning of the semester following the semester in which the student submitted the application.

The following are requirements for admission:

1. Complete an essay after reviewing current PRM journals on reasons for becoming a PRM major;
2. complete a personal strategic plan with an adviser to plan to include involvement in professional activities as well as academic expectations;
3. earn (and maintain) a minimum cumulative GPA of 2.5 on hours attempted at WCU.

## Appendix 5.6 PRM Student Internships

### PRM Capstone and Pre- capstone Internships 1990-2010

The PRM Capstone internship is a 400-hour culminating experience to the PRM Program  
There are also pre capstone internships from 150 to 300 hours.

#### PARKS, NATURAL RESOURCES & NATURE

U.S Forest Service	Highlands, NC Wayah, NC Burnsville, NC Murphy, NC Cheoah, NC Pilot Mountain, NC
Pilot Mountain State Park	Asheville, NC
National Park Service	North Carolina
Blue Ridge Parkway	Durham, NC
Eno River State Park	Jefferson, NC
Mt. Jefferson State Park	Alaska
BLM River Ranger	Sapphire, NC
Gorges State Park	Raleigh, NC
William B. Umstead State Park	Fort Fisher, NC
Fort Fisher State Park	Polebridge, MT
Glacier National Park	Cherokee, NC
Great Smoky Mountains National Park	Yorktown, VA
Jamestown National Historic Site	Morganton, NC
Lake James State Park	Stone Mountain, GA
Stone Mountain State Park	Zion, UT
Zion National Park	Washington, NC
Goose Creek State Park	Richmond, NC
Grayson Highlands State Park	Seven Springs, NC
Cliffs of the Neuse State Park	Lake Waccamaw, NC
Lake Waccamaw State Park	Lake Hartwell, SC
Army Corps of Engineers	Wheeling WV
Ogalby Park	Minnesota
Vince Shute Wildlife Refuge	Manteo, NC
Alligator River Wildlife Reserve	Danbury, NC
Hanging Rock State Park	Helen, GA
Georgia Dept. Natural Resources	Knoxville, TN
Tennessee Valley Authority	Asheville, NC
Chimney Rock Park	South Carolina
Kings Mountain National Monument	Connely Springs, NC
South Mountain State Park	Burnsville, NC
Mt Mitchell State Park	Swansboro, NC
Hammocks Beach State Park	Carolina Beach, NC
Carolina Beach State Park	Yellowstone NP, WY
TW Recreation Services Inc	

Denali National Park  
Craters of the Moon National Park

**NATURE**

Cradle of Forestry  
Dolphin Research Lab  
The Natural Science Center  
The Nature Center  
Tennessee Aquarium  
Soco Gardens and Zoo (now closed)  
North Carolina State Zoo  
Pisgah Center for Wildlife Education  
Piedmont Environmental Center  
Ducks Unlimited  
Second Chance Wildlife Rehabilitation  
Schiele Museum

**PRIVATE/HOTEL/RESORTS**

Waynesville Country Club  
Unicoi Lodge  
Union Station Hotel  
Opryland Hotel  
Sheraton-Lakeside Inn  
Chateau Élan  
Biltmore Estate  
Evergreen  
Amelia Island Plantation  
Vistana Resort  
Innsbrook  
Wintergreen Resort  
Kiawah Island Resort  
South Seas Plantation  
Norwegian Cruise Lines  
Premier Cruise Lines  
Hilton Head Island Resort  
Interval Hotel Management Corp.  
Radisson Suite Beach Resort  
Sandestin Resort  
The Club-Seabrook Island  
The Breakers  
Wild Dunes Resort  
Keystone Resort  
Mt. Bachelor Ski Resort  
Stouffer Pine Isle Resort  
Ocean Eleven Resorts  
Kiawah Island Resort  
Opryland Hotel  
The Grove Park Inn

Anchorage, AK  
Arco, Idaho

Brevard, NC  
Key West, FL  
Greensboro, NC  
Asheville, NC  
Chattanooga, TN  
Maggie Valley, NC  
Asheboro, NC  
Brevard, NC  
High Point, NC  
Memphis, TN  
Gaithersburg, MD  
Gastonia, NC

Waynesville, NC  
Helen, GA  
Nashville, TN  
Nashville, TN  
Kissimmee, FL  
Braselton, GA  
Asheville, NC  
Stone Mtn, GA  
Amelia Is, FL  
Buena Vista, FL  
Tarpon Springs, FL  
Wintergreen, VA  
Charleston, SC  
Captiva Island, FL  
Miami, FL  
Cape Canaveral, FL  
Hilton Head, SC  
Lehigh, FL  
Marco Island, FL  
Destin, FL  
Seabrook Is, SC  
Palm Beach, FL  
Isle of Palms, SC  
Keystone, CO  
Bend, OR  
Lake Lanier Is, GA  
Daytona Bch, FL  
Charleston, SC  
Nashville, TN  
Asheville, NC

Lake Lure Inn and Conference Center	Lake Lure, NC
Haywood Park Hotel	Asheville, NC
Blockade Runner Resort	Wrightsville Beach, NC
Wade Hampton Golf Club	Cashiers, NC
Balsam Mountain Inn	Balsam, NC
Sun River Lodge and Resort	Bend, OR
Sheraton Resort-	Steamboat Springs, CO
Seascape Resort	Destin, FL
Inn of the Seventh Mountain	Bend, OR
Wade Hampton Country Club	Cashiers, NC
High Hampton Inn	Cashiers, NC
Quechee Club	Quechee, VT
Hike Inn	Dawsonville, GA
Seabrook Resort	Seabrook, SC
Balsam Mountain Preserve	Balsam, NC
Cocina Del Rio	Ranchos De Taos, NM
Trillium Golf Links	Cashiers, NC
Sapphire Valley Resort	Sapphire, NC
Marriott Vacation Club International	Hilton Head, SC
Lake Orange Resort	Florida
Chattooga Club	Cashiers, NC
Desert Rose Hotel	Phoenix, AZ
Richmond Hill Inn	Asheville, NC
Maggie Valley Resort and Country Club	Maggie Valley, NC
The Kingston Plantation, a Radisson Resort	Myrtle Beach, SC
Holiday Inn	Tampa Inn, FL
The Country Club of New Canaan	Canaan, FL
The Dillsboro Inn	Dillsboro, NC
The Conover Country Club	Conover, NC
The Hanover Marriott	Whippany, NJ
Highlands Cove Golf Club	Highlands, NC
Nantahala Village	Bryson City, NC
Cataloochee Ranch	Maggie Valley, NC
Castaloochee Ski Area	Maggie Valley, NC
Bear Lake Reserve	Tuckaseegee, NC
Steamboat Springs Ski and Resort	Steamboat, CO
Fontana Village Resort	Fontana, NC
<b><u>OUTDOOR &amp; CAMPS</u></b>	
Outward Bound	Black Mountain, NC
Outdoor Institute	Pittsboro, NC
Wildwater Ltd.	Bryson City, NC
Nantahala Outdoor Center	Bryson City, NC
Rolling Thunder River Company	Bryson City, NC
Expeditions, Inc (gone)	Bryson City, NC
Fast River Rafts	Bryson City, NC
Great Smokies Rafting Company	Bryson City, NC

Paddle Inn Raft Company	Bryson City, NC
Dillsboro River Company	Dillsboro, NC
Nantahala Rafts	Bryson City
Blue Ridge Outing Company	Dillsboro, NC
Tuckaseegee Outfitters	Barkers Creek, NC
American Adventure Expeditions	Colorado
Marathon Kayaks	Marathon, FL
Awesome Expeditions	Costa Rica
Outdoor Xposure	Asheville, NC
Adventure Treks	Hendersonville, NC
Base Camp Cullowhee	Cullowhee, NC
Four Circles	Horseshoe, NC
School of Urban and Wilderness Survival	Old Fort, NC
Skyline Adventures	Missoula, MT
SOAR	Balsam, NC
Dieshu Expeditions	Alaska
Smoky Mountain Adventures	Bryson City, NC
Moonshadow Learning Services	Whittier, NC
Charlotte Adventure Center	Charlotte, NC
Trail Mark Adventures	New York
Skyline Adventures	Peru
Awesome Expeditions Sea Kayaking	Hilton Head Island
U S National Whitewater Center	Charlotte, NC
Lookout Mountain Flight Park	Chattanooga, TN
Soaring Tree Top Adventures	Durango, CO
SUWS of the Carolinas (adventure therapy)	Old Fort, NC
Glacier Guides	West Glacier, MT
High Trek Adventures	Denver, CO
<b><u>CAMPS</u></b>	
Daniel Boone Camp	Waynesville, NC
Camp Hope	Canton, NC
Cooper Creek Camp	Greenville, CA
The Mountain	Highlands, NC
Camp Lake Hubert	Lake Hubert, MN
Carolina Mountain Center	Dillsboro, NC
Camp R Ranch	Washington State
Camp Greenville	Greenville, SC
Camp Seacamp	Big Pine Key, FL
Northern Tier National High Adventure	Ely, MN
Philmont Scout Ranch	Cimarron, NM
Camp Pisgah Girl Scout Camp	Brevard, NC
Buffalo Mt Camp and Retreat Center	Jonesboro, TN
Camp Toccoa	Toccoa, GA
Camp Toccoa, (is this the same as above?)	Brevard, NC
Camp Crimes Boy Scouts	Rutherford Co. NC
Camp Cheerio (YMCA)	High Point, NC

Camp Illahee  
 Camp Merriewood  
 Village Camps Inc of Switzerland  
 4H Swannanoa Education Center  
 Jackson County 4H  
 Camp Ridgecrest for Boys  
 Camp Falling Creek  
 Camp Weed and Cerveney Conference Center  
 Camp Pine Acres (Girl Scouts)  
 Caraway Conference Center and Camp

**COMMUNITY RECREATION**

Washington D.C Parks and Recreation  
 Henderson Parks and Recreation  
 Sarasota County Parks and Recreation  
 Kansas City Parks and Recreation  
 Dekalb County Dept. of Recreation  
 Arkansas Dept. OF Parks and Tourism  
 Aiken County Parks and Recreation  
 High Falls County Park  
 Native Nations Parks and Recreations  
 Phoenix City Parks and Recreation  
 City of Mesa Parks and Recreation  
 City of Tempe Community Service Dept  
 Navajo County Parks and Recreation  
 City of Holbrook Parks and Recreation  
 Highlands Park and Recreation Dept  
 Cabarrus County Parks and Recreation  
 Recreation  
 Rowan County Parks and Recreation  
 Mecklenburg County Parks and Recreation  
 Gaston County Parks and Recreation  
 Buncombe County Parks and Recreation  
 Black Mountain Recreation and Parks  
 City of Asheville Parks and Recreation  
 Wake County Field Services  
 Forsyth County Parks and Recreation  
 North Carolina Senior Games  
 Waynesville Parks and Recreation  
 Wake County Parks and Recreation  
 Charleston County Parks and Recreation  
 Spruce Pine City Parks and Recreation  
 Mitchell County Parks and Recreation  
 Raleigh Parks and Recreation  
 Brunswick County Parks and Recreation  
 Salisbury Parks and Recreation  
 Greenville Parks and Recreation

Brevard, NC  
 Sapphire, NC  
 Valon, France  
 Swannanoa, NC  
 Sylva, NC  
 Ridgecrest, NC  
 Tuxedo, NC  
 Live Oak, FL  
 Atlanta, GA  
 Sophia, NC

Washington D.C  
 Hendersonville, NC  
 Sarasota, Fl  
 Kansas City, MS  
 Decatur, GA  
 Little Rock, AK  
 Aiken, SC  
 Seneca, SC  
 Tucson, AZ  
 Phoenix, AZ  
 Mesa, AZ  
 Tempe, AZ  
 Holbrook, AZ  
 Holbrook, AZ  
 Highlands, NC  
 Concord, NC Rutherford County Parks and  
 Rutherfordton, NC  
 Salisbury, NC  
 Charlotte, NC  
 Gastonia, NC  
 Asheville, NC  
 Black Mountain, NC  
 Asheville, NC  
 Raleigh, NC  
 Winston-Salem, NC  
 Raleigh, NC  
 Waynesville, NC  
 Morrisville, NC  
 Charleston, SC  
 Spruce Pine, NC  
 Spruce Pine, NC  
 Raleigh, NC  
 Smithville, NC  
 Salisbury, NC  
 Greenville, NC

Archdale Parks and Recreation  
 Jackson County Parks and Recreation  
 Community Development Services  
 Fletcher Parks and Recreation  
 Brunswick County Parks and Recreation  
 Transylvania Parks and Recreation  
 East Lincoln High School  
 City of Nashua Parks and Recreation  
 City of Columbus Parks and Recreation

**YMCA's**

Shelby YMCA  
 YMCA  
 YMCA of the Rockies  
 Raleigh YMCA  
 YMCA Asheville  
 Johnston County YMCA  
 Johnson County YMCA  
 Lake Norman YMCA  
 North Dauphin County YMCA  
 Morrison YMCA  
 Gaston County YMCA

**MILITARY**

Naval Training Center  
 Fort Fisher  
 Jim Creek Wilderness Area (MWR)  
 MWR  
 MWR  
 MWR Youth activities, Atsugi Naval Air Station

**NON-PROFIT**

American Whitewater  
 Boy Scouts of America  
 Boy Scouts of America  
 America- Piedmont  
 Girl Scouts of America  
 Keyauwee Program Center (Girl Scouts)  
 Daniel Boone Council  
 Girl Scouts of America  
 Western North Carolina Pace Setter  
 Jackson County Psychological Services  
 Western Carolina University Continuing Education  
 Tyro Methodist Church  
 Webster Baptist Church  
 Jackson County 4H  
 Cherokee Boys Club  
 Skill Creations (for disabled)  
 Henderson 4H

Archdale, NC  
 Cullowhee, NC  
 Raleigh, NC  
 Fletcher, NC  
 St. James, NC  
 Brevard, NC  
 Denver, CO  
 Nashua, NH  
 Columbus, GA

Shelby, NC  
 Winter Park, CO  
 Estes Park, CO  
 Raleigh, NC  
 Asheville, NC  
 Clayton, NC  
 Garner, NC  
 Lake Norman, NC  
 Harrisburg, PA  
 Charlotte, NC  
 Gastonia, NC

Detroit, MI  
 Wilmington, NC  
 Washington  
 Naples, Italy  
 Fort Carson  
 Atsugi, Japan

Sylva, NC  
 Charlotte, NC  
 Mecklenburg Co, NC Boy Scouts of  
 Gastonia, NC  
 Washington D.C  
 Sophia, NC  
 Asheville, NC  
 Asheville, NC  
 Marble, NC  
 Sylva, NC  
 Cullowhee, NC  
 Lexington, NC  
 Webster, NC  
 Sylva, NC  
 Cherokee, NC  
 Goldsboro, NC  
 Hendersonville, NC

**CAMPUS**

Last Minute Productions  
 University Center  
 Continuing Education  
 Campus Recreation  
 Peak Adventures  
 Paul Smiths College  
 Base Camp Cullowhee

WCU, Cullowhee  
 WCU, Cullowhee  
 WCU Cullowhee  
 WCU, Cullowhee  
 Sacramento, CA  
 Paul Smiths, NY  
 WCU, Cullowhee

**EMPLOYEE**

IBM Employee Recreation  
 Keppler Associates  
 Signature Flight Support  
 Chatham Inc.

Charlotte, NC  
 Arlington, VA  
 Charlotte, NC  
 Chatham, NC

**COMMERICAL RECREATION**

Franklin Chamber of Commerce  
 Maggie Valley Chamber of Commerce  
 Asheville Convention Center  
 Jackson County Chamber of Commerce  
 Charleston Visitors Center  
 Asheville Convention and Visitors Bureau  
 Greenville Visitors Bureau  
 Black Mountain Center  
 Gatlinburg Chamber of Commerce  
 Knoxville Convention Center  
 Charlotte Convention Center  
 Pigeon Forge Dept. of Tourism  
 Asheville Chamber of Commerce  
 Fayetteville Convention and Visitors Bureau  
 Henderson County Travel and Tourism  
 Haywood Chamber of Commerce  
 Atlanta Convention and Visitors Bureau  
 Music City USA  
 Northeast Tennessee Tourism Council  
 Palmetto Exposition Center  
 Carnival Cruise Line  
 Deep Creek Tube Center  
 Culinary Visions  
 Relia's Retreat  
 Atlanta Dragway  
 21<sup>st</sup> Century Travel Service  
 Singing Waters Camping Resort (gone)  
 Granny Gear Productions  
 Cataloochee Ski Area  
 Sugar Mountain Ski Resort  
 Appalachian ATV's  
 Latta Equestrian Center

Franklin, NC  
 Maggie Valley, NC  
 Asheville, NC  
 Sylva, NC  
 Charleston, SC  
 Asheville, NC  
 Greenville, SC  
 Black Mt. NC  
 Gatlinburg, TN  
 Knoxville, TN  
 Charlotte, NC  
 Pigeon Forge, TN  
 Asheville, NC  
 Fayetteville, NC  
 Hendersonville, NC  
 Waynesville, NC  
 Atlanta, GA  
 Nashville, TN  
 Knoxville, TN  
 Greenville SC  
 Miami FL  
 Bryson City, NC  
 Greensboro, NC  
 Bryson City, NC  
 Commerce, GA  
 Asheville, NC  
 Tuckaseegee, NC  
 Davis, WV  
 Maggie Valley, NC  
 Boone, NC  
 Sylva, NC  
 Charlotte, NC

Arrowmount Stables  
 Smoky Mountain Host  
 Folkmoot USA  
 Ober-Gatlinburg  
 Lost Sea Cave  
 Dixie Stampede  
 Dollywood  
 Disney World  
 Freedom Week-end Aloft  
 Atlanta Braves  
 Asheville Tourists Baseball Club  
 Oconaluftee Indian Village  
 Zippy Boat Works  
 Carrowinds  
 Yogi in the Smokies  
 Harrah's Casino  
 Super Holiday Travel  
 Travel South USA  
 Rosenbluth Travel Agency  
 Fugazy Travel  
 Wilcox World Travel and Tours  
 Beacon Travel Service  
 Fantasy Travel  
 The Travel Agent  
 Adventure Travel Service  
 Wilcox world Travel and Tours  
 Holland-American West Tours  
 Super Holiday Travel

**FITNESS /SPORTS CENTERS**

Hickory Spa and Fitness Center  
 Dream Sports Center  
 Smoky Mountain Tennis School  
 Ski and Tennis Station  
 Lake Toxaway Racquet Club  
 U S Aquatics  
 Trimp Tennis, Inc.

**RETAIL**

Black Dome Mountain Shop  
 Diamond Brand  
 Venture Out (gone)  
 Boulder Outdoor Center  
 Alpine Ski Center  
 REI  
 Great Outdoor Provisions

Cullowhee, NC  
 WCU, Cullowhee, NC  
 Waynesville, NC  
 Gatlinburg, TN  
 Sweetwater, TN  
 Pigeon Forge, TN  
 Pigeon Forge, TN  
 Orlando, FL  
 Greenville, SC  
 Atlanta, GA  
 Asheville, NC  
 Cherokee, NC  
 Arden, NC  
 Charlotte, NC  
 Cherokee, NC  
 Cherokee, NC  
 Waynesville, NC  
 Atlanta, GA  
 Atlanta, GA  
 Asheville, NC  
 Asheville, NC  
 Asheville, NC  
 Sylva, NC  
 Asheville, NC  
 Franklin, NC  
 Asheville, NC  
 Seattle, WA  
 Waynesville, NC

Hickory, NC  
 Apex, NC  
 Asheville, NC  
 Winston-Salem, NC  
 Lake Toxaway, NC  
 Rock Hill, SC  
 Mathews, NC

Asheville, NC  
 Asheville, NC  
 Dillsboro, NC  
 Boulder, CO  
 Banner Elk, NC  
 Raleigh, NC  
 Greenville, NC

### Appendix 5.7 Student Presentations at Conferences

November, 2007 – Adventure Education Conference, “Conditioning for Sports: Kayaking and Rock Climbing”, Jessica Hobart, Rebecca Martin.

March, 2008 – Undergraduate Research Expo.

“Climbing Spire Heart Rate Research”, Carrie Worley, Tameka Buchanan, Zack Stephenson.

“Fighting Obesity Through Adventure Education in Ireland”, Alison Hughes, Alan Dowling.

“Rafting and Decision Making”, Greg Demonet, Matt Bishop.

“Walking in Jackson County”, Jessica Hobart, Stephen Page.

“Mount Mitchell State Park”, Robbie McGraw, Chris Herndon

“Visitor Use Study in Stone Mountain State Park”, Chris Osterhoudt, Josh Purdy.

“Using PROCESS for Problem Solving”, Rob Stewart, Kurt Bivins, Evan Agee

November, 2008 – Adventure Education Conference, “The Impact of Crowding on Outdoor Recreation” Trey Kelly, Alan Chapman, Kelly Zehrung.

March, 2009 – 8<sup>th</sup> Annual Gender Conference, “Equity Between Men and Women in Recreation Publications” Brett Pickle, Patrick Neal, Leigh Ann Fox, Kristen Bullock, Andrew Pierce.

March, 2009 – The Eleventh Annual Undergraduate Research Expo.,

“Resume Research” Shane Baker.

“Sports Equity”, Kristen Bullock, Leigh Ann Fox, Brett Pickle, Patrick Neal, Andrew Pierce.

“Crowding in Recreation”, Trey Kelly, Kelly Zehrung, Beau Blackwelder

“Panthertown Research”, Ashley Merrill, Mary Kate Olson, Kimberly Breedlove, Matthew Masson.

“Creek Line Productions”, Bryan Mangum, Josh Heritage.

“Outside the Box”, Zoe Rolly, Shane Baker, Ashley Merrill.

“Dynamix”, Zoe Rolly.

November, 2009 – Adventure Education Conference, “Women’s Issues in Outdoor Education”, Kelly Zehrung, Emily Turk, Mary Kate Olson.

March, 2010 – The Twelfth Annual Undergraduate Research Expo,

“Crowding in Outdoor Recreation”, Ian Harwell, Milas Dyer, Blake Jenkins

“Sport Equity”, Kellie Oberholtzer, Hayley Bonvillain

“The Modern Paddler of Western North Carolina”, Nathan Golder, David Wallace.

“Drag Racing”, Trevor Lemon.

November, 2010 – Eighteenth Annual Adventure Education Conference

“Trekking in the Himalayas”, Brian Hawley.

“The Good, The Bad and The Ugly: A Panel on Certification”, Tye Cheatum, Justin Kleberg, Becky Huncilman, Terinda Whisenant.

“Research on Extreme Outdoor Activities”, Saunders Southecorvo, Nate Christian, Phillip Yarbrough, Troy Adams.

## Appendix 5.8 Survey of PRM Alumni

**WCU Parks and Recreation Management Alumni Survey  
Spring 2006**

	Frequency	Percent	Valid	Cumulative Percent
<b>The education I received at Western prepared me to be knowledgeable in content area</b>				
Valid Agree	4	57.1	66.7	66.7
Strongly Agree	2	28.6	33.3	66.7
Total	6	85.7	100.0	100.0
Missing System	1	14.3		
Total	7	100.0		
<b>The education I received at Western prepared me to understand my field</b>				
Valid Agree	4	57.1	57.1	57.1
Strongly Agree	3	42.9	42.9	100.0
Total	7	100.0	100.0	
<b>The education I received at Western prepared me to be a skilled professional</b>				
Valid Agree	4	57.1	57.1	57.1
Strongly Agree	3	42.9	42.9	100.0
Total	7	100.0	100.0	
<b>The education I received at Western prepared me to be skilled in the use of technology</b>				
Valid Neutral	1	14.3	14.3	14.3
Agree	4	57.1	57.1	71.4
Strongly Agree	2	28.6	28.6	100.0
Total	7	100.0	100.0	
<b>The education I received at Western prepared me to be skilled in the use of technology for Administration</b>				
Valid Neutral	2	28.6	28.6	28.6
Agree	3	42.9	42.9	71.4
Strongly Agree	2	28.6	28.6	100.0
Total	7	100.0	100.0	
<b>My field experiences through Western furthered my skills and knowledge</b>				
Valid Agree	3	42.9	42.9	42.9
Strongly Agree	4	57.1	57.1	100.0
Total	7	100.0	100.0	
<b>My field experiences through Western prepared me to work with diverse populations</b>				
Valid Neutral	1	14.3	14.3	14.3
Agree	3	42.9	42.9	57.1
Strongly Agree	3	42.9	42.9	100.0
Total	7	100.0	100.0	

<b>My field experiences through Western prepared me to reflect on my own practice</b>				
Valid	Agree	5	71.4	71.4
	Strongly Agree	2	28.6	100.0
	Total	7	100.0	100.0
<b>My field experiences through Western prepared me to effectively use my skills</b>				
Valid	Agree	4	57.1	57.1
	Strongly Agree	3	42.9	100.0
	Total	7	100.0	100.0
<b>The education I received at Western helped me to be committed to helping participants achieve success</b>				
Valid	Neutral	1	14.3	14.3
	Agree	3	42.9	57.1
	Strongly Agree	3	42.9	100.0
	Total	7	100.0	100.0
<b>The education I received at Western helped me to maintain standards for my own professional behavior</b>				
Valid	Neutral	1	14.3	14.3
	Agree	3	42.9	57.1
	Strongly Agree	3	42.9	100.0
	Total	7	100.0	100.0
<b>The education I received at Western helped me to be enthusiastic about being a professional in my field</b>				
Valid	Neutral	1	14.3	14.3
	Agree	3	42.9	57.1
	Strongly Agree	3	42.9	100.0
	Total	7	100.0	100.0
<b>If you could begin again, would you choose to attend Western?</b>				
Valid	Yes	5	71.4	83.3
	No	1	14.3	100.0
	Total	6	85.7	100.0
Missing System		1	14.3	
Total		7	100.0	
<b>If you could begin again, would you choose the same major?</b>				
Valid	Yes	5	71.4	71.4
	No	2	28.6	100.0
	Total	7	100.0	100.0
<b>Would you recommend Western to others?</b>				
Valid	Yes	6	85.7	100.0
Missing System		1	14.3	
Total		7	100.0	
<b>Would you recommend your major to other?</b>				
Valid	Yes	7	100.0	100.0
Year of Graduation	Year of Graduation	Year of Graduation	Year of Graduation	Year of Graduation
Valid	2001	Valid	2001	Valid
			2001	Valid
				2001

2002	2002	2002	2002	2002
2003	2003	2003	2003	2003
2004	2004	2004	2004	2004
Total	Total	Total	Total	Total

## Appendix 5.9 Student Evaluations of the PRM Program

### RESULTS OF SENIOR ASSESSMENT

#### PRM SENIOR SURVEY RESULTS SPRING 2005 - 2006

**Q1. How would you rate your overall satisfaction with the Parks and Recreation Management Program at WCU?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
12	1	1	2

**Q2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
13	0	2	1

**Q3. How would you rate your satisfaction with faculty-student interactions in the PRM program?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
11	2	0	3

**Q4. Which parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?**

<u>Class</u>	<u>Students Marked</u>
PRM 250	0
PRM 254	0
PRM 256	2
PRM 270	3
PRM 321	2
PRM 361	2
PRM 370	0
PRM 383	0
PRM 420	2
PRM 425	2
PRM 426	1
PRM 430	2
PRM 433	3
PRM 440	1
PRM 461	2
PRM 483	0
PRM 486	0
All	1

**Q5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?**

1. The rec. therapy classes should be dropped.
2. RTH 350 should be removed. SM 415 should be omitted.
3. A classroom with windows.
4. RTH 350 should be omitted. Sport Mgt. classes omitted.
5. We need to be accredited program. Many other universities in the system have the accreditation. It seems foolish that WCU hasn't considered out location, the % of students that stay and graduate from the program, and the strength of the program.
6. Set a schedule for all the classes that should be taken and when I almost messed up and couldn't graduate because some classes were only offered in the spring.
7. More direct internship connections.
8. Figure something out for the RTH 350 to make it more applicable to our major.
9. Opportunities for law enforcement training either via WCU or SCC.
10. I think there should be classes tailored to suit students who are interested in working with search and rescue after graduation. Maybe a 488 field experience opportunity with Jackson County Rescue Squad, but already have like set-up.
11. As for me personally I highly doubt that I will ever get into accounting so I found 461 to be a little irreverent. Also, I believe that for required PRM classes we should have PRM professors. (RTH 350, PRM 270).
12. Need to stress keeping portfolio stuff, I know you do but it can't be said enough. Also make sure partners give each other a copy of graded final. I would make that worth a grade possibly. Both senior seminar classes are in spring. What is Maurice's class was in the fall and Ben's in the spring? Many summer jobs could be applied for before Christmas and the spring session could be to follow up and do portfolio.
13. I think some of the classes get full of non-majors; the needed courses to graduate should be closed to majors only.
14. Offer more variety, better facilities. We do a lot of power point, need more rooms with this equipment, better seating. Rooms are overcrowded with outdated seating. Accredited program is need as well.
15. None

**Q6. Have you any other comments related to your experiences as a Parks and Recreation Management major at WCU?**

1. I'm graduating! This was a great experience, I'm glad I'm involved with this program. It has really prepared me for my career world.
2. Overall good. Love the instructors. They do a great job.
3. I'm currently taking ENG 401 and my skills involving writing

**PRM SENIOR SURVEY RESULTS SPRING 2006 - 2007**

**Q1. How would you rate your overall satisfaction with the Parks and Recreation Management Program at WCU?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
9	7	2	0

**Q2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
11	3	3	1

**Q3. How would you rate your satisfaction with faculty-student interactions in the PRM program?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
14	2	0	2

**Q4. Which parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?**

<u>Class</u>	<u>Students Marked</u>
PRM 150	1
PRM 250	1
PRM 254	3
PRM 256	
PRM 270	1
PRM 321	1
PRM 361	4
PRM 370	0
PRM 383	0
PRM 420	3
PRM 425	1
PRM 426	1
PRM 430	
PRM 433	
PRM 440	
PRM 461	
PRM 483	
All	1

**Q5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?**

11. I think it is a great program. It is better than others on this campus. Professors are great, very knowledgeable
12. Keep going with the hand-on and experiential education
13. More local community involvement
14. More outside the classroom learning
15. The internship requirements are excessive and unnecessary. The capstone really doesn't make sense. The mini's are cool. Why would we spend thousands of dollars on a PRM degree and not work in recreation?
16. More classes dealing with SM and community recreation courses and less classes that deal with extreme outdoor recreation. They are all great classes but not what I need.
17. 461- like the management but not reading financial statements
18. My instructor is very knowledgeable but I do not think he/she is an effective leader
19. Internship/Seminar class → Internship preparation very important seminar-more effective if current professionals in all faucets of the field talk about current issues.
20. I would have liked to have done more outdoor activities also maybe coaching classes.
21. Eliminate 430, have just a research project class; differentiate the courses for different areas of focus-more trips for outdoor leadership.
22. Maybe have more community based stuff
23. I would like more classes in community recreation
24. More outdoor trips
25. More "real" job curriculum; more experiential activities; more trips outside the classroom; more outdoor leadership; more guest speakers/interviews with recreation professionals
26. More teachers and money for year
27. I feel that internship orientation was a waste of time. I also believe that we should be able to have an option of being in a group or not for many of the group projects. Not everyone will work in a group setting leaving the other members their work. The internship class may be good for those students who are not prepared or do not have the self discipline to plan their own trip. We make a resume in that class that has potential to be helpful, but is in a format most of us can't sue. As a result, the people that have talked did not use the resume anyways; we also make a different resume in program planning. The internship book <the blue one> seemed like nothing but busy work. It just seemed like a waste of time.

**Q6. Have you any other comments related to your experiences as a Parks and Recreation Management major at WCU?**

3. The Professors and Instructors make the department what it is. Should debrief the final exam in the OEC
4. Enjoyed the program learned a lot
5. You guys are awesome! I think your doing a great job with limited resources!
6. We need more professors. Maybe they could teach the classes that are for the people more like me, not looking for the extreme end of rec. They could be just for community rec.

7. Students interested in the outdoor leadership concentration should be highly encouraged to take classes at SCC. PRM is a small program but at will gain confidence experience thru hands on experience. Students should get creative on raising money for the program and not relying on the University for it. (because we obviously don't get it) This can help buy new equipment and resources.
8. I really enjoyed my experience, I've had to work hard and push my educational boundaries and also I feel that I've been given a well rounded education within this major and I also feel that if I was going into the job market that I am marketable.
9. Good major I like all the options for electives
10. Had fun and learned a lot
11. More one on one meetings with advisors
12. Great program
13. I think that the advising process is very chaotic and kind of unprofessional. We need more variety of classes
14. It has been a great time
15. It has the best faculty that I have met at WCU

### **PRM SENIOR SURVEY RESULTS SPRING 2007 - 2008**

#### **Q1. How would you rate your overall satisfaction with the Parks and Recreation Management Program at WCU?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
12	4	3	0

#### **Q2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
14	3	1	1

#### **Q3. How would you rate your satisfaction with faculty-student interactions in the PRM program?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
15	2	0	2

#### **Q4. Which parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?**

20. entrepreneurship – business plan was awesome; management administration- I have learned a lot from doing the Cullowhee long term project; 254- it was just fun and I learned basics of climbing
21. Debby's Ent. PRM 430 class & Jane's PRM 461 Mngr class; they were good classes in force feeding us info

22. The experiential learning aspects of the classes were very helpful. Program planning will be very useful in the future as will the commercial recreation class. All of the classes where I was able to get a certificate will be very valuable too.
23. OEC, outdoor pursuits, and land-based were valuable to me because it was hands-on and we actually got to go out in the field and do the activity
24. OEC, land based, and ropes course facilitation, water based
25. OEC, outdoor education & Interpretation, leadership & group dynamics; program planning & evaluation; outdoor pursuit; I believe the most valuable experiences were getting out into the field and having the hands on experience. The internships were great and a big asset to the program
26. Outdoor leadership & Admin.; OEC; I also liked the business approach from Debbie; even though I don't plan on owning a business, the info was very useful to understanding how one should work.
27. AEC. 361 was a bear but I learned a lot. Trail maintenance was fun, have more!
28. OEC; WEA; Leadership in the outdoors
29. Outdoor Emergency Care; Water-Based Activities; Land-Based Activities
30. The hands on training with OCC and other technical courses
31. Leadership and group Dynamics PRM 270; PRM 420; PRM 426: Wilderness First Responder
32. skills/outdoor; OEC; Leadership courses
33. All the courses with in-depth leadership study also OEC was informative also all the chances for community involvement
34. OEC, Ropes course with Earl Davis, program planning, 254
35. The PRM intro class, the program planning class, and many of the hard-skill based classes were most valuable
36. Outdoor education; outdoor interpretation & education; RTH
37. Program Planning –real practice and application; Foundations – basic knowledge & understanding of past-present-future; Leadership/ Group Dynamics – good practice for facilitation
38. I think some of my most valuable classes were foundations, intro to outdoors(Maurice's intro), H2o based w/ Sam, and Entrepreneur with Debby.

**Q5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?**

28. Fire Sam Fowlkes; equipment and some teaching methods needs to be updated. Students will gain more confidence by learning a C-to-C roll instead of sweep roll first.
29. more credits required-have to take a broader range of classes; more liberal studies like geology, geography, NRM; maybe require a hardcore accounting class (its better to learn it now).
30. Since the field is dealing with a lot more technology-maybe some basic computer classes should be offered and GPS instruction. Even though many of us do not particularly like technology there is a good chance we will have to use it in future jobs.
31. Entrepreneur class because I know I won't be going into a business and I personally thought it was useless for me to take

32. The entrepreneur class is a lot of hardcore for how it applies to people who do not plan on starting a business. A more simplified version could be good just for a general idea about it w/o a plan that could start my business, that I have no plan on doing, tomorrow.
33. I do not think the account part of Management & Administration is as important as we make it. I believe we should talk about management since at some point we all hope to be in management positions. I think Debbie's Business Plan class should be an elective & not required.
34. Need a more experiential portion of the degree. I really like the immersion experience at Brevard only tailored for a WCU experience. More field instruction, a WEA 21-day course. One semester for Juniors, with longer courses and full-time internships.
35. Drop 461 –or just the accounting portion
36. None
37. More hands-on experiential education content more chance to be trained in outdoor recreation technical skills
38. More environmental education
39. I do not really like that the PRM courses run late into the afternoon and evening. There should also be a WFR class versus OEC. For the concentration of outdoor leader there should be more field experience and in field training. This is invaluable and we do little of it.
40. None
41. Maybe find a few more professors so teachers will have more room to breathe and schedules can flex better
42. Business plan. The curriculum list shows some classes that are no longer available like the camp counselor class. That class would have been helpful with what I am looking for.
43. Gaining more input from seniors about what classes did NOT specifically apply to a certain concentration
44. I believe that there should be a class on outdoor activities outside of the mountains
45. Management & administration – more focus on being a better manager maybe a Moonshadow corporate learning environment course; Entrepreneurship – guest speakers were a waste of time
46. I think some specific classes that expand on theories of experiential ed would be good-felt my education was mostly history of PRM, with a few scattered classes- a few of the reg. classes were very repetitive.

**Q6. Have you any other comments related to your experiences as a Parks and Recreation Management major at WCU?**

16. I think more general accounting needs to be done, at least in the commercial aspect.
17. I've learned a lot
18. Wonderful program in an excellent location for practicing the skills we learn.
19. Within the 2 yrs. I have been here I've learned 10x as much more than at another university. Thank you!
20. I believe it was a great program that prepared me a lot for the future, but I also believe some information should be updated.
21. To elaborate on the topic in #5, I think a more involved junior would help motivate students for their senior year. To have smaller experiences could build up to a more meaningful, developed senior internship.

22. Special thanks to Maurice for patience with transferring courses
23. No
24. It has been great
25. All students should be individually tested on hard and technical skills
26. I feel that I have learned a lot in the Parks and Recreation Department I am well qualified for jobs related to the Parks and Recreation Major.
27. I just wish our program was accredited. That's my only hag up every thing else has been great
28. Overall I have loved everything. The one thing that would be nice if we talked more on things other than Park service & guiding high adventure trips
29. Great program worth fighting for. Excellent instruction and choice of project assignments. Perhaps involving students in even MORE local community-based recreation, revitalization, and change
30. Desired a more hands-on/experiential/expedition based program with application of learning
31. Also, more chances & discussion on conflict resolution and dealing w/teens – I felt unprepared to deal w/my groups of teens when I did my capstone – get some “visiting” instructors- NCOBS will come do lectures, SOAR, etc....have them talk about heir org& techniques- bring Moonshadow to teach us games for an hr- this would help us expand our “tool box” for internships & jobs.

### **PRM SENIOR SURVEY RESULTS 2008 - 2009**

#### **Q1. How would you rate your overall satisfaction with the Parks and Recreation Management Program at WCU?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
19	6	0	0

#### **Q2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
21	4	0	0

#### **Q3. How would you rate your satisfaction with faculty-student interactions in the PRM program?**

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
22	3	0	0

**Q4. Which parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?**

1. I have really enjoyed the hands on experience that we have been able to practice. That aspect of this program has made me more comfortable when I leave WCU.
2. I really enjoyed the close student to teacher relationships we share here at WCU PRM. It's something that not all students here have, and I feel like it sets us apart.
3. All the upper level classes were great and I learned a lot.
4. Having Ben as my advisor.
5. WEA and Kayaking courses- noted five times
6. PRM 361
7. Water based outdoor pursuits – mentioned four times
8. Study-abroad program
9. Program Planning – mentioned eight times
10. PRM Club – noted twice
11. Outdoor Emergency Care – noted three times
12. Land based outdoor pursuits – mentioned eight times
13. Internships were very helpful – mentioned four times
14. Entrepreneurship and Commercial Recreation – mentioned three times
15. Group Dynamics
16. Outdoor Rec.
17. Management – mentioned five time
18. PRM 461 – noted twice
19. Debbie's Business Plan class
20. Recreational Therapy
21. Jeff Joyce's course was really valuable to me.
22. Debbie's Adventure Class
23. Business Plan Class – mentioned twice
24. Earl's Ropes Course Class
25. I enjoyed and felt that the hands on courses were the most helpful. – mentioned twice
26. Swift water rescues – mentioned three times
27. 461

**Q5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?**

1. I wish we could have two concentrations.
2. More community recreation classes
3. More time outside – getting out and doing is better than being in a classroom. (noted twice)
4. I would like more business/business management classes.
5. More hands on classes.
6. A specific Recreation Resource Management concentration
7. A course on survival skills.
8. Not having to take 460 (business plan) for ALL majors.
9. Not requiring Debbie's business class, it was helpful though.
10. I feel that what you are doing now is great, it would be nice to get more Maurice. Ha.

11. I think senior seminar should be a 3 credit hour class. My senior portfolio was hard work and time consuming and therefore should be worth more than 1 credit hour.
12. More than just a half of a semester on Risk Management, and maybe more on Inclusive Rec and ADA
13. RTH classes should be taught by PRM professors. RTH professors do not address what we need within their classes. They do not want to follow the curriculum given them by Maurice.
14. The new climbing wall should be used more and the old spire should be blown up and used!
15. We learned a lot of the same material repeatedly in several different courses. A lot of the information was redundant.
16. Incorporation of new and updated heard skills.
17. I would change the way that program planning course was run. The way it was taught was very confusing, and was not nearly as beneficial to me.
18. The planning process is a little redundant but seems to hold different aspects. DROP the PERT charts.
19. More advising for PRM Club events.
20. I think the major would be more effective if more rounded classes were offered.
21. Some classes could be better organized.

**Q6. Have you any other comments related to your experiences as a Parks and Recreation Management major at WCU?**

1. Ben has been someone that has bent over backwards to assist me in anyway possible. I consider him a mentor and a friend.
2. Quality, great program.
3. A really great program and I feel fully prepared to get a job in the field.
4. It has been a lot of fun, learning wasn't just a boring classroom, it was active – and also the professors are really fun, approachable and friendly.
5. It was great, and the awesome faculty made it very enjoyable.
6. You guys (and girl) have been extremely helpful and influential to me. Thank you for all that you have done for me.
7. I absolutely do not like the Rec. Therapy course.
8. I love the instructor/student relationships available with this major because the program is still relatively small. I got to know Ben, Maurice, JJ, and Debbie and that positively influenced my experience at WCU.
9. I really enjoyed my time as a PRM Major I feel very prepared for the Rec field.
10. I would like to see a defined educational track for Recreation Management – and the inclusion of forestry classes.
11. Thanks for everything you've done for PRM.
12. You guys are great, small classes are awesome.
13. Really enjoyed it, even if I could go back and start all over again. I would still pick Western PRM. I learned a lot, and feel prepared for my career while loving every minute of it.
14. I enjoyed and felt that all my course work somehow helped me and I enjoyed my professors as well.
15. Excellent experience while at WCU. I became close to my professors and built strong relationships which made it easier to talk with them.
16. Getting to know the professors a little more outside of class.

## PRM SENIOR SURVEY RESULTS SPRING 2009 - 2010

### Q1. How would you rate your overall satisfaction with the Parks and Recreation Management Program at WCU?

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
17	2	0	0

### Q2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor?

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
16	2	0	1

### Q3. How would you rate your satisfaction with faculty-student interactions in the PRM program?

<u>Extremely Sat.</u>	<u>Somewhat Sat.</u>	<u>Somewhat Unsat.</u>	<u>Extremely Unsat.</u>
18	1	0	0

### Q4. Which parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?

1. Study abroad in Ireland, Technical Skills training and practical experience. All the experiential learning, trips, etc.
2. The most valuable experience in PRM for me was the internship requirement. Practical work experience really showed me that I learned a lot in the classroom and I was able to apply it to the real world.
3. I feel the program planning and entrepreneurship were valuable core classes because of their hands on method for valuable skills. Also OCE has been great because of the hard skills and great certification that comes out of it.
4. I feel that the experiential learning that we reserve is very up to date that needed to further a comer in PRM Program Planning for me was the most valuable to me as a student.
5. Leadership group dynamics, risk mgt, and my WEA class has really prepared me for a job in the rec field as well as the program planning class all very important classes to take.
6. Program Planning, Entrepreneurship, risk mtg; (no fun but definitely useful)
7. I believe all of them were very beneficial and valuable for me. Not only was I able to receive one on one instruction and learning from my teachers but also go to experience outdoor recreation outside of the classroom which I believe helped me learn and understand my major even more.
8. Program planning, High adventure travel, WEA course
9. The most valuable experiences I had were the WEA trips to the Tetons, Hashey and Panthertown experience and certifications are everything in our field.
10. Land based outdoor pursuits was most valuable to me because of the hands on learning styles. Program planning was also a valuable course for anyone rising into a managerial position which I expect myself to be pursuing someday.

11. The opportunity to study abroad, experiential learning, outdoor leadership, and program planning were most influential, being involved on campus with the PRM students, opportunity for outside experience, close relationships between staff/faculty and students
12. all the certification courses were really fun. I liked them a lot.
13. Program planning and evaluation
14. The program planning classes were the best along with the proposal writing class.
15. PRM 254 was valuable because I gained the knowledge and experience of kayaking and rock climbing. The program planning class was another from learning how to write a grant to evaluating the program itself. In every class that I have taken in the past have prepared me for my future career since I have written a grant, planned, put on, and evaluated a program, done research project. created a risk management plan, and a business plan I feel confident going into the job market.
16. I feel that some of my most valuable classes were leadership, program planning, entrepreneur class and intro to PRM. I had great experiences most valuable were learning to kayak and climb, how to plan a program and create a business plan.
17. PRM 361 was a very important class for me. I know I will take what I learned in that class and use this while in the professional field.
18. I feel that the WEA stewardship courses were the most value to me because they provided me with valuable firsthand leadership experience
19. It's hard to say the whole experience of growing as a person and as a professional from freshman year to graduation was so valuable. Having the same professors that you become comfortable with and know each year was also incredibly important.

**Q5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?**

1. Grow it!! Offer as many certifications as possible, partner with community colleges to offer more.
2. The work load for homework was not very challenging. I think there should be more research projects in order to prepare for grad school and adjust to keep with the same standards of other majors in the university.
3. Maybe a bit more specific set of classes for the recreation resource concentration
4. Availability of certifications or experience for PRM majors
5. WCU should offer a Masters degree program in PRM. We should also increase the amount of actual training and certifications that we get
6. More focus on commercial and resort. Not all of the students want to work in the outdoors. More of the heavily focused classes are on Parks when there is so much more to recreation than we get to focus on.
7. If anything I would like to do even more outdoor activities than in the classroom. I learn better with hands on activities.
8. Add simple environmental identification classes, recreation area design classes
9. More opportunities for certifications and experiential education to prepare for the work place.
10. Even through I am a senior this year and nearing a career path I feel as if the portfolio assignment was due to early. I don't have the money rite now to spend money on a \$40 Binder. The concept is great though.

11. More edu on ecology local or native plants and animals, need more lecturers, need accreditation, can open up more concentrations to focus on the 8 forms of recreation, such as therapeutic recreation, promote more self motivated, individual learning by offering a research and statistics class that is related to PRM, Rhett tried but projects are so far fetched and hypothetical it is limited in the learning aspect and can't be used in portfolio.
12. nothing really if I think of something I will let you know.
13. more concentration on community recreation
14. no, everything is fine.
15. can't think of anything
16. if I had to change anything it would have more classes geared for commercial recreation
17. I think that we should be an accredited program and there should be professors or each area. such as community rec and outdoor rec
18. I think that expedition style courses should be inserted into the program for outdoor leadership
19. There needs to be a more community recreation courses available.

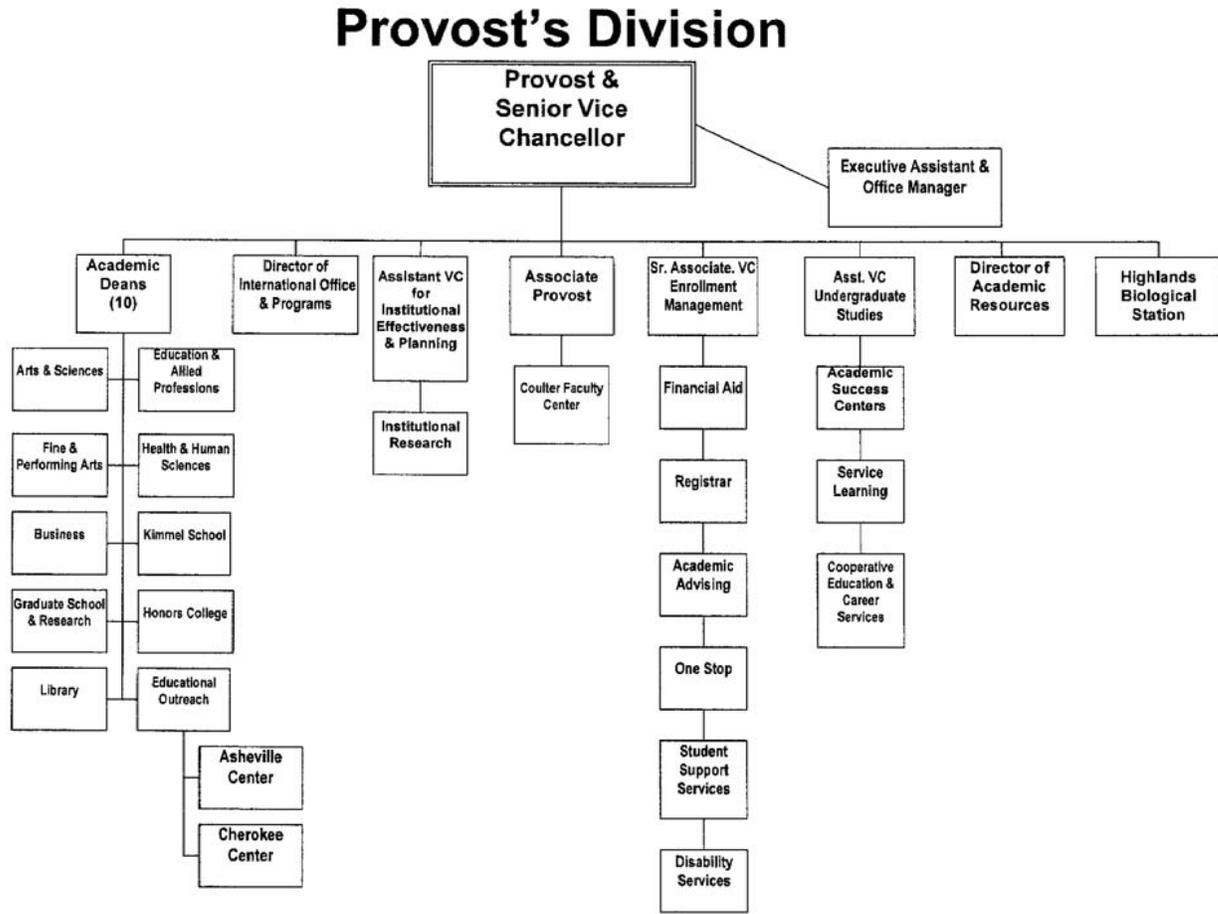
**Q6. Have you any other comments related to your experiences as a Parks and Recreation Management major at WCU?**

1. I enjoyed it immensely, you all are a great crew and were extremely helpful in academic and life decisions... Thanks!!
2. Great Program
3. I thoroughly enjoyed this program. I feel very well prepared. I thoroughly appreciated the required capstone internship; I felt it prepared me in many ways classes could not the faculty are top of the line and beyond valuable. Thank you for caring so much about our futures.
4. Push students to gain experience through other forms of outdoor education such as landmark/IWLS/Notes
5. Hands on experience is really important and I feel that PRM major allowed me to learn hands on and gain some experience
6. I cant be more happy that I finally found what I wanted to do.
7. Teachers were great and very understanding and always open for suggestions and new ideas.
8. Program planning is a must
9. I am fortunate to have Maurice, Ben, and Debbie as my professors. The effort and knowledge they have given to me and my peers is greatly appreciated. The professors make the program great!
10. Advisors need to me more influential in club in developing programs and team building activities and possibly offering workshops. The outdoor leadership we should One plan, implement, and evaluate on expedition in groups or 2 more of a direct experience versus peers. Closer relationships with base camp we should all have to receive instructorship in some activity
11. no
12. I really do enjoy the openness with advising and honest conversations with the faculty.
13. Everything was good.
14. I believe that PRM majors need to be more active in the PRM club. We are being taught to plan programs and be active and the more we do that under the supervision of the school and our professors the more prepared we will be for life after college.
15. I had a lot of fun in this great major and feel more like a professional. thank you

16. By experience in the parks and recreation major was a great experience, I feel like I will take everything I have learned when I go into the professional world.

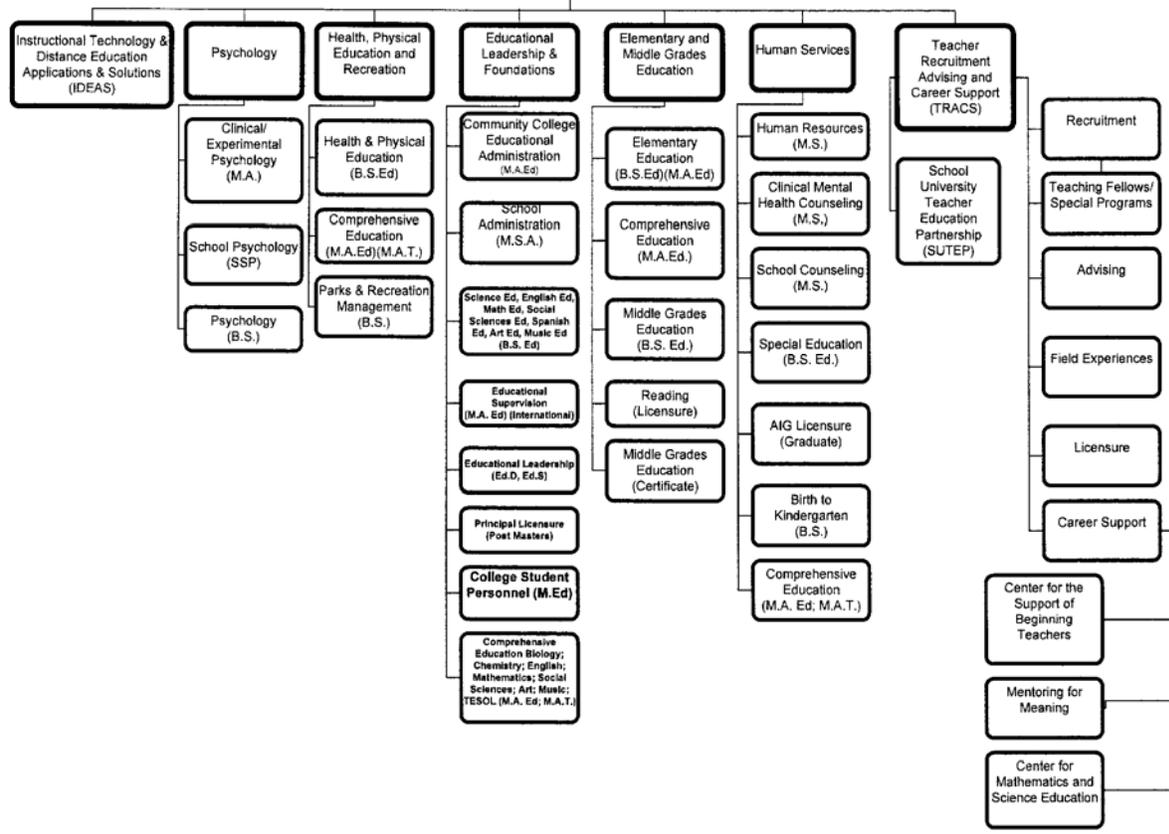
17. I think that the PRM program here at western is an excellent program that adequately prepares us, as students, for our future careers in the future.

Appendix 6. Standard 6 – Administrative Structure: Organization Charts



# College of Education & Allied Professions

Dean, College of Education & Allied Professions



## **Appendix 7. Standard 7 Operational and Program Resources**

### **Appendix 7.1 Equipment, travel, technology, and operating budgets**

The Department of Health, Physical Education and Recreation administers two undergraduate and one graduate program. In addition, HPER has a Health Program Director to supervise the undergraduate Health liberal studies faculty. Travel funds for HPER faculty are available from the Chancellor's Travel Fund, the CEAP Dean's Travel Fund and the HPER Travel Fund. All of these funds for travel are available (with certain restrictions) for faculty members who wish to apply for them. This year, the Dean of CEAP also made available \$7,100 in Project Value Fund money that faculty could apply to receive. The HPER Project Value Fund Committee set a limit of \$1000 for each eligible faculty member. In order to receive the various travel fund monies, the faculty member must submit a request to the appropriate committee and receive approval for funding. In addition to the travel fund money, faculty can also apply for other sources of funding such as the Microgrant money.

## **Appendix 7.1.1 Department of Health, Physical Education and Recreation Travel Fund**

### Department of Health, Physical Education and Recreation

#### Faculty Travel Funds

The following guidelines are intended to assist faculty in planning for participation in scholarly and professional meetings or programs. The Department of Health, Physical Education and Recreation cannot fully support travel to such meetings; sufficient resources are not available to provide total support for each faculty member's professional activities. Moreover, funding of professional activities ought to be shared between the individual and the institution because the activities benefit both.

These guidelines support equitable allocation of funds in an academic year. It is recommended that each faculty member also seek College or University support for funding when such is available.

#### Funding Priorities

First, Faculty Travel Funds are intended to support productive faculty in the execution of their teaching, research, and service responsibilities to the University. A productive faculty member is defined as one who executes their teaching, research and service activities as well as one who participates in Departmental meetings and committee work.

The allocation of available travel/professional activity funds should reflect the following initiatives:

1. Presentation of a formal paper and/or chairing a paper session or panel:
  - a. Priorities for funding are first for National or Regional events and, second, for state or local events.
  - b. Request for funding may include support for transportation, registration, lodging, and meals.
  - c. There will be a \$600 maximum travel allowance per event/activity in this category.
  - d. Approval of travel funds in support of more than one major paper per year will be at the discretion of the Department Head based upon available faculty travel funds.
  
2. Participation in formal panels or seminars/workshops or service as an officer of organizations with specific responsibilities at a meeting:
  - a. Priorities for funding are first for National or Regional events and, second, for state or local events.
  - b. Requests for funding may include support for transportation, registration, lodging, and meals.
  - c. There will be a \$400 maximum travel allowance per event in this category.

- d. Approval of travel funds in support of more than one major event in this category per year will be at the discretion of the Department Head based upon available faculty travel funds.
3. Attendance at meetings or programs (with no formal role on the program):
    - a. Requests for participation at meetings which involves only attendance for personal and professional development may include support for transportation, registration, lodging, and meals as funds permit.
    - b. There will be a \$200 maximum travel allowance per year for this category of activities, and such activity, if approved.
  4. Whenever funding from other sources is secured by a faculty member, such funding must be reported in the application for Departmental Funding to determine needed faculty travel support. It is not the intention that travel funding be provided in excess of travel expense, nor that faculty members should profit from travel funds.
  5. Faculty members are encouraged to apply for travel funds as early in the academic year as possible to assist the Department in using travel fund resources appropriately. Faculty will be informed of available funds at the beginning of each semester. Any unused funds will be awarded on the basis of need and availability.

**PROCEDURES:**

1. Complete the Application for Departmental Travel Funds for HPER as early in the academic year as possible. A computerized form-field Application has been developed for your convenience and is attached to this policy. Consideration for travel funds will only be made for those who apply before the event. The earlier you apply in the academic year, the easier it will be for the Department to determine the extent of requests for travel funds and to make equitable allocation of funds to all faculty in need of travel fund assistance.
2. Please attach documentation showing description of your proposal and/or printed program description, travel expenses, registration, and other pertinent information.
3. Submit the completed Application for Departmental Travel Funds to the HPER Program Directors who will review applications monthly to make recommendations to the Department Head for Funding.
4. If approved, upon return from your event, submit appropriate receipts for travel on the official Departmental Reimbursement Request form.

**Application for Departmental Travel Funds  
Health, Physical Education and Recreation**

Name

Date

**Reason for request:**

Presentation (delivery) of a formal, major, competitive paper and/or chairing a major, competitive paper session or panel.

Title:

Participation in formal panels or in formal seminars/workshops or service as an officer of organizations with specific responsibilities at a meeting

Attendance at meetings or programs (with no formal role on the program)

Other, please describe

Host Organization

City

State

Travel Dates: BEGIN  to END

**Projected Budget:**

Registration: \$

Airfare: \$

Ground Transportation,  
Parking, Tolls, etc: \$

Mileage: \$

Lodging: \$

Meals: \$

**Total Anticipated Expenses** \$

Total Departmental Support Requested

\$

**Sources of Support**

College Funds \$

University Funds \$

Other (specify) \$

---

Recommendation of HPER Program Directors:     Approve     Modify     Deny  
Explanation:

Signatures of HPER Program Directors:

\_\_\_\_\_

\_\_\_\_\_

Date Forwarded to Department Head: \_\_\_\_\_

**Appendix 7.1.2 Department of Health, Physical and Education Project Value Fund****Application for Departmental Project Value Fund****Guidelines**

1. PVC funds are for tenured and tenure-track faculty.
2. Proposals must be submitted by 1/1/11
3. Faculty is eligible for up to \$1,000. If funds remain after 1/1 additional funds per request may be granted.
4. Priority will be given as follows:
  - a. Requests for equipment or materials needed for research projects leading to publication
  - b. Requests for equipment or materials needed for a proposed research project
  - c. Requests for travel funds for presentation of research
  - d. Evidence of attempt to secure additional funding (i.e. grant, chancellor's travel fund, department equipment fund, etc.)
5. Proposal must include:
  - a. Purpose and objectives of the project
  - b. Rationale
  - c. Timeline
  - d. Link to Department Strategic Plan
  - e. Budget Narrative

Name \_\_\_\_\_

Date \_\_\_\_\_

**REASON FOR REQUEST: (please check all that apply)****Scholarship** Publications Creative Works Editorial Work  
students Collaborative Research with Grant Work Other, please describe  
\_\_\_\_\_ Professional Presentations**Travel \*\*The Travel Authorization Form MUST be approved before travel can take place\*\*** Presentation (delivery) of a formal, major, competitive paper and/or chairing a major, competitive paper session or panel. Title:  
\_\_\_\_\_ Participation in formal panels or in formal seminars/workshops or service as an officer of organizations with specific responsibilities at a meeting. Attendance at meeting or programs (with no formal role on the program) Other, please describe**REQUEST JUSTIFICATION:**

a. Purpose and objectives of the project

b. Rationale

c. Timeline

d. Link to Department Strategic Plan

e. Budget Narrative

\*Use of funds must comply with state funds usage regulations

**Total Anticipated Expenses \$**  
\_\_\_\_\_

**Equipment and supplies definition:** the College of Education and Allied Professions is responsible for PRM equipment and supplies such as educational equipment, computers and computer maintenance. We have a contract printer in the outer office of Reid 122 that is available for our use and we are billed at a cost of .05¢ per copy. HPER supplies the paper for the printer. The PRM program receives \$1600 in lab fees each semester that can be used to purchase supplies and small equipment items related to our program. PRM equipment is stored in an equipment room off of Reid Gym room 112A with some equipment stored in the back of the swimming pool and canoes and kayaks are stored in a separate boat shed.

### **PRM Inventory of Equipment**

#### **Boating Equipment Inventory**

##### **In the pool and pool storage area**

12 paddle jackets  
 19 Lifejackets  
 29 wetsuits  
 18 spray-skirts  
 14 kayak paddles  
 15 canoe paddles  
 12 helmets  
 6 throw ropes  
 1 long rescue rope  
 28 kayak airbags  
 1 pool C1

8 pool kayaks

##### **In the boat shed**

11 Canoes  
 15 river kayaks  
 1 sea kayak  
 1 pair steps (to access storage in canoe shed)  
 1 table (for the canoe slalom)  
 10 slalom gates  
 1 kayak trailer  
 1 canoe trailer

##### **Camping equipment**

3 fire rakes  
 2 shovels  
 1 McCloud  
 2 big loppers  
 1 Pulaski  
 3 hand saws  
 13 day packs  
 21 tents

8 outbound tents  
 18 internal backpacks  
 15 external backpacks  
 6 canoe chairs  
 21 food bags  
 20 sleeping bags  
 15 tarps  
 15 raincoats

##### **Climbing equipment**

1 climbing spire  
 37 Yates harnesses  
 24 climbing helmets  
 26 steel carabiners  
 12 Fudge harnesses  
 9 climbing ropes  
 4 chest harnesses  
 2 snow flukes  
 38 aluminum carabiners  
 2 rescue eights

3 pair of ascenders  
 1 grigri belay device  
 1 pair nonhandled ascenders  
 2 rescue-cenders  
 1 shunt  
 2 pair rescue pullies  
 6 pair etriers  
 11 figure eights  
 1 I'D  
 3 paws

3 pirana	3 snow shovels
2 spider straps	1 stokes litter
1 rope cutter	1 army litter
2 pickets	1 portable little
12 ice axes	

**Technology definition:** CEAP and HPER are responsible for purchase of new computers, printer, and other IT related equipment. Computer replacement is scheduled by the Dean of our College on a regular basis. One faculty computer was replaced approximately 4 years ago the other was replaced 2 years ago.

**Operating budget:**

HPER Budget	2007-2008	2008-2009	2009-2010	
Total allotted	\$26,452	\$25,703	\$23,470	
2000BP	\$8,000	\$5,703	\$5,503	used for printing, postage, travel and Red Cross expenses
3000BP	\$6,000	\$6,000	\$5,477	used for equipment and office supplies
PRM E&T	\$1,600	\$1,600	\$1,600	used for 'disposable' equipment

Notes:

Accreditation renewals paid through the Dean's Fund

Tenured faculty travel paid through Project Value funds start 08-09

Additional funds were requested each year for "big ticket" items, paid for through the Dean's fund

**Appendix 7.2 Major Facilities and Equipment**

Reid Gym – Department of Health, Physical Education and Recreation

- Most classrooms in Reid Gym are equipped with a teaching station including a computer, monitor, VHS, DVD, ELMO, projector, and network and internet access.
- Reid Gym also has a swimming pool, four gym floors, climbing spire, teaching lab, fitness center, two conference rooms, 1 group exercise room, 1 small padded floor room used by the karate club, bowling alley, and numerous storage areas.
- Other campus areas (computer labs, picnic area) are available through scheduling.

**Appendix 7.3 Major hardware and software**

## Hardware

- Computers are supplied for each full-time faculty member and replaced as needed
- A printer/copier is available for faculty in room 122 and room 100
- A television with VCR and DVD is available for faculty to check out from the cage in Reid Gym

## Software

- Microsoft Office Suite with Word, Excel, PowerPoint, Access, Publisher, Front Page, Outlook
- Adobe Acrobat
- WebCat
- Blackboard
- Virus Protection
- SPSS (available from the Coulter Faculty Commons)

### **Appendix 7.4 Major library resources, database, and journals**

#### Library Services and Resources Available to WCU PRM Students

##### General Library Services and Resources

- Staff or research and information professionals to assist students and faculty.
- Library liaison to assist with research and book purchases.
- Library hours designed to accommodate students and staff with late hours and extended hours during final exam times.
- Assistance available by telephone and online.
- Resources including journals, books, databases available online and through interlibrary loan.

##### Specific Resources

##### Journals available to PRM students and faculty:

*Journal of Leisure Research*  
*Therapeutic Recreation Journal*  
*International Journal of Wilderness*  
*Journal of Experiential Education*  
*NCAAHPERD Journal*  
*Journal of Athletic Training*  
*Journal of Wildlife Management*  
*Natural Resources Journal*  
*Research Quarterly for Exercise and Sport*  
*Tourism and Hospitality Research*  
*Journal of Soil and Water Conservation*  
*Journal of Athletic Training*  
*Journal of Physical Education, Recreation, and Dance*  
*Journal of Sport Management*

##### Books, Audiovisual, etc.

- More than 220 park and recreation related materials available to students on-site or online through the Western Carolina University library.
- More than 580 park and recreation related materials available to students within one or three days of request through the ABC share library system.
- Unlimited resources available to students through interlibrary loan.

**Appendix 7.5 Support Personnel for the Department of Health, Physical Education and Recreation**

- Amy DeLorm – Full time HPER Office Assistant
- Two work study students assigned to Reid 100