# Parks and Recreation Management Program Review Report

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Appendix 1 - Standard 1: Mission and Vision Statements

Appendix 1.1 Western Carolina University Mission and Vision Statement

WCU Mission Statement

Our Mission:
Western Carolina University creates learning opportunities that incorporate teaching, research, service, and engagement through on campus, off campus, on-line and international experiences. The university focuses its undergraduate, master’s and three doctoral programs, educational outreach, research, creative, and cultural activities to sustain and improve individual lives and enhance economic and community development in Western Carolina and beyond.

Our Core Values and Guiding Principles:
- Excellence, Scholarship, Teaching and Learning
- Collaboration with and Respect for our Communities
- Free and Open Interchange of Ideas
- Responsible Stewardship and Organizational Effectiveness
- Organizational and Environmental Sustainability
- Cultural Diversity and Equal Opportunity

Our Vision:
To 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

Our college provides high-quality programs to our students in all of areas of study, with emphasis on professional education and allied professions. We prepare graduates who will positively impact the region as educators, administrators, and other professionals, in schools and other professional community settings. We actively engage in our region as teacher-scholars through collaboration, consultation, direct services, and scholarly endeavors, in a variety of environments.

CEAP Vision Statement
We will be the regional source of expertise and current information in professional education and allied professions. In these areas of expertise, our college should be recognized as the first choice for educational programs, collaboration and consultation, engaged scholarship, and leadership throughout western North Carolina.

Core Values
- Excellence in teaching, learning, and leadership.
- Active, collaborative engagement with our core communities
- Excellence in scholarship and applied research.
- Sensitivity, respect, and responsiveness to diversity.
Appendix 1.3 Human Services Mission Statement

Department Of Human Services Mission Statement
The Department of Human Services within the College of Education and Allied Professions offers programs of study at the baccalaureate through doctoral levels. These programs prepare candidates for rewarding professions in early childhood education, parks and recreation management, community and educational leadership, human resources, school and clinical mental health counseling, and higher education student affairs. The Department includes Project Discovery, which works directly with youth in western North Carolina public schools to encourage attendance and completion of post-secondary education. Our mission is to create collaborative educational environments that support our students’ professional development. We prepare students to be professionals engaged in lifelong learning who embrace diversity and inclusion, design and implement evidence-based initiatives, and promote social justice. Our programs are guided by ethical, professional standards for best practice, which includes community service and internship experiences. In addition to preparing students, we serve communities through leadership, scholarship, and service.

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
Dr. Bobilya, Dr. Tholkes and Debby Singleton meet on a regular basis to discuss the program, share ideas for improvements, and initiate action plans for projects. The recommendations from our 2010 Program Review and the 2012 WCU Program Prioritization initiative, have guided our planning process to be more proactive. Recently, this has included updates to the PRM Essay requirements, student strategic planning document, PRM 383 Mini-Internship paperwork, and the PRM Student Handbook. Other projects slated for completion this academic year include, revision of the PRM Capstone Internship Manual and program wide promotional materials. As our program has grown in the past two years, we have had to be reactive in terms of increasing class size, adding more sections of courses, and finding additional adjunct instructors to teach courses. As a program, we strive to be more proactive. In anticipation of increased demand for courses over the next three years, we are planning to offer some of our core curriculum courses more than once a year, adding additional lab sessions to experiential based
courses to accommodate larger class sizes, and offering several special topics courses to broaden the range of PRM electives, which students can take.

Our assessment and planning process includes the following:

- Regular meetings with full-time and part-time faculty
- Course evaluations conducted every semester
- Ongoing surveys of PRM alumni
- Discussions with professionals in the field
- Feedback from students and agencies following internships
- Constant training and instruction to maintain certifications in our field
- Participation in Coulter Faculty Commons workshops to improve teaching and assessment methods
- Peer evaluations by HS faculty to improve teaching
- Assisting students with research presentations at campus and regional conferences

Appendix 2.2 WCU Strategic Plan 2015-2020

WCU’s faculty, staff, and students together make the University’s academic mission paramount.

Western Carolina University is committed, first and foremost, to fulfilling its academic mission of providing each student a rigorous and relevant curriculum with learning experiences that emphasize knowledge and skills that are durable, flexible, and transferable. WCU is committed to providing an education grounded in a strong set of foundational knowledge and skills combined with specific practical knowledge in content degree areas, the outcome of which is personal, intellectual, and economic enrichment for each student. WCU seeks to ensure educational opportunities that result in graduates who are prepared for success, who are ready to compete in a challenging, changing, and global environment, and who are committed to contributing to the intellectual, cultural, and economic development of our region and state.

GOAL 1.1: Deliver high-quality academic programs (undergraduate, graduate, and professional) designed to promote regional economic and community development.

Initiative 1.1.1: Undertake a rigorous and inclusive process to prioritize all undergraduate and graduate programs based on universally applied criteria, including quality, regional need, demand, enrollment trends, retention and graduation rates, and alignment with the University mission and the following integrated curricular focus areas: creative arts, education, environment, health, innovation and technology, and recreation and tourism.

Initiative 1.1.2: Develop visionary strategic plans for each of the curricular focus areas through inclusive processes to accomplish the following:

- Position and market WCU as the cultural heart of Western North Carolina in the creative arts.
- Fulfill WCU’s historic and continuing commitment to be the regional leader in teacher education.
- Assume regional leadership in the study of the environment and environmental policy.
- Position WCU as the premier regional provider of baccalaureate and graduate education in the health professions with an emphasis on culturally sensitive, integrative, and intergenerational health care.
• Establish WCU as a hub of innovation, facilitating interdisciplinary connections among academic programs in such disciplines as business, the sciences, engineering, technology, and entrepreneurship and external collaboration with industry, start-up companies, research institutes, nonprofit organizations, and government agencies.
• Advance the recreation and tourism industries of Western North Carolina.

Initiative 1.1.3: Position WCU as a preferred provider of graduate and professional programs in the greater Asheville-Hendersonville area in fulfillment of its historic commitment to this vital part of the Western North Carolina region.

Initiative 1.1.4: Provide access to academic programs at off-campus sites in Western North Carolina within available resources and as dictated by data-based needs analyses.

Initiative 1.1.5: Align departments, colleges, and divisions, as appropriate, to support the strategic vision of the University.

Initiative 1.1.6: Identify and develop integrated, cross-disciplinary centers/institutes of study and outreach, where appropriate, based on the curricular focus areas.

Initiative 1.1.7: Increase the total number of WCU graduates by 25 percent by 2020 to meet the regional need for an educated work force.

GOAL 1.2: Fully integrate into the general education program and into each major and minor at both undergraduate and graduate levels an emphasis on those core abilities expected of all WCU students: to integrate information from a variety of contexts; to solve complex problems; to communicate effectively and responsibly; to practice civic engagement; and to clarify and act on purpose and values.

Initiative 1.2.1: Hire faculty and staff who understand and will contribute to WCU’s core educational values, its holistic academic mission, its commitment to outreach and engagement, and the achievement of the institution’s strategic priorities.

Initiative 1.2.2: Develop and implement effective, faculty-led mentoring programs for students, aided and reinforced by advising and course scheduling in the support units and designed to reinforce the University’s core values.

Initiative 1.2.3: Incorporate writing and research into all levels of the curricula.

Initiative 1.2.4: Ensure that all academic programs incorporate the core abilities detailed in Goal 1.2.

Initiative 1.2.5: Incorporate into the formal evaluation of faculty work a consideration of how curricula, pedagogies, and scholarship successfully advance the University learning outcomes.

GOAL 1.3: Ensure that all programs include cross-curricular, experiential, applied, and international/global awareness opportunities for all students.

Initiative 1.3.1: Reduce, and where possible eliminate, bureaucratic and financial barriers to cross-curricular design and team-teaching.

Initiative 1.3.2: Incorporate expectations for experiential and applied learning opportunities, including undergraduate research opportunities, in the curricular review process.
Initiative 1.3.3: Ensure that meaningful international/global experience opportunities are available to every student, regardless of major, including options to study with international scholars on WCU’s faculty, to participate in faculty-led international travel courses, and to study abroad. (See Initiative 2.1.6)

GOAL 1.4: Eliminate barriers to student access through coordinated endeavors with Birth-12 (B-12) and community college partners.

Initiative 1.4.1: Establish a network of regional advisory committees to enhance communication and collaboration among B-12, community college, and WCU faculty and administrators in the areas of 1) curriculum goals and transferability; 2) the benefits of higher education and the best strategies for marketing and recruiting; and 3) admissions and financial aid.

Initiative 1.4.2: Review, revise where appropriate, and electronically automate all articulation agreements between WCU and community colleges in the WCU service area with the goal of maintaining high academic standards and facilitating curricular transfer; develop a standard review protocol and timeline.

Initiative 1.4.3: Expand opportunities for WCU staff, faculty, and students to visit with B-12 students and community college students (both on- and off-campus) to share information regarding the importance of higher education and the pathways, processes, and programs at WCU.

Initiative 1.4.4: Expand coordinated communications and recruiting efforts among B-12, community colleges, and WCU regarding the value of education and affordable avenues for all individuals to access and benefit from it.

GOAL 1.5: Make WCU (the Cullowhee campus and the off-campus site at Biltmore Park in the Asheville-Hendersonville area) a destination for short-term, educationally based programs, activities, and events, including summer school, continuing education, camps, conferences, and personal enrichment opportunities.

Initiative 1.5.1: Pursue a cohesive, consistent, and efficient organizational and policy structure to facilitate short-term, educationally based programs, activities, and events, including review of facilities use policies, University organization, and virtual format possibilities.

Initiative 1.5.2: Expand the number of resident and distance summer school offerings for a wide variety of learners, including WCU students, guest students, senior citizens, B-12 students, and the general public; expand summer school enrollment by 25 percent by 2020.

Initiative 1.5.3: Expand the number of camps and conferences that WCU offers by 50 percent by 2020.

Initiative 1.5.4: Develop and implement a coordinated marketing plan to promote WCU’s Cullowhee campus and its programs in Asheville at Biltmore Park as conference destinations. (See Initiative 6.2.1)

GOAL 1.6: Attain a student population that balances the University’s commitment to access, its responsibility for student success, and ensures the sustainability of University funding. (See Initiative 6.3.2)
Initiative 1.6.1: Develop data-driven admission strategies (for first-time freshmen, transfer, graduate, and distance students) that balance the University’s aim to increase the academic profile of entering students while continuing to serve the educational role of access as a regional comprehensive university.

Initiative 1.6.2: Conduct ongoing program assessment and prioritization and allocate resources to positively affect enrollment.

Initiative 1.6.3: Expand efforts to recruit students in programs associated with the curricular focus areas.

Initiative 1.6.4: Make the securing of endowed merit and need-based financial aid an institutional fundraising priority. (See Initiative 6.3.6)

Initiative 1.6.5: Enhance support for scholarships, graduate assistantships, and student research to attract and retain students who are prepared for the rigors of a Western Carolina educational experience.

Initiative 1.6.6: Increase the diversity of the student body and ensure campus resources necessary to support a diverse student body in order to serve the needs of the changing demographics of the region and state and to enhance the educational experience of all students.

Initiative 1.6.7: Increase WCU’s freshman-to-sophomore retention rate to 80 percent by 2020.

Initiative 1.6.8: Increase WCU’s six-year graduation rate to 60 percent by 2020.

Every WCU student’s experience reinforces high standards and expectations, connects with the surrounding communities and beyond, and instills pride in the University. WCU is committed to working toward the best interests of the region and state through deliberately and consciously considering what it means to educate citizens, a pursuit that encompasses both curricular and co-curricular elements that serve to prepare students to participate in and help create a vibrant, intellectually, culturally, and economically thriving region, state, nation, and world.

GOAL 2.1: Foster a student-centered campus culture that emphasizes academic excellence, personal growth, networking opportunities, and global and social awareness.

Initiative 2.1.1: Ensure that the mission of every academic support and student services unit espouses academic excellence as a primary emphasis.

Initiative 2.1.2: Review, and where necessary modify, all student recruitment and promotional materials to include expectations related to academic rigor and standards.

Initiative 2.1.3: Align, and where appropriate consolidate, academic support and experiential learning services to ensure consistent, interconnected, and efficiently provided assistance to students.

Initiative 2.1.4: Develop and/or formalize mentoring program(s) that help students develop a sense of personal, intellectual, and professional identity.

Initiative 2.1.5: Create leadership and experiential opportunities at the local, regional, national, and international levels, ensuring that all students participate in such opportunities and can document how these learning experiences are interconnected with their program of study. (See Initiative 2.2.4)
Initiative 2.1.6: Expand international experiences for all Western Carolina University students through such strategies as increasing study abroad opportunities, developing exchange programs with international universities, recruiting a sizable international student population to WCÜ, and enhancing global awareness components of existing curricula. (See Initiative 1.3.3)

GOAL 2.2: Foster active citizenship among WCU students.

Initiative 2.2.1: Integrate the elements of the Western Carolina University “Community Creed” into institutionally affiliated programs and services.

Initiative 2.2.2: As appropriate, include students as full, voting members on campus decision-making committees.

Initiative 2.2.3: Increase the number of academic living-learning communities that integrate active, collaborative, and interdisciplinary learning experiences with curricular goals, ensuring necessary logistical and administrative support.

Initiative 2.2.4: Provide every student with an opportunity to participate in student-led outreach projects that focus on civic engagement. (See Initiative 2.1.5)

Initiative 2.2.5: Create a culture of participating in the democratic process as demonstrated by large percentages of students who are registered to vote and who vote.

Initiative 2.2.6: Provide opportunities for students to explore all points of view on various issues and to understand the perspectives of others through civil and informed discourse and debate.

GOAL 2.3: Instill pride in the University through more visible recognition and celebration of institutional achievements and traditions.

Initiative 2.3.1: Build and sustain a high-quality athletics program that excites and instills pride among students, faculty, staff, alumni, and friends of the University.

Initiative 2.3.2: Create and sustain campus traditions that strengthen students’ connection to their University and its surrounding communities.

Initiative 2.3.3: Build and sustain consistent celebrations of Cherokee history, culture, and traditions.

Initiative 2.3.4: Include in the University’s comprehensive communications plan a focused strategy to celebrate with the institution’s internal and external audiences the accomplishments and achievements of students, faculty, and staff. (See Initiative 6.2.1)

Initiative 2.3.5: Ensure that University events are consistently well-advertised to external audiences.

WCU is recognized as an active partner with the Western North Carolina region, its communities, organizations, and businesses.

Partnerships with regional businesses and industries, nonprofits, civic organizations, government agencies, communities, and cities are an integral part of WCÜ’s core mission as a recognized, regionally engaged university. The University’s emphasis on integrated learning experiences, its commitment to engaged scholarship, and its embrace of the institution’s role as both a steward of
this unique and special place and a catalyst for economic and community development all
demonstrate and reinforce WCU’s commitment to enhancing engagement with external partners.

GOAL 3.1: Strengthen relationships and communication between the University and its external partners.

Initiative 3.1.1: Senior campus leadership will model the institution’s commitment to community outreach and involvement.

Initiative 3.1.2: Establish an annual leadership tour of the Western North Carolina region designed to reinforce WCU’s connection with its external constituents and to update University leadership consistently about regional and local priorities.

Initiative 3.1.3: Establish the appropriate leadership and organizational structure at WCU to support, coordinate, and facilitate external partnerships and collaborations.

Initiative 3.1.4: Create an institutional council with representatives from each division and college to enhance internal communication about external partnerships and engagement, including the sponsorship of an annual inventory of such activities.

Initiative 3.1.5: Develop and implement a communications plan that informs Western Carolina University’s external community about University resources (inventoried annually), such as programs, services, facilities, and faculty/staff expertise that are available to the public. (See Initiative 6.2.1)

GOAL 3.2: Position the University as a key leader in regional economic and community development efforts.

Initiative 3.2.1: Facilitate an annual conference for regional government, nonprofit, community, education, and business leaders to focus attention and action on regional strategies for economic and community development.

Initiative 3.2.2: Develop the West Campus, with its Millennial Initiative designation, as a national model for building, in a rural context, public-private partnerships that are integrated into the academic enterprise and which support community and economic development.

Initiative 3.2.3: Develop the programs at Biltmore Park to position WCU as a key provider of graduate and professional programs in the greater Asheville-Hendersonville area along the I-26 growth corridor.

Initiative 3.2.4: Work with external partners to facilitate economic and community development in Cullowhee and Jackson County, which form the University’s backyard, and participate in the formation of formalized community leadership for Cullowhee that can serve as the voice of the community as it anticipates growth and development. (See Initiative 4.3.2)

Initiative 3.2.5: Seek out and implement internal synergies among outreach efforts and potential partnerships that are focused on economic and community development and consistent with the curricular focus areas identified by the 2020 Commission.

Initiative 3.2.6: Facilitate collaborative research and development efforts between WCU and external partners.

GOAL 3.3: Align internal processes and reward systems to foster external engagement.
Initiative 3.3.1: Develop models and strategies to formally recognize and reward faculty and staff participation in educationally-based external engagement.

Initiative 3.3.2: Ensure that all division and departmental personnel processes, including those related to annual faculty evaluation, tenure, promotion, and review, provide faculty and staff the formal opportunity to detail and describe educationally-based external engagement activities.

Initiative 3.3.3: Promote the University’s support of staff-initiated community service.

WCU is recognized as one of the most highly competitive and desirable employers in the region.

Excellent faculty and staff are prerequisites for the fulfillment of Western Carolina University’s mission. Western Carolina University must therefore advocate for competitive compensation for its employees and facilitate professional development; leadership development, succession, and stability; and, as appropriate, support for issues related to quality of life, all of which will enhance the recruitment, development, and retention of qualified and satisfied faculty and staff.

GOAL 4.1: Make salary and total compensation packages an institutional priority in order to attract, reward, and retain the highest quality employees.

Initiative 4.1.1: Advocate for the financial resources necessary to offer competitive salaries and compensation packages.

Initiative 4.1.2: Develop a regular and recurring process for employee salary review.

Initiative 4.1.3: Develop and implement strategies for retaining high-performing employees with competitive salary adjustments and compensation packages within existing policies.

Initiative 4.1.4: Develop and implement a program of competitive summer grants to support innovative faculty pursuits within the context of Western Carolina’s mission and values.

Initiative 4.1.5: Advocate with other UNC system institutions for a competitive and attractive health benefits plan that is cost-effective for employees and their families.

GOAL 4.2: Ensure professional development opportunities for all employees.

Initiative 4.2.1: Make support for professional development for all employees a fiscal priority at WCU.

Initiative 4.2.2: Include in each supervisor’s performance evaluation an assessment of his/her support for and his/her unit’s progress in professional development.

Initiative 4.2.3: Ensure appropriate orientation and annual refresher updates for all staff and faculty, as appropriate.

Initiative 4.2.4: Ensure that all faculty and staff understand performance evaluation processes and criteria.

Initiative 4.2.5: Establish a campus leadership academy to cultivate faculty and staff leaders.

GOAL 4.3: Work to develop a work-life environment for Western Carolina University employees that enhances their personal and professional lives.
Initiative 4.3.1: Develop a network within the University and with regional businesses and institutions to enhance employment opportunities for spousal and partner hiring.

Initiative 4.3.2: Partner with appropriate civic leaders in the development and revitalization of Cullowhee and Jackson County, with specific emphasis on developing a community core around the campus aimed at improving the quality of life for faculty, staff, students, and the community. (See Initiative 3.2.4)

Initiative 4.3.3: Accommodate flexible work arrangements for staff, where appropriate and possible.

Initiative 4.3.4: Facilitate a network of opportunities, where possible, for affordable child care, health care, and housing options for faculty, staff, and students.

Initiative 4.3.5: Increase diversity among faculty and staff.

GOAL 4.4: Adequately support for scholarship and creative activities in support of Western Carolina University’s mission as a regional comprehensive university.

Initiative 4.4.1: Establish an organizational structure to accommodate the research, Graduate School, and Millennial Initiative ambitions of the University.

Initiative 4.4.2: Ensure appropriate institutional infrastructure to support scholarship and research.

Initiative 4.4.3: Increase support for scholarship and creative activities, including funding for reassigned time for scholarship, library support, graduate research assistantships, summer research grants, seed funding, start-up support where appropriate, equipment replacement, and travel for conference presentations.

GOAL 4.5: Create an environment in which the primary role of faculty as teacher-scholars is recognized and valued.

Initiative 4.5.1: Develop and implement integrated faculty workload expectations and policies that facilitate exemplary teaching, scholarly productivity, and public service in alignment with Western Carolina’s commitment to external engagement.

Initiative 4.5.2: Provide department heads and deans flexibility within the parameters of fiscal realities in assigning workload to faculty to accommodate significant contributions for such out-of-classroom responsibilities as advising, undergraduate and graduate research supervision and mentoring, and student career development.

Initiative 4.5.3: Eliminate redundant and ineffective service obligations and committees across campus.

GOAL 4.6: Foster an inclusive University community where the contributions of all employees are recognized and valued.

Initiative 4.6.1: Establish opportunities that give University staff access to University administration in the governance process.
Initiative 4.6.2: Develop a forum that facilitates collaboration among members of the Faculty Senate, Staff Senate, and the Student Government Association on university wide issues and projects.

WCU’s core infrastructure is sustainable and positioned to support its strategic priorities.

Western Carolina University will ensure a consistently updated infrastructure in support of its mission and vision. Infrastructure is interpreted broadly to include facilities, technology, fiscal practices, and business processes and procedures.

GOAL 5.1: Implement sustainable funding models to ensure fiscal stability.

Initiative 5.1.1: Eliminate operational dependence on one-time funding for core functions and services.

Initiative 5.2.2: Maintain a favorable bond rating.

Initiative 5.2.3: Develop and implement processes to identify resources for reallocation and reallocate such resources to areas with demonstrated/potential growth, capacity for revenue generation, and critical strategic need.

GOAL 5.2: Develop a comprehensive University master plan.

Initiative 5.2.1: Charge a task force consisting of representatives of internal and external constituents and supported by an external consultant to develop a comprehensive campus master plan that takes into account such factors as anticipated enrollment growth, the environment, sustainability, energy efficiency, core infrastructure needs, building priority needs, departmental/unit consolidation, technology infrastructure, campus safety and security, green space, transportation, campus design standards, and the integration of the campus with the surrounding community. The comprehensive plan will include the following components:
  - a comprehensive facility condition assessment for existing buildings and infrastructure (utilities, information technology, roads, etc.)
  - a campus sustainability plan that aligns with the UNC Sustainability Policy
  - an assessment and prioritization of core infrastructure needs in light of emerging technologies
  - an assessment and prioritization of new building needs
  - a prioritized plan for addressing repair and renovation needs
  - incorporation of green space throughout the campus
  - a plan to consolidate like parts of individual units/colleges where possible
  - a campus parking and transportation plan that facilitates access to education sites and includes investment in multimodal options such as bike lanes, greenways, etc.
  - a process for allocating and budgeting space as a core resource to maximize space utilization
  - a plan to ensure the integration of campus development with the community surrounding the University

GOAL 5.3: Improve the effectiveness and efficiency of campus business processes to ensure continuous improvement and to realize financial savings.

Initiative 5.3.1: Review the use of expendables, including printed documentation, and where reasonable, reduce such usage and transition to digital alternatives.
Initiative 5.3.2: Conduct business-flow analyses of all key functions and revise or eliminate unnecessary or redundant business processes and leverage existing enterprise solutions (Banner, Blackboard, R25, SharePoint, etc.).

Initiative 5.3.3: Consolidate and centralize similar operations across campus.

GOAL 5.4: Sustain and increase information technology capabilities and capacity required to meet the goals of the University.

Initiative 5.4.1: Establish and systematize a sustainable funding model for information technology that accommodates operational support, replacements and upgrades, University growth, and strategic initiatives.

Initiative 5.4.2: Establish capacity planning, management, and implementation processes to ensure accommodation of mandatory and anticipated information technology needs, including both human resources and technologies (e.g., bandwidth, storage, servers, digital media, software licenses, wireless networking, wired networking, cloud services, etc.).

Initiative 5.4.3: Establish a multiyear technology capability planning process that is revisited annually.

Initiative 5.4.4: Assess periodically and revise, where necessary, the information technology disaster recovery plan.

GOAL 5.5: Maintain and improve campus safety systems, capabilities, and infrastructure in support of the University’s strategic priorities.

Initiative 5.5.1: Complete and maintain updated emergency response plans and business continuity plans for critical functions of the University.

Initiative 5.5.2: Implement sustainable funding models in support of campus safety systems and infrastructure.

Initiative 5.5.3: Enhance campus wide emergency preparedness with ongoing communication and training.

Initiative 5.5.4: Sustain and enhance partnerships (e.g., mutual aid agreements, EMS service provision, etc.) with local governments, regional public safety agencies, and health organizations in support of campus and community safety priorities.

Initiative 5.5.5: Systematically assess and upgrade technologies (e.g., radio systems, access controls, cameras, etc.) in support of campus safety objectives.

WCU develops the resources and markets the vision to ensure achievement of its strategic priorities.

WCU’s continued emergence as an ambitious institution of higher education dedicated to the economic and community development of Western North Carolina depends on the development and cultivation of consistent and robust funding sources and an ongoing communications strategy designed to ensure that internal and external stakeholders are consistently informed about the University and its progress in achieving strategic goals.
GOAL 6.1: Facilitate a shared understanding of and commitment to the institution’s strategic vision among WCU faculty, staff and students.

Initiative 6.1.1: Create or modify existing orientation messages for new faculty, staff, and students to ensure early introduction to and understanding of the University’s strategic vision.

Initiative 6.1.2: Align all internal budgeting and annual reporting processes to reflect and reinforce the strategic vision and priorities of the University.

Initiative 6.1.3: Ensure consistency among vision messages from all internal sources.

GOAL 6.2: Facilitate a shared understanding of the institution’s strategic vision among the University’s external communities.

Initiative 6.2.1: Develop and implement comprehensive and consistent communications and marketing plans designed to fulfill the University’s strategic priorities. (See Initiatives 1.5.4, 2.3.4, and 3.1.5)

Initiative 6.2.2: Ensure the appropriate leadership and organizational structure necessary to develop and implement comprehensive communication and marketing plans designed to communicate Western Carolina University’s strategic vision effectively, concisely, and consistently to all external stakeholders.

Initiative 6.2.3: Create a network for regional engagement and statewide advocacy through a mobilized and informed alumni base.

Initiative 6.2.4: Develop a process to review periodically the University brand and tailor the marketing message accordingly.

GOAL 6.3: Maximize and target a balanced and diverse mix of financial resources that will enable achievement of Western Carolina University’s strategic vision.

Initiative 6.3.1: Develop and implement a comprehensive enrollment management process that maximizes state appropriations per the formula funding system in a manner consistent with the University’s strategic priorities related to access and success, including incremental increases in admission standards.

Initiative 6.3.2: Revisit the organizational structure of all campus offices and functions related to enrollment management to ensure lean, robust, and efficient operations. (See Goal 1.6)

Initiative 6.3.3: Explore innovative possibilities for revenue generation such as summer revenue opportunities, the initiation of certificate/executive programs, and cooperative education opportunities to reduce dependency on state funding and tuition and fee increases.

Initiative 6.3.4: Develop and implement a comprehensive plan to increase significantly WCU’s advocacy efforts among elected officials on behalf of University and system priorities.

Initiative 6.3.5: Develop and implement an advocacy plan for state/system action on three key market-based issues: tuition policy flexibility (in-state or surcharge) for students in bordering states differential tuition in high-demand/high-expense programs modification/elimination of differential treatment of distance education in the UNC formula funding system
Initiative 6.3.6: Pursue a comprehensive development campaign targeting (See Initiative 1.6.4): gifts at all levels in support of WCU’s strategic goals and initiatives particular philanthropic support for endowed merit- and need-based scholarships to enable WCU to recruit and retain the best academically qualified students and to support WCU’s commitments to student access and student success an increase in the participation and engagement of WCU alumni in University activities and in the number of alumni donors by 50 percent by 2020 adequate development and alumni staffing to ensure the campaign’s success

Initiative 6.3.7: Develop infrastructure for research and sponsored programs, technology transfer, and commercialization consistent with strategic priorities to achieve the following by 2020: increase in the number of research grant and contract applications by 100 percent increase in the number of grants and contracts received by 50 percent increase in the total annual amount of awards received by 25 percent

Initiative 6.3.8: Pursue funding resources for development of the West Campus/Millennial Initiative.

Appendix 2.3 CEAP Strategic Plan

Strategic Direction of CEAP

Strategic Direction #1: Fulfill the educational needs for professional education and allied professions of our state and region. The College of Education and Allied Professions remains committed to preparing educators and professionals who have the knowledge, skills and dispositions to engage in practice, research and other scholarly endeavors that will make a positive contribution and lead the way for improving their chosen fields.

Goal 1.1: Enhance the delivery of high-quality professional education programs (undergraduate, graduate, and other) designed to promote excellence in the future of teaching and research.

  Initiative 1.1.1: Increase efforts to recruit, retain, and graduate high-quality teachers in high-needs areas (e.g., ELL, STEM, Middle Grades, Special Education) by developing and/or refining degree programs, concentrations, and courses in these areas.

  Initiative 1.1.2: Enhance collaboration between CEAP faculty and STEM faculty in other colleges.

  Initiative 1.1.3: Position the CEAP as the premier regional and state provider of B-16 educators who emerge as leaders in the field.

Goal 1.2: Continue to provide high-quality educational programs in the allied professions within the college.

  Initiative 1.2.1: Plan, establish and implement a Doctorate of Psychology (PsyD) program.

  Initiative 1.2.2: Enhance faculty, staff, and material resources in the B.S. in Parks and Recreation Management Program, as this successful undergraduate major aligns closely with the university strategic plan and exhibits significant growth potential.
Initiative 1.2.3: Develop a planning committee with CEAP faculty and staff members, community members, and stakeholders in order to refine and create new initiatives that meet the needs of the community and region.

Goal 1.3: In partnership with the Graduate School, allocate college resources to enhance WCU's prominence as the primary regional provider of graduate degrees in education, given an increasingly competitive environment.

- Initiative 1.3.1: Develop a regionally focused marketing plan for our graduate programs in education, in general and with regard to specific programs.
- Initiative 1.3.2: Allocate College and Graduate School resources for the development of a recruitment plan and related recruitment activities.
- Initiative 1.3.3: Develop and resource a plan for following up marketing and recruiting with streamlined and effective admissions and advising for graduate students in education programs.
- Initiative 1.3.4: Regularly assess market conditions in western North Carolina (e.g., new competition for students, new population changes in area counties) and aggressively position WCU graduate programs to best meet the needs of current and prospective students.

Goal 1.4: Make WCU (the Cullowhee campus and the off-campus site at Biltmore Park in the Asheville-Hendersonville area) a destination for short-term educationally based programs, activities, and events, including summer school, continuing education, camps, conferences, and personal enrichment opportunities.

- Initiative 1.4.1: Expand and market the number of resident and distance summer school and other summer educational events by 2020.
- Initiative 1.4.2: Develop and implement marketing plans and efforts to promote CEAP's presence in Asheville at Biltmore Park, on campus and online.

Goal 1.5: Continue to extend CEAP's service area beyond the western region by increasing the number and quality of distance education courses and programs.

- Initiative 1.5.1: Conduct and use the findings of a needs assessment to determine courses and programs that would be beneficial to deliver in online formats.
- Initiative 1.5.2: Provide staff/faculty development opportunities and support to enhance the number and quality of distance education courses and programs, with specific attention to technology needs.

**Strategic Direction #2: Enhance our external partnerships.**

Partnerships with regional schools and agencies are an integral part of the mission of the College of Education and Allied Professions. The College's continued emphasis on field and clinical placements, service learning, internships, and other educational endeavors demonstrate and reinforce our commitment to enhancing engagement with our external partners.

Goal 2.1: Strengthen the reciprocal relationships between the college and our external partners.

- Initiative 2.1.1: Encourage each program and unit to have an advisory group composed of internal and external representatives that has at least one physical or virtual meeting per year to enhance and guide partnerships and to advise the program or unit.
Initiative 2.1.2: Increase on-campus involvements in Cullowhee and Biltmore Park with constituent schools, educators, and other allied professions.

Initiative 2.1.3: Increase the number of transfers from community colleges to CEAP by coordinating endeavors with Birth – Grade 12 (B-12) and community college partners in order to make effective and efficient transitions to CEAP programs.

Goal 2.2: Increase the number of schools and agencies involved in field placements, service learning activities, internships, and other educational endeavors.

Initiative 2.2.1: Actively identify and initiate relationships with schools and agencies within our broad region where increased activity seems achievable.

Initiative 2.2.2: Encourage other faculty and staff to be alert to opportunities to develop and enhance our connections and active relationships with regional schools and agencies.

Goal 2.3: Enhance deep collaborative relationships between our teacher-scholar faculty and professionals in our region.

Initiative 2.3.1: Formally publicize the areas of expertise within the college and the teacher-scholar faculty members who are available for consultation and collaboration in these areas.

Initiative 2.3.2: Actively seek out, identify, and engage with external partners with areas of expertise who can contribute to the teacher-scholar capital in the region.

Initiative 2.3.3: Encourage faculty members to seek out and be alert to opportunities to contribute to popular media and other non-academic outlets with regard to their areas of expertise.

Initiative 2.3.4: Collaborate deeply with public schools and additional external partners to enhance Science-Technology-Education-Math (STEM) education in our region.

Initiative 2.3.5: Collaborate deeply with public schools and additional external partners to enhance opportunities for at-risk populations in our region (e.g., Project Discovery).

Strategic Direction #3: Enhance Scholarship and Professional Development.

Excellent faculty and staff are prerequisites for the fulfillment of the College's mission. The College of Education and Allied Professions must therefore enhance support for professional development, leadership development, and succession and stability, all of which will enhance the recruitment, development, and retention of qualified and satisfied faculty and staff.

Goal 3.1: Ensure professional development opportunities for all faculty and staff.

Initiative 3.1.1: Make support (including time) available for professional development for all faculty and staff in the College of Education and Allied Professions through external and internal training experiences.

Initiative 3.1.2: Include in each supervisor's performance evaluation an assessment of his/her support for and his/her unit's progress in professional development.

Initiative 3.1.3: Provide appropriate orientation and updates for all staff and faculty, as appropriate, with regard to job-related skills and tools, performance and promotion criteria and processes, and related issues.

Goal 3.2: Enhance support for scholarship, research, and securing external grant funding.
Initiative 3.2.1: Increase support for scholarship and research, including funding for reassigned time, library support, graduate research assistantships, summer research grants, seed funding, start-up support where appropriate, equipment, and travel for conference presentations.

Initiative 3.2.2: Provide enhanced support for external grant proposal generation and submission, within the college as well as within other university-wide units such as the Graduate School, in order to increase the college activity level and success in this area.

Initiative 3.2.3: Develop and implement a process for increasing awareness within the college of research and grant-related activities, to facilitate collaboration and cooperation.

Goal 3.3: Recognize and value the primary role of teacher-scholars.

Initiative 3.3.1: Implement differentiated and flexible workload policies to accommodate significant contributions for such out-of-classroom responsibilities as advising, scholarship and research, grant acquisition, and supervision and mentoring of undergraduate and graduate students to facilitate exemplary teaching, research, scholarship, and public service.

Optimize CEAP committee and service structures and eliminate redundant and ineffective service obligations and CEAP committees.

Strategic Direction #4: Foster and maintain a diverse, welcoming community that supports the development of culturally competent and globally minded professionals

The College of Education and Allied Professions strives to cultivate and sustain a community that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence.

Goal 4.1: Integrate content into curricular and co-curricular experiences in order to promote students' knowledge, skills, and dispositions related to diversity and cultural competence.

Initiative 4.1.1: Offer wide-ranging, diversity-promoting activities, such as "diversity dialogues," "intergroup dialogues," a "Diversity Portfolio," and other mechanisms, that strengthen knowledge and skills and refine dispositions that are characteristic of culturally competent and globally minded professionals.

Initiative 4.1.2: Expand efforts in teacher preparation to assess student dispositions and cultural competencies with respect to diversity.

Initiative 4.1.3: Increase the number of education students participating in study and internship experiences externally and abroad, such as the Rural-Urban Exchange with NCA&TSU, and secure resources to support the increase.

Goal 4.2: Increase recruitment and retention of a diverse student body.

Initiative 4.2.1: Coordinate efforts with WCU's Office of Admissions in order to expand our recruitment from community colleges in NC with significant percentages of students who are underrepresented minorities, and recruit from high schools in NC with significant percentages of students who are underrepresented minorities.

Initiative 4.2.2: Strengthen the CEAP's relationship with the Cherokee Central Schools.

Goal 4.3: Provide professional development and engagement opportunities for faculty and staff to strengthen their abilities as culturally competent teachers, researchers, and representatives of the college.

Initiative 4.3.1: Offer faculty development workshops emphasizing how diversity can be infused into course and program content.
Initiative 4.3.2: Establish a faculty exchange with NCA&TSU and other historically black colleges and universities (HBCUs).

Goal 4.4: Recruit and retain diverse and culturally competent faculty and staff.
   Initiative 4.4.1: Establish a college policy that members of the Recruitment and Retention subcommittee of the College's Diversity Committee shall meet with all candidates for faculty and staff positions in the College.
   Initiative 4.4.2: Continue to post announcements of faculty and staff positions on diversity-oriented websites and in publications and seek additional outlets in this regard.

Goal 4.5: Develop working relationships with diverse and minority groups in the region to achieve objectives of mutual interest.

Strategic Direction #5: Enhance fund-raising activities of the College to enable achievement of our strategic vision.
The College of Education and Allied Professions will need to increase fund raising activities to provide scholarships to attract and retain the best and brightest students into our College and to provide financial support to attract and retain highly qualified faculty and staff.

Goal 5.1: Develop a sustainable, long-term plan for building and growing college fundraising and endowments.
   Initiative 5.1.1: Ensure that there is always an assistant to the dean for development within the CEAP faculty to serve as the liaison between the College and the Office of Development and that the assistant to the dean receives a sufficient course release to allow him/her to serve effectively.
   Initiative 5.1.2: Continue the Killian Society as a way to encourage donors to contribute to endowed scholarships in the College.
   Initiative 5.1.3: Establish goals for College fundraising, identifying specific needs that the College recognizes as important for its growth and that make clear to potential donors the specific needs of the College.
   Initiative 5.1.4: Keep the goals for College fundraising in front of potential donors through inclusion in CEAP newsletters, personal relationship building and links to the CEAP website.
   Initiative 5.1.5: Annually identify a scholarship or a project to receive the attention of the Assistant to the Dean and the Office of Development.

Goal 5.2: Develop a plan to establish and encourage ongoing contributions from alumni.
   Initiative 5.2.1: Ensure that alumni have an easy way to contribute. Specifically make sure that links from the CEAP website are functioning properly and that potential donors can easily make contributions to the specific scholarships, department, programs, or initiatives that have been identified as parts of the CEAP strategic plan.
   Initiative 5.2.2: Continue to participate in Development Office "phone-a-thons" in which students working for the Office of Development make direct calls to our alumni.
   Initiative 5.2.3: Establish and maintain advisory groups, where feasible, for programs that include internal and external members, some of whom may be alumni, who can provide guidance to programs regarding operations, including developing resources to support program activities.
Initiative 5.2.4: Invite donors to functions, such as the scholarship luncheon and the CEAP Awards Ceremony, allowing them to see the positive results of their past donations.

Initiative 5.2.5: Continue relationship building through discovery and cultivation visits. Continue strengthening existing relationships by systematically visiting or contacting each donor to the College annually. Continue to focus on donor retention while also expanding donor base.

Appendix 2.4 PRM Strategic Plan

Strategic Direction #1 – Fulfill the Educational Needs of our State and Region

Goal 1.1 Deliber high-quality academic programs designed to promote regional economic and community development.

INITIATIVE 1.1.1 Undertake a rigorous and inclusive process to prioritize all undergraduate and graduate programs based on universally applied criteria, including quality, regional need, demand, enrollment trends, retention and graduation rates, and alignment with the University mission and the following integrated focus areas: creative arts, education, environment, health, innovation and technology, and recreation and tourism.

PRM Strategies
- Maintain quality with the 2.5 GPA requirement and essay linking admission of students to the QEP. Continue the use of experiential education with labs.
- Increase enrollment, especially females.
- Maintain high retention and graduation rates through the QEP, advising, cooperative learning and PRM club activities.
- Investigate the feasibility of a graduate program in PRM and Experiential Education

INITIATIVE 1.1.2: Develop visionary strategic plans for each of the curricular focus areas through inclusive processes to accomplish the following:

Advance the recreation and tourism industries of Western North Carolina

PRM Strategies
- Continue research for agencies in the region such as the Forest Service, Park Service, Nantahala Outdoor Center and Duke Energy.
- Continue service through the PRM internship program.
- Serve on advisory boards such as the Jackson County Recreation and Parks Department, the SCC Outdoor Leadership Program, and, the Old Cullowhee River Park Committee and the County Greenway Committee.
- Increase the number of PRM professors to enable the advancement of the recreation industry of WNC.

INITIATIVE 1.17: Increase the total number of WCU graduates by 25 percent by 2020 to meet the regional need for an educated workforce

PRM Strategy
- Increase the number of graduates with the increase in enrollment.

GOAL 1.2: Fully integrate into the general education program and into each major and minor at both undergraduate and graduate levels an emphasis on those core abilities expected of all WCU students: to integrate information from a variety of contexts; to solve complex problems; to communicate effectively and responsibly; to practice civic engagement; and to clarify and act on purpose and values.

INITIATIVE 1.2.1: Hire faculty and staff who understand and will contribute to WCU’s core
educational values, its holistic academic mission, its commitment to outreach and engagement, and the achievement of the institution’s strategic priorities.

**PRM Strategy**
- Hire new PRM faculty with the above traits.
- Plan new general education courses.

INITIATIVE 1.2.2: Develop and implement effective, faculty-led mentoring programs for students, aided and reinforced by advising and course scheduling in the support units and designed to reinforce the University’s core values.

**PRM Strategy**
- Advise using the QEP as mentors to students with the essay, the student strategic plan and academic advising plans.
- Stay current with ongoing changes to Liberal Studies/General Education

INITIATIVE 1.2.3: Incorporate writing and research into all levels of the curricula.

**PRM Strategies**
- Incorporate writing and research into the Interview Portfolio documents completed as course requirements. These include, a program proposal, a program evaluation, a recreation master plan, a business plan, a risk management plan and a research proposal.
- Enable students to present at the Undergraduate Research Symposium and the Regional Adventure Education Conference.
- Consider re-introducing PRM 360 Recreation Research as a requirement.

**GOAL 1.3:** Ensure that all programs include cross-curricular, experiential, applied, and international/global awareness opportunities for all students.

INITIATIVE 1.3.2: Incorporate expectations for experiential and applied learning opportunities, including undergraduate research opportunities, in the curricular review process.

**PRM Strategies**
- Apply experiential and applied learning in classes and through labs.
- Encourage students to present at the Undergraduate Research Symposium and the Regional Adventure Education Conference.

INITIATIVE 1.3.3: Ensure that meaningful international/global experience opportunities are available to every student, regardless of major, including options to study with international scholars on WCU’s faculty, to participate in faculty-led international travel courses, and to study abroad. (See Initiative 2.1.6)

**PRM Strategies**
- Continue the international exchange program with GMIT in Ireland
- Market the international exchange program that we have established with the LaTrobe University in Australia.

**GOAL 1.4:** Eliminate barriers to student access through coordinated endeavors with Birth-12 (B-12) and community college partners.

INITIATIVE 1.4.2: Review, revise where appropriate, and electronically automate all articulation agreements between WCU and community colleges in the WCU service area with the goal of maintaining high academic standards and facilitating curricular transfer; develop a standard review protocol and timeline.

**PRM Strategy**
- Review and revise the articulation agreement with Southwestern Community College.
- Review program evaluations for NC Central, Mars Hill, UNCG and Chapel Hill.
INITIATIVE 1.4.4: Expand coordinated communications and recruiting efforts among B-12, community colleges, and WCU regarding the value of education and affordable avenues for all individuals to access and benefit from it.

Appendix 2.5 PRM Strategic Plan

**PRM Strategy**

*Meet with admissions to educate them about PRM.*

**GOAL 1.5:** Make WCU (the Cullowhee campus and the off-campus site at Biltmore Park in the Asheville-Hendersonville area) a destination for short-term, educationally based programs, activities, and events, including summer school, continuing education, camps, conferences, and personal enrichment opportunities.

INITIATIVE 1.5.2: Expand the number of resident and distance summer school offerings for a wide variety of learners, including WCU students, guest students, senior citizens, B-12 students, and the general public; expand summer school enrollment by 25 percent by 2020.

**PRM Strategies**

- Offer Wilderness First Aid for the mini-mester.
- Offer the Kayaking course for the mini-mester.
- Encourage all Capstone Internships for the summer.
- Encourage alternate internships for the summer.
- Consider a corporate leadership course through Continuing Education.

**GOAL 1.6:** Attain a student population that balances the University’s commitment to access, its responsibility for student success, and ensures the sustainability of University funding. (See Initiative 6.3.2)

INITIATIVE 1.6.3: Expand efforts to recruit students in programs associated with the curricular focus areas.

**PRM Strategy**

*Meet with admissions to educate them about PRM.*

**Strategic Direction #2 – Enrich the Total Student Experience**

WCU is committed to working toward the best interests of the region and state through deliberately and consciously considering what it means to educate citizens, a pursuit that encompasses both curricular and co-curricular elements that serve to prepare students to participate in and help create a vibrant, intellectually, culturally, and economically thriving region, state, nation, and world.

**GOAL 2.1:** Foster a student-centered campus culture that emphasizes academic excellence, personal growth, networking opportunities, and global and social awareness.

INITIATIVE 2.1.2: Review, and where necessary modify, all student recruitment and promotional materials to include expectations related to academic rigor and standards.

**PRM Strategy**

- Check the PRM WEB Page for stressing academic rigor.
- Check the PRM Brochures for references to rigor.
- Maintain the 2.5 GPA and essay requirement.

INITIATIVE 2.1.5: Create leadership and experiential opportunities at the local, regional, national, and international levels, ensuring that all students participate in such opportunities and can document how these learning experiences are interconnected with their program of study. (See Initiative 2.2.4)

**PRM Strategy**

- Impel the students into experiences through the mini-internships, capstones
and other internships.
- Integrate the experiences into a synthesis through the QEP.
- Continue organizing the Western Outdoor Council.

INITIATIVE 2.1.6: Expand international experiences for all Western Carolina University students through such strategies as increasing study abroad opportunities, developing exchange programs with international universities, recruiting a sizable international student population to WCU, and enhancing global awareness components of existing curricula. (See Initiative 1.3.3)

PRM Strategy
- Continue the international exchange program with GMIT in Ireland
- Market the international exchange program that we have established with the LaTrobe University in Australia.

GOAL 2.2: Foster active citizenship among WCU students.

INITIATIVE 2.2.1: Integrate the elements of the Western Carolina University “Community Creed” into institutionally affiliated programs and services.

INITIATIVE 2.2.2: As appropriate, include students as full, voting members on campus decision-making committees.

PRM Strategies
- Include student representation on the PRM Advisory Board.
- Encourage decision making through PRM Club events.
- Encourage student participation on the Dean’s advisory councils.
- Encourage continued involvement through Base Camp Cullowhee.

INITIATIVE 2.2.4: Provide every student with an opportunity to participate in student-led outreach projects that focus on civic engagement. (See Initiative 2.1.5)

PRM Strategy
- Use student committees to plan the conferences and the Old Cullowhee Canoe Slalom.
- Involve students with Jackson County Recreation and Parks Department.

Strategic Direction # 3 – Enhance Our External Partnerships

Partnerships with regional businesses and industries, nonprofits, civic organizations, government agencies, communities, and cities are an integral part of WCU’s core mission as a recognized, regionally engaged university. The University’s emphasis on integrated learning experiences, its commitment to engaged scholarship, and its embrace of the institution’s role as both a steward of this unique and special place and a catalyst for economic and community development all demonstrate and reinforce WCU’s commitment to enhancing engagement with external partners.

GOAL 3.2: Position the University as a key leader in regional economic and community development efforts.

INITIATIVE 3.2.4: Work with external partners to facilitate economic and community development in Cullowhee and Jackson County, which form the University’s backyard, and participate in the formation of formalized community leadership for Cullowhee that can serve as the voice of the community as it anticipates growth and development. (See Initiative 4.3.2)

PRM Strategies
- Work with CuRvE –the Cullowhee Revitalization Endeavor to make progress in Old Cullowhee.
- Continue organizing the Old Cullowhee Canoe Slalom.
- Participate on the Jackson County Recreation Advisory Board.
- Participate with the Nantahala Gorge Youth Group.
- Participate with Regional Camps.
- Re-establish links with developments such as Balsam Mountain Preserve.
- Organize a contract course with Landmark Learning.

INITIATIVE 3.2.5: Seek out and implement internal synergies among outreach efforts and potential partnerships that are focused on economic and community development and consistent with the curricular focus areas identified by the 2020 Commission.

**PRM Strategies**
- Continue membership on the County Greenway Committee.
- Continue membership on the Old Cullowhee River Park Committee.

INITIATIVE 3.2.6: Facilitate collaborative research and development efforts between WCU and external partners.

**PRM Strategies**
- Work with the National Park Service.
- Work with the National Ski Patrol.
- Work with the Jackson County Recreation and Parks Department.
- Work with Duke Energy.
- Work with the National Forest Service.

**Strategic Direction # 5 – Invest in Our Core Resources**

Western Carolina University will ensure a consistently updated infrastructure in support of its mission and vision. Infrastructure is interpreted broadly to include facilities, technology, fiscal practices, and business processes and procedures.

**GOAL 5.2:** Develop a comprehensive University master plan.

INITIATIVE 5.2.1: Charge a task force consisting of representatives of internal and external constituents and supported by an external consultant to develop a comprehensive campus master plan that takes into account such factors as anticipated enrollment growth, the environment, sustainability, energy efficiency, core infrastructure needs, building priority needs, departmental/unit consolidation, technology infrastructure, campus safety and security, green space, transportation, campus design standards, and the integration of the campus with the surrounding community. The comprehensive plan will include the following components:

- a comprehensive facility condition assessment for existing buildings and infrastructure (utilities, information technology, roads, etc.)
- a campus sustainability plan that aligns with the UNC Sustainability Policy
- an assessment and prioritization of core infrastructure needs in light of emerging technologies
- an assessment and prioritization of new building needs
- a prioritized plan for addressing repair and renovation needs
- incorporation of green space throughout the campus
- a plan to consolidate like parts of individual units/colleges where possible
- a campus parking and transportation plan that facilitates access to education sites and includes investment in multimodal options such as bike lanes, greenways, etc.
- a process for allocating and budgeting space as a core resource to maximize space utilization
- a plan to ensure the integration of campus development with the community surrounding the University

**PRM Strategy**
- Committee membership
Appendix 3. Standard 3 – Curriculum, Assessment and Student Learning

Appendix 3.1 WCU catalog copy of program curriculum

NAME _______________________________ PRM Curriculum revised 2015

PRM Curriculum

I. Liberal Studies 42 hours
II. PRM Major Requirements 43 – 45 hours

_____ _____ PRM-250 (2) First Aid and Safety Ed. (Fall, Spring) or
_____ _____ PRM-252 (2) Wilderness First Aid (Summer) or
_____ _____ PRM-356 (4) Outdoor First Aid (Fall)
_____ _____ PRM-250 (3) Foundations of Parks and Recreation (Fall, Spring)
_____ _____ PRM-254 (4) Introduction to Outdoor Pursuits (Fall, Spring)
_____ _____ PRM-270 (3) Leadership and Group Dynamics (Fall, Spring)
_____ _____ PRM-350 (1) University and Career Planning in PRM (Fall)
_____ _____ PRM-361 (4) Program Planning and Evaluation (Fall)

(PRM 361 Must be taken before PRM 483 internship) _____

_____ PRM-370 (1) Internship Orientation (Spring)
_____ _____ PRM-383 (1, repeat 3 times) Internship in PRM (Fall, Spring, Summer)
_____ _____ PRM-430 (3) Entrepreneurship and Commercial Rec. (Fall)
_____ _____ PRM-433 (3) Outdoor Recreation (Fall)
_____ _____ PRM-461 (3) Management and Administration of PRM (Spring)
_____ _____ PRM-480 (3) Independent Study (Fall, Spring, Summer)
_____ _____ PRM-483 (3, repeat 2 times) Capstone Internship in PRM (Each semester)
_____ _____ PRM-495 (1) Senior Seminar in PRM (Spring, Fall)
_____ _____ RTH- 250 (3) Rec. Ther. w/ People w/ Physical Disabilities (Spring)

II. Guided Electives: 33 – 35 hours

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Overall total credits should be at least 120 hours with a GPA of at least 2.5

Total credits required to graduate 120 hours
PRM Program Focus Areas

1. **Community Recreation:**
   This focus area is designed for students who would like to work in the city, county recreation profession. Job duties would include planning community sporting activities (soccer, baseball, football, basketball), assisting with community events and celebrations, working in a community recreation center. Students should consider taking courses in parks and recreation management, health and physical education, business, sport management, recreational therapy.

2. **Outdoor Leadership and Instruction:**
   This focus area is designed for students who are interested in working in outdoor professional areas. Job possibilities include working for outdoor agencies, camps, boy and girl scouts, challenge courses, experiential programs. Students should consider taking courses in parks and recreation, business and recreation therapy.

3. **Commercial and Resort Recreation:**
   This focus area is designed for students interested in working the “for profit” areas of recreation. Job possibilities include resorts, recreation businesses, snow sports, retail establishments and park areas. Students may also be interested in exploring their own commercial recreation business. Students should consider taking courses in parks and recreation, business, entrepreneurship, hospitality and tourism, accounting, and management.

4. **Recreation Resource Management:**
   This focus area is designed for students interested in working for various land agencies such as the National Park Service, National Forest Service, Army Corps of Engineers, and state parks. Courses will be selected in consultation with your advisor.

5. **Community Health and Wellness Focus Area:**
   This focus area is designed for students interested in providing health promotion programming to the community. Students may find employment in recreation departments, health departments, local government, schools and national organizations. Students should consider taking course work in parks and recreation, sport management, health and physical education, environmental health, nutrition and political science.

**PRM Electives:**

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<td>PRM 314</td>
<td>Org. and Admin. of Camping Agencies (Spring)</td>
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<td>Interpretation and Environmental Education (Spring)</td>
</tr>
<tr>
<td>PRM 333</td>
<td>Outdoor Instruction</td>
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<td>PRM 340</td>
<td>Challenge Course Facilitation (Fall)</td>
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<td>PRM 352</td>
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<td>Admin. and Leadership of Outdoor Pursuits (Spring)</td>
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<td>Land-based Outdoor Pursuits Education (Spring)</td>
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<tr>
<td>PRM 426</td>
<td>Water-based Outdoor Pursuits Education (Fall)</td>
</tr>
<tr>
<td>PRM 427</td>
<td>Wilderness Education (Summer)</td>
</tr>
<tr>
<td>PRM 434</td>
<td>High Adventure Travel and Outfitting (Spring)</td>
</tr>
<tr>
<td>PRM 486</td>
<td>Field Experience (Fall, Spring, Summer)</td>
</tr>
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Appendix 3.2 Curriculum and Advising Documents

Appendix 3.2.1 Parks and Recreation Management Student Handbook

PARKS AND RECREATION MANAGEMENT
Western Carolina University
STUDENT HANDBOOK

THINGS EVERY PRM MAJOR
REALLY
NEEDS TO KNOW

Parks and Recreation Management Program
Human Services Department
College of Education and Allied Professions.
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This handbook is to help students through the process of completing a PRM Major. It should be read in conjunction with the *Current Undergraduate Catalog*, found online: “catalog.wcu.edu”, which comprehensively covers all the university rules and regulations. 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, a focus area and electives. The generalist core gives you the broad knowledge that parks and recreation professional 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 focus area that fits the field of specialization that most interests you. The focus areas are, Community Recreation, Outdoor Leadership and Instruction, Commercial and Resort Recreation, Community Health & Wellness, 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.

Much of the information in this handbook is also featured on our PRM webpage which can be found here:  http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/humanserv/ prm/index.asp

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.

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.
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 PRM as your major. Instructions are located in the Appendix A. Most students write this essay while enrolled in PRM 250. The PRM Program Director will review your essay and then assign you an advisor based on your area of focus and interest. It is your responsibility to set up an appointment with your PRM advisor and complete your strategic plan that details how to tie in extracurricular 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. 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 other’s 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 & Learning Commons 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 and Learning Commons as we receive a notification about your visit. 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. 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 text message shorthand for any kind of correspondence with professors.

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. There is a tremendous amount of reading for comprehension, writing, critical thinking, and applied learning.

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 Green Room (Reid 122) or do an internet search 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. 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. See Essay instructions in Appendix A.
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. See a sample copy of the Strategic Plan Worksheet in Appendix B. Read the “PRM Career Options” handout to get some ideas – see Appendix C.

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 professional folder (Office Depot, Staples, Amazon. Average cost $22-$30), 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.

You will start the process of your Portfolio in PRM 350. 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 subsided -- 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.

See the Interview Portfolio Instruction handout in Appendix D.

**Note: It is also important to create an electronic version of your portfolio. You can do this by scanning projects or converting them to pdf’s. In PRM 350, you will have the opportunity to create a digital portfolio in an online platform such as LinkedIn.**

**Courses and Sequencing**

Use the PRM Curriculum sheet (found in Appendix E), the 8 Semester Plan document (found in Appendix F) to organize when you want to take your courses. Make sure that you do certain courses early. The major courses are described below.

- **PRM 250**  
  Introduction, gateway course for PRM major. Complete essay.

- **PRM 254**  
  Introduction to Outdoor Pursuits. This course is a pre-requisite for the outdoor concentration courses.

- **First Aid**  
  You must complete a First Aid requirement. Choose from one of these three courses: Health 250, PRM 252, or PRM 356.

- **PRM 270**  
  Leadership & Group Dynamics. Try to take this course with PRM 250 and PRM 254.

- **RTH 250**  
  Inclusion & Recreation for People with Disabilities. Best semester to take it is spring, preferably sophomore or junior year.
PRM 350  University & Career Planning. Currently only offered fall semesters. Try to take with PRM 250, 270 or 361. Must be taken sophomore or junior year.

PRM 361  Program Planning, currently offered fall semester only, will add spring semester sections as needed. Must take BEFORE capstone internship. Best to take BEFORE PRM 430 and 461.

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 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 430  Entrepreneurship & Commercial Recreation, currently offered fall semester only. Best if taken junior or senior year in conjunction with PRM 433. Not recommended to take same semester as PRM 361.

PRM 433  Outdoor Recreation, currently offered fall semester only. Best if taken with PRM 430.

PRM 461  Management & Administration of PRM, currently offered spring semester only. Best if taken AFTER PRM 361 and 430.
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 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. This is an elective course.

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 focus areas) 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. You 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 grade replacement 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, or not completing the Upper Level Perspective (the most common error), you will be required to take a Liberal Studies course to correct the omission. 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).

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.
Internship

These are extra internships that can be done throughout the year or in the summers. They count for upper division credit. They are considered electives.

Field Experience

This is where you can gain elective credit for completing NOC, OB, WFR or NOLS type courses. These are considered electives.

Focus Area Information

For information on the type of jobs you can get with strategies for helping you --see the “PRM Career Options” handout in Appendix C. The focus areas are Community Recreation, Outdoor Leadership and Instruction, Community Health & Wellness, Commercial and Resort Recreation, and Recreation Resources Management. Choose your focus area 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.

PRM Program Focus Areas

1. **Community Recreation:**
   This focus area is designed for students who would like to work in the city, county recreation profession. Job duties would include planning community sporting activities (soccer, baseball, football, basketball), assisting with community events and celebrations, working in a community recreation center. Students should consider taking courses in parks and recreation management, health and physical education, business, sport management, and recreational therapy.

2. **Outdoor Leadership and Instruction:**
   This focus area is designed for students who are interested in working in outdoor professional areas. Job possibilities include working for outdoor agencies, camps, boy and girl scouts, challenge courses, and experiential programs. Students should consider taking courses in parks and recreation, business and recreation therapy, and participating in an extended expedition style course.

3. **Commercial and Resort Recreation:**
   This focus area is designed for students interested in working the “for profit” areas of recreation. Job possibilities include resorts, recreation businesses, snow sports, retail establishments and park areas. Students may also be interested in exploring their own commercial recreation business. Students should consider taking courses in parks and
recreation, business, entrepreneurship, hospitality and tourism, accounting, and management.

4. **Recreation Resource Management:**
   This focus area is designed for students interested in working for various land agencies such as the National Park Service, National Forest Service, Army Corps of Engineers, and state parks. Courses will be selected in consultation with your advisor.

5. **Community Health and Wellness:**
   This focus area is designed for students interested in providing health promotion programming to the community. Students may find employment in recreation departments, health departments, local government, schools and national organizations. Students should consider taking course work in parks and recreation, sport management, health and physical education, environmental health, nutrition and political science.

**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 Interdependence**
   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 'scrapers'. Remember the "other directedness" concept. If there is no positive interdependence, there is no cooperation.

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.

---

1'Other directed' meaning selflessness is a term used by Paul Petzoldt in his outdoor education teachings
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 workplace 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 (required in PRM 270) 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**

You may be asked to bring a Scantron sheet, #2 Pencil and a pencil sharpener to an examination. Some exams will be given online. Some tests will require extensive writing. Make sure you know what is required for each of your 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 Panthertown, 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 organized events such as “Walking Wednesdays” at Cullowhee Valley 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.

Over 20 years ago, 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 College, and Brevard College. The club gets to run this every 5th year or so now. The conference is for students and run by students and costs very little -- another great way to get involved!

For more information on PRM Club activities, check out their Facebook Group: https://www.facebook.com/groups/PRMclub/
Wilderness Education Association (WEA)

Currently we offer wilderness expedition courses each May or Summer session which qualify students to receive the WEA’s Outdoor Leader Certificate. The focus of the expedition course includes leadership, judgment and decision making within the context of a small group experience. Courses may include backpacking, mountaineering, rock climbing or canoeing. The PRM program regularly rotates course locations and modes of travel to offer a variety of training experiences for students. Completing an expedition is highly recommended – either with the PRM program, another WEA accredited institution, the National Outdoor Leadership School or Outward Bound.

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 356 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 in the Appendix section or on our PRM webpage.

- PRM Career Options
- Curriculum Check Sheet
- PRM Essay Instructions
- Student Strategic Planning Check Sheet
- Guided Electives Check Sheets (see your advisor)
- Portfolio Check Sheet (PRM 350 and 495)
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. We have also developed an agreement with a university in Victoria, Australia for a semester exchange. 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.
APPENDICES
Appendix A

WCU Parks & Recreation Management Essay Instructions

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 – Your 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, you enjoy participating and helping others lead a healthy lifestyle, etc.

Part 2 – Goal or goals.

What goal or goals would you like to achieve in the Parks and Recreation Management field? Which PRM focus area do you have the most interest in (see page 2 for descriptions)? Where do you see yourself working some day? Examples: you always wanted to work in a community recreation program, you would like to work in a national park or state park, you would like to lead others in outdoor recreation activities, you want to work with youth in a sport or fitness setting, etc.

Part 3 – Strategies.

What strategies will help you to achieve your goals? Examples: classes you should take in the major, focus area, and as electives, summer jobs that would benefit you, internships or volunteer positions that you should explore, involvement in PRM club or other organizations on campus, experience through Base Camp Cullowhee or the Campus Recreation Center, involvement in off campus organizations and conferences, membership in professional organizations and groups, certifications you plan to acquire.

Part 4 – Summarize.

How do you want to proceed? What questions do you currently have for your new advisor? Is there anything else your PRM advisor needs to be aware of to support you in this degree? Are you ready to start taking classes in your focus area or do you need to try out a variety to see which one fits your goals the best? If you could summarize why you want to be a PRM major in one sentence, do so here.
Key Points to Remember:
1. Please type your essay. Make sure you check for spelling, grammatical, and sentence structure errors. This essay reflects your writing style and ability. Comprehensive, critical writing is a skill that all PRM professionals need to be proficient in.
2. Include any references that you used to gather your information for the essay. Please use APA formatting when citing.
3. Be professional, yet let us see (read) your personality, your interests, what are you passionate about, why do you want to be in this major, etc.
4. Complete the essay in a timely manner so you can be ready to meet with your PRM advisor to create your strategic plan.

PRM Program Focus Areas

1. Community Recreation:
   This focus area is designed for students who would like to work in the city, county recreation profession. Job duties would include planning community sporting activities (soccer, baseball, football, basketball), assisting with community events and celebrations, working in a community recreation center. Students should consider taking courses in parks and recreation management, health and physical education, business, sport management, and recreational therapy.

2. Outdoor Leadership and Instruction:
   This focus area is designed for students who are interested in working in outdoor professional areas. Job possibilities include working for outdoor agencies, camps, boy and girl scouts, challenge courses, and experiential programs. Students should consider taking courses in parks and recreation, business and recreation therapy, and participating in an extended expedition style course.

3. Commercial and Resort Recreation:
   This focus area is designed for students interested in working the “for profit” areas of recreation. Job possibilities include resorts, recreation businesses, snow sports, retail establishments and park areas. Students may also be interested in exploring their own commercial recreation business. Students should consider taking courses in parks and recreation, business, entrepreneurship, hospitality and tourism, accounting, and management.

4. Recreation Resource Management:
   This focus area is designed for students interested in working for various land agencies such as the National Park Service, National Forest Service, Army Corps of Engineers, and state parks. Courses will be selected in consultation with your advisor.
5. **Community Health and Wellness:**

This focus area is designed for students interested in providing health promotion programming to the community. Students may find employment in recreation departments, health departments, local government, schools and national organizations. Students should consider taking course work in parks and recreation, sport management, health and physical education, environmental health, nutrition and political science.
PRM Individual Student Strategic Planning Sheet

Name ______________________________  Date __________________

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 attending WCU. The number one aspect on an application for an internship or job that employers are looking for is **involvement**, the second being able to work with other people **cooperatively**, the third aspect is the **ability to write**.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>NOTES</th>
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<tbody>
<tr>
<td><strong>Focus Area</strong></td>
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<tr>
<td>Certifications</td>
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<td>Mini-Internships</td>
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<td>Capstone Internship</td>
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<td>Summer jobs?</td>
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<td>Employment in Focus Area?</td>
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<td>Conferences</td>
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<td>Professional Workshops</td>
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<td>Professional Associations</td>
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<td>PRM Club</td>
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<td>WCU Involvement</td>
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<td>Study Abroad</td>
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<td>WCU Away</td>
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<tr>
<td>Landmark Learning (summer semester)</td>
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<tr>
<td>NOLS</td>
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<td>Outward Bound</td>
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<td>Community College or Other College Courses</td>
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<tr>
<td>Digital Presence (Linked In, Facebook, Twitter, Blog, Webpage)</td>
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</tbody>
</table>
## Appendix C

### Parks & Recreation Management: What Can I Do With This Degree?

#### Community Recreation

<table>
<thead>
<tr>
<th>Areas</th>
<th>Employers</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program leader, coordinator</td>
<td>City &amp; country parks and recreation centers</td>
<td>Choose appropriate mini-internship sites. Gained experience through summer employment. Choose capstone internship in an agency similar to where you would like to work. Join NRPA. Attend professional meetings and conferences. Be involved with LMP and Base Camp. Be involved with PRM club activities. Take elective classes in SM, HPE, PSC, HM.</td>
</tr>
<tr>
<td>Department administrator</td>
<td>Community centers</td>
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<tr>
<td>Facility manager</td>
<td>YMCA/YWCA</td>
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<tr>
<td>After school program director</td>
<td>Military recreation</td>
<td></td>
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<tr>
<td>Aquatics director</td>
<td>College campus recreation</td>
<td></td>
</tr>
<tr>
<td>Senior Center administrator</td>
<td>Public and Private K-12 schools</td>
<td></td>
</tr>
<tr>
<td>Campus recreation coordinator</td>
<td>4 seasons resorts, ski industry, golf &amp; tennis clubs, hotels, city &amp; country recreation departments, private recreation facilities</td>
<td></td>
</tr>
<tr>
<td>Recreation Coordinator</td>
<td>City &amp; country parks and recreation centers</td>
<td>Choose appropriate mini-internship sites. Gained experience through summer employment. Choose capstone internship in an agency similar to where you would like to work. Join NRPA. Attend professional meetings and conferences. Be involved with LMP and Base Camp. Be involved with PRM club activities. Take elective classes in SM, HPE, PSC, HM.</td>
</tr>
<tr>
<td>Camp Counselor</td>
<td>Camps</td>
<td></td>
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<tr>
<td>Summer camp director</td>
<td>City &amp; country parks and recreation centers</td>
<td>Choose appropriate mini-internship sites. Gained experience through summer employment. Choose capstone internship in an agency similar to where you would like to work. Join NRPA and ACA. Attend professional meetings and conferences. Be involved with LMP and Base Camp. Be involved with PRM club activities. Take elective classes in SM, HPE, PSC, RTH, ELEM</td>
</tr>
<tr>
<td>Program Director</td>
<td>City &amp; country parks and recreation centers</td>
<td>Choose appropriate mini-internship sites. Gained experience through summer employment. Choose capstone internship in an agency similar to where you would like to work. Join NRPA and ACA. Attend professional meetings and conferences. Be involved with LMP and Base Camp. Be involved with PRM club activities. Take elective classes in SM, HPE, PSC, RTH, ELEM</td>
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#### Community Health and Wellness

<table>
<thead>
<tr>
<th>Areas</th>
<th>Employers</th>
<th>Strategies</th>
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</thead>
<tbody>
<tr>
<td>Group Exercise/Fitness Instructor</td>
<td>YMCA-YWCA</td>
<td>Choose appropriate mini-internship sites. Gained experience through summer employment. Choose capstone internship in an agency similar to where you would like to work. Join NRPA and ACA. Attend professional meetings and conferences. Be involved with LMP and Base Camp. Be involved with PRM club activities. Take elective classes in SM, HPE, PSC, RTH, ELEM</td>
</tr>
<tr>
<td>Personal Trainer</td>
<td>City, county recreation departments Public and Private K-12 schools</td>
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<tr>
<td>Campus Recreation coordinator</td>
<td>Senior Centers or developments</td>
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<tr>
<td>Aquatics director</td>
<td>Health Departments</td>
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<tr>
<td>After school physical activity coordinator</td>
<td>Colleges, universities</td>
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<tr>
<td>Health and Wellness</td>
<td>School districts</td>
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<tr>
<td>Instructor/Director</td>
<td>Health Departments</td>
<td></td>
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<tr>
<td>Recreation Leader/Supervisor</td>
<td>Cooperative Extension agencies</td>
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<tr>
<td>Senior Fitness Instructor-Trainer</td>
<td>Private, for profit fitness centers</td>
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<tr>
<td>Health and Wellness Program Coordinator</td>
<td>Non-profit after school programs</td>
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<tr>
<td>Physical Activity Coordinator</td>
<td>Youth Centers</td>
<td></td>
</tr>
<tr>
<td>Grant Writer</td>
<td>Non-profits promoting physical activity and wellness</td>
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</tr>
</tbody>
</table>

where you would like to work. Join NRPA, Attend professional meetings and conferences. Be involved with LMP and Base Camp. Be involved with PRM club activities. Take elective classes in SM, HPE, PSC, ENVH, ND. Obtain certifications required for future jobs: FA-CPR, Instructor, Personal Trainer, Wellness Coach, other certifications for lifetime sports. Write a grant as part of a class project. Volunteer for after school programs. Get involved with wellness and physical activity initiatives.

Notes:

**Commercial & Resort Recreation**

<table>
<thead>
<tr>
<th>Areas</th>
<th>Employers</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation Program Director</td>
<td>4 seasons resorts, ski industry, golf &amp; tennis clubs, hotels, city &amp; country recreation departments, private recreation facilities</td>
<td>Choose appropriate mini-internship sites. Gain experience through summer employment. Choose capstone internship in an agency similar to where you would like to work. Join NRPA, PSIA-AASI. Attend professional meetings and conferences. Be involved with LMP and Base Camp. Be involved with PRM club activities. Take elective classes in SM, HPE, PSC, HM</td>
</tr>
<tr>
<td>Recreation Manager</td>
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<tr>
<td>Activity Director</td>
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<tr>
<td>Activity Instructor</td>
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<tr>
<td>Events Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference &amp; Event Planner</td>
<td>Resorts, outdoor industry private businesses, convention centers, city/county recreation departments</td>
<td>Choose appropriate mini-internship sites. Gain experience through summer employment. Choose capstone internship in an agency similar to where you would like to work.</td>
</tr>
</tbody>
</table>
work. Become active in PRM club, LMP, Base Camp, and volunteer for special events in area. Take elective classes in SM, PSC, HM

<table>
<thead>
<tr>
<th>Adventure Travel Guide Trip Leader</th>
<th>Outdoor companies such as NOC, Mountain Sobek, Backroads and non-profits such as Sierra Club and Audubon Society. Entrepreneurial opportunities. Road Scholar and college study abroad programs.</th>
<th>Choose appropriate mini-internship sites. Gain experience through summer employment. Choose capstone internship in an agency similar to where you would like to work. First aid certifications, proficiency in an outdoor skill, travel experience, 2nd language skills. Travel agency experience. Take elective classes in MFL, HM, GEOG, HIST, NRM, SM, COMM. Do personal adventure trips.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel Guide Planner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Recreation Attractions Manager, director, employee</td>
<td>Railroads, theme parks, amusement attractions, destination theme resorts, cruise ships, packaged resorts</td>
<td>Same as all of the above.</td>
</tr>
</tbody>
</table>

Notes:

**Outdoor Leadership & Instruction**

<table>
<thead>
<tr>
<th>Areas</th>
<th>Employers</th>
<th>Strategies</th>
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</thead>
<tbody>
<tr>
<td>Instructor-youth at risk</td>
<td>Non-profits such as Outward Bound and Project SOAR or State Agencies such as Camp Woodson or private camps such as Eckerd, entrepreneurial opportunities</td>
<td>Acquire outside certifications such as WEA, ACA, Outdoor Emergency Care, WFR, etc. Work outdoor summer jobs in camps, NOC, LMP, Base Camp, Project SOAR, and other agencies. Attend outdoor conferences and workshops. Organize common adventures with peers to gain experience in a variety of activities. Choose appropriate mini-internship sites. Choose capstone internship in an agency similar to where you would like to work. Take elective</td>
</tr>
<tr>
<td>Instructor for people with disabilities</td>
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<td>Instructor for corporate programs</td>
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55
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<tr>
<th>Role</th>
<th>Description</th>
<th>Classes</th>
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<tbody>
<tr>
<td>Instructor of outdoor activities</td>
<td>Private companies such as NOC, Endless River Adventures, Backroads Tours. Non-profits such as NOLS, OB, &amp; WEA, camps. Rafting companies, adventure travel companies. Entrepreneurial opportunities.</td>
<td>RTH, NRM, SPED, HPE, PSY. Volunteer with youth programs.</td>
</tr>
<tr>
<td>Mountain Guide</td>
<td>Mountain guide companies such as Exum, Mountain Travel Sobek, NOLS, IWLS</td>
<td>Same as above plus: Attend mountain guide climbing camps such as Mt. Rainer or Mt. Hood. Go on an expedition/trip with a company you are interested in working for.</td>
</tr>
<tr>
<td>Snowsports instructor</td>
<td>Ski resorts</td>
<td>Acquire outside certifications such as WEA, ACA, Outdoor Emergency Care, WFR, etc. Acquire certifications with PSIA, NSP. Attend on snow clinics, outdoor conferences and workshops. Work with one of the area resorts such as Cataloochee, Sapphire Valley, Wolf Laurel. Choose appropriate mini-internship sites. Choose capstone internship in an agency similar to where you would like to work. Take electives in HPE, SM, HM, EMT.</td>
</tr>
<tr>
<td>Ski Patrol</td>
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<tr>
<td>Backcountry snowsports guide</td>
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</table>
Program or agency director | See all of the above | See all of the above pertaining to area of interest.

Notes:

Recreation Resource Management

<table>
<thead>
<tr>
<th>Areas</th>
<th>Employers</th>
<th>Strategies</th>
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</thead>
<tbody>
<tr>
<td>Ranger</td>
<td>Park Service</td>
<td>Complete park ranger training course at SWCC. Get involved in volunteer rescue work, take search and rescue courses. Work with Base Camp, LMP, volunteer with GSMNP or area National Forests. Become involved with SCA and Adopt-A-Trail. Complete Project Wild, Aquatic Wild workshops. Take a course with the GSM Institute at Tremont. Find a mentor in the agency you are interested in working for. Choose appropriate mini-internship sites. Choose capstone internship in an agency similar to where you would like to work. Take electives in NRM, GEOG, GEOL, BIOL, ELEM, PRM, ART, CJ.</td>
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<tr>
<td>Interpreter</td>
<td>Forest Service</td>
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<td>Naturalist</td>
<td>Army Corps of Engineers</td>
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<tr>
<td>Trail Crew</td>
<td>State parks</td>
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<tr>
<td>Resource Management</td>
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Appendix D

PRM 350 and PRM 495: Interview Portfolio Instructions

Purpose: As a PRM major, you are required to complete an interview portfolio, which can be used to secure a Capstone Internship position and in future job searches. This interview portfolio is reviewed and graded for the first time in PRM 350 (this class), will be used in PRM 370 (Internship Orientation), and will be a required assignment in PRM 495 (senior seminar).

HARD COPY PORTFOLIO

I. Requirements for the “hard copy” portfolio: (100 points)

1. Professional looking binder, 3 ring, zippered preferred. This can be found at Staples, Office Depot, Office Max, Amazon, or the WCU Bookstore.

The portfolio on the above can be found on Amazon. Deluxe Black Professional 3 ring Portfolio by BAGS FOR LESS, cost $21, it does NOT have a zipper. http://www.amazon.com/Deluxe-Professional-3-ring-PortfolioLESSTM/dp/B00ASSRP6G/ref=pd_sim_sbs_op_18?ie=UTF8&refRID=1YRWQJ6CYNB41G6MWSKD

OR.. If you wanted a zippered portfolio, check out this one from the same company ($28):
2. **Items to include in portfolio.**
   a. resume (corrected, revised, error free)
   b. 3 references from your mini-internships or other work
   c. Program Proposal (grant proposal) PRM 361
   d. Program Evaluation Report PRM 361
   e. Trip Planning Document PRM 420, PRM 333, PRM 434
   f. Research Prospectus PRM 433
   g. Business Plan PRM 430
   h. Risk Management Plan/Analysis PRM 461
   i. Leadership Self-Analysis PRM 420
   j. Outdoor Education Journal PRM 321, PRM 420, PRM 333
   k. Lesson Plan or Activity Proposal PRM 270, PRM 321, PRM 333
   l. Activity Log/Journal/Resume (personal trips, adventures)
   m. Photographs of Interpretative Displays PRM 321
   n. PERT chart PRM 361, PRM 270, PRM 420
   o. Certificates and cards for OEC, ACA, Swift Water Rescue, First Aid, CPR, WFA, Project Wild, Challenge Course facilitation, personal training, lifeguard, group exercise, honors, awards, continuing education
   p. Tent Peg article (a copy of the article or the entire Tent Peg)
   q. Newspaper articles, Blog posts, press releases of any relevant activity
   r. Other documents which display your talents, work accomplishments, service learning, volunteer hours, scholarships, etc.
   s. Unofficial transcripts
   **All documents should be free of errors.
   **You may not have all of these ready during this class, include as many as you can.

3. **Organization within binder.**
   a. Label everything.
   b. Use folders for large projects, sheet protectors and dividing sheets for smaller items.
   **2 Pocket Pop-In Poly Portfolios with 3 hole punch look the most professional. Here is a resource for them online:** [http://greenapplesupply.org/2-pocket-biodegradable-pop-in-poly-portfolio](http://greenapplesupply.org/2-pocket-biodegradable-pop-in-poly-portfolio)
   They are about $1.00 apiece.
c. Resume is 1st item. Other items can be grouped according to your personal preference or particular job/internship requirements.

4. Grading: Portfolios will be turned in on the due date in class. *Refer to Grading Rubric for details.

DIGITAL PORTFOLIO

II. Requirements for the “digital” portfolio: (100 points)

1. Create a digital platform by using Linked In or creating a Blog.
   - Information for creating a profile on Linked In:
   - Information for creating a free Blog: http://www.wikihow.com/Create-a-Personal-Blog
   *If you have a Google account already, I recommend using their platform.

2. Items to include on your Linked In profile or your Blog:
   a. Professional looking, nice photo
   b. Headline: tell about yourself
   c. Location and education
   d. Summary: what motivates you, what are you skilled at, what do you want to do next.
   e. Experience: list jobs you have held (found on your resume), along with what you have accomplished at each one. You could include photos or videos from those jobs (professional of course).
   f. Organizations: this can be clubs, sports, groups, professional organizations, memberships (NCRPA or ACA, etc)
   g. Education: include all college, community college.
   h. Volunteer experience and causes: what have you done in terms of service, volunteer work, service learning, etc.
   i. Skills and expertise: list at least 5 key skills.
j. **Honors and awards:** during college, before college if applicable, dean’s list, Honor’s College, scholarships

k. **Courses:** list classes that show off your skills and interests, the ones you feel are beneficial for future internships or jobs

l. **Projects:** this can be the program plan from PRM 361, your business plan in PRM 430, Parent’s Night Out or Community Dance for PRM 461, an educational program you led during an internship, a service project you organized, a special project during an internship, etc.

m. Recommendations (not required, yet encouraged): Ask someone you have worked with, classmates, professors, to give you a short recommendation that lends credibility to your strengths and skills.

n. Interests, Activity Logs, Journals (not required, yet encouraged): you can add an extra section to highlight your accomplishments in parks and recreation, especially items that demonstrate your skills, knowledge and experience.

**You may not have all of the items in the list above, definitely include what you have so far for the ones in **BOLD**.**

3. Grading:

   Once you have created your profile in Linked In send a request to connect with the instructor. If you create a Blog, send the instructor the url address for your Blog.
Appendix E

NAME ____________________________  (PRM Curriculum revised 2014)

PRM Curriculum

I. Liberal Studies  42 hours

II. PRM Major Requirements  43 – 45 hours

____ _____ HEAL-250 (2) First Aid and Safety Ed. (Fall, Spring) or
____ _____ PRM-252 (2) Wilderness First Aid (Summer) or
____ _____ PRM-356 (4) Outdoor First Aid (Fall)
____ _____ PRM-250 (3) Foundations of Parks and Recreation (Fall, Spring)
____ _____ PRM-254 (4) Introduction to Outdoor Pursuits (Fall, Spring)
____ _____ PRM-270 (3) Leadership and Group Dynamics (Fall, Spring)
____ _____ PRM-350 (1) University and Career Planning in PRM (Fall)
____ _____ PRM-361 (4) Program Planning and Evaluation (Fall)

(PRM 361 Must be taken before PRM 483 internship)

____ _____ PRM-370 (1) Internship Orientation (Spring)
____ _____ PRM-383 (1, repeat 3 times) Internship in PRM (Fall, Spring, Summer)
____ _____ PRM-430 (3) Entrepreneurship and Commercial Rec. (Fall)
____ _____ PRM-433 (3) Outdoor Recreation (Fall)
____ _____ PRM-461 (3) Management and Administration of PRM (Spring)
____ _____ PRM-480 (3) Independent Study (Fall, Spring, Summer)
____ _____ PRM-483 (3, repeat 2 times) Capstone Internship in PRM (Each semester)
____ _____ PRM-495 (1) Senior Seminar in PRM (Spring, Fall)
____ _____ RTH- 250 (3) Inclusion & Recreation for People with Disabilities (Spring)

III. Guided Electives:  33 – 35 hours

*These can be from any program at WCU or this could be a minor. Talk to your advisor about options.

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Overall total credits should be at least 120 hours with a GPA of at least 2.5

Total credits required to graduate 120 hours
PRM Electives:

____  _____  PRM 314 (3) Org. and Admin. of Camping Agencies (Spring)
____  _____  PRM-321 (3) Interpretation and Environmental Education (Spring)
____  _____  PRM-333 (4) Outdoor Instruction
____  _____  PRM 340 (3) Challenge Course Facilitation (Fall)
____  _____  PRM-352 (3) Beginning/Intermediate Canoe and Kayak (Summer)
____  _____  PRM-420 (3) Expedition Management & Leadership (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 (Summer)
____  _____  PRM-434 (3) High Adventure Travel and Outfitting (Spring)
____  _____  PRM-486 (3) Field Experience (Fall, Spring, Summer)
# Appendix F

**B.S., Parks and Recreation Management**

**8-semester plan**

(updated 7/13)

<table>
<thead>
<tr>
<th>Freshman Year</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester – 15 Credit Hours</strong></td>
<td><strong>Spring Semester – 15 Credit Hours</strong></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>C5</td>
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<tr>
<td>MATH 101</td>
<td>P1</td>
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<tr>
<td>P1</td>
<td>COMM 201</td>
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<tr>
<td>HEAL 123 or HEAL 111</td>
<td>ENGL 202</td>
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<tr>
<td>First-Year Seminar</td>
<td>P3</td>
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</table>

<table>
<thead>
<tr>
<th>Sophomore Year – At least one course in perspectives must be in upper division</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester – 14 Credit Hours</strong></td>
<td><strong>Spring Semester – 15 Credit Hours</strong></td>
</tr>
<tr>
<td>P4</td>
<td>C5</td>
</tr>
<tr>
<td>P5</td>
<td>P6</td>
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<tr>
<td>PRM 250</td>
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<tr>
<td>PRM 254</td>
<td>RTH 250</td>
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<tr>
<td></td>
<td>Guided Elective</td>
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<table>
<thead>
<tr>
<th>Junior Year</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester – 13 Credit Hours</strong></td>
<td><strong>Spring Semester – 13 Credit Hours</strong></td>
</tr>
<tr>
<td>PRM 356 Or HEAL 250 Or PRM 252 (summer)</td>
<td>PRM 383 (1 credit)</td>
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<tr>
<td>PRM 350 (1 credit)</td>
<td>PRM Focus Area</td>
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<tr>
<td>PRM Focus Area</td>
<td>Guided Elective</td>
</tr>
<tr>
<td>PRM 361</td>
<td>Guided Elective</td>
</tr>
<tr>
<td>PRM 383</td>
<td>Guided Elective</td>
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<table>
<thead>
<tr>
<th>Senior Year</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Semester – 13 Credit Hours</strong></td>
<td><strong>Spring Semester – 14 Credit Hours</strong></td>
</tr>
<tr>
<td>PRM 430</td>
<td>PRM 370 (1 credit)</td>
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<tr>
<td>PRM 433</td>
<td>PRM 461</td>
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</table>
### Guided Elective

<table>
<thead>
<tr>
<th>PRM 383 (1 credit)</th>
<th>PRM 495 (1 credit)</th>
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<tbody>
<tr>
<td>Guided Elective</td>
<td>Guided Elective</td>
</tr>
<tr>
<td>PRM Focus Area</td>
<td>Guided Elective</td>
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<td></td>
<td>PRM Focus Area</td>
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#### Summer Session – 9 Credit Hours

<table>
<thead>
<tr>
<th>PRM 480</th>
<th>PRM 483</th>
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**TOTAL CREDIT HOURS FOR PROGRAM: 120**

*NOTES: PRM 383’s mini-internships can also be scheduled for summer sessions. PRM 370 must be taken the SPRING before you do your capstone internship (PRM 480 and 483). PRM 495 (Senior Seminar) should be taken your LAST semester. PRM 350 needs to be taken in conjunction with PRM 361.*
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 2015

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 122I
Telephone - 227-3843
tholkes@wcu.edu

Office Hours – MWF – 10:00 – 11:00
T Th – 11:00 – 12:00

Meeting Day, Time, and Classroom - Monday, Wednesday, Friday
11:15 am – 12:05 pm
RD 109

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.
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 --------------------------- 80 points
- 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 deducted from your final grade after your 3rd 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.

Academic Integrity Policy and Reporting Process:

This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.

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

I. General:

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

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

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

II. Definitions:

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

III. Undergraduate and Graduate Academic Integrity Process:

1. Within five (5) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, s/he will inform his/her department head (or associate Dean of the graduate school when applicable) in writing of the allegation and proposed sanction(s).
2. Within ten (10) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform the student of the allegation, including the proposed sanction(s), in writing. In the written notification, the instructor will inform the student of his/her right to request a meeting with the instructor. During the meeting, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form. If the student does not request a meeting with the instructor within five (5) business days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanction(s) outlined by the instructor in the written allegation. If the student does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

3. Within five (5) business days of meeting with the instructor, the student shall either appeal the decision to the department head or mutually resolve the matter by accepting the allegation and proposed sanction(s). No action by the student within five (5) business days of the meeting with the instructor shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the instructor, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

4. Within five (5) business days of receiving a student’s appeal, the department head must schedule a meeting with the student. The instructor may be present during the meeting. During the meeting, the department head shall complete the Academic Integrity Violation Department Head Resolution Form. Only information submitted during the meeting with the student, or in the meeting between the instructor and the student, may be considered by the department head. The evidentiary standard for making a decision shall be preponderance of the evidence. The department head may agree or disagree with the allegation(s) of the instructor. The department head may also approve, overturn, or modify the sanction(s) proposed by the instructor. If the student does not attend the scheduled meeting with the department head, the matter will be heard in absentia and shall not be subject to further review and/or appeal.

5. Within five (5) business days of meeting with the department head, the student shall either appeal the decision to an Academic Integrity Board or mutually resolve the matter by accepting the allegation and proposed sanction(s). The student must submit an appeal to the academic Dean listed on the Academic Integrity Violation Department Head Resolution Form. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the department head, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

6. Within seven (7) business days of receiving a student’s appeal, the appropriate academic Dean must schedule an Academic Integrity Board hearing with the student. The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. The instructor may be present during the hearing. Only information submitted during the hearing, or in the meetings between the instructor/department head and the student, may be considered by the hearing board. The evidentiary standard for making a decision shall be preponderance of the evidence. The hearing board may agree or disagree with the allegation(s) of the
instructor. The hearing board may also approve, overturn, or modify the sanction(s) proposed by the instructor and/or department head. If the student does not attend the scheduled hearing, the matter will be heard in absentia and shall not be subject to further review and/or appeal. Within ten (10) business days of the hearing, the appropriate academic Dean shall review pertinent records and send the student written notification of the decision of the Academic Integrity Board.

7. Within five (5) business days of receiving written notification of the decision of the Academic Integrity Board the student may accept the findings and sanctions of the board or submit an appeal to the designated academic Dean. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the Academic Integrity Board, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

8. If the student elects to file an appeal of the decision of the Academic Integrity Board, she must submit a written appeal within five (5) business days of receiving written notification of the decision of the Academic Integrity Board to the designated academic Dean. An appeal to an academic Dean must be limited to the following grounds; 1) a violation or due process or 2) a material deviation from Substantive and Procedural Standards by the UNC Board of Governors (as set forth in the UNC Manual 700.4.1).

9. If an appeal is heard by an academic Dean, s/he shall review pertinent records within ten (10) business days of receiving a valid appeal. The academic Dean may agree or disagree with the allegation(s) of the instructor. The academic Dean may also approve, overturn, or modify the sanction(s) proposed by the instructor, department head, and or Academic Integrity Board. Within five (5) days of making a decision, the academic Dean shall provide the student with a written decision. The decision of the academic Dean shall be final.

10. The student must remain enrolled in the course related to the case, and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.

11. Upon resolution of each level of the case (no matter the outcome), the instructor, department head, and academic Dean must provide the Department of Student Community Ethics with all materials and documents related to the case (i.e. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form, Department Head Resolution Form, Academic Integrity Board decision letter, academic Dean decision letter, etc...). The Department of Student Community Ethics shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy.

IV. Academic Integrity Board:

The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. Students and faculty members serving on boards for each college will be selected by each college Dean. The Department of Student Community Ethics will train all board members prior to their service on a hearing board. Each academic Dean will convene hearing boards as necessary, and will determine a faculty member to serve as chair prior to a hearing.
V. Sanctions:

The instructor, department head, Academic Integrity Board, and/or academic Dean may impose academic sanctions permitted by the institution (not to exceed receiving a grade of “F” for the course). The instructor, department head, Academic Integrity Board, and/or academic Dean may not permanently remove the student from the course or suspend/expel the student from a program or the University. Student behavior of the magnitude to warrant consideration for permanently removal from the course or suspension/expulsion from a program or the University must be referred to the Department of Student Community Ethics.

VI. Habitual Violations of the Academic Integrity Policy:

Upon receipt of materials associated with violations of the Academic Integrity Policy, the Department of Student Community Ethics will determine if a student has previous violations of University policies. Students with a prior record of violations, or who commits a gross and/or egregious violation of the Academic Integrity Policy, will be referred to the Department of Student Community Ethics for consideration of being subject to hearing proceedings as a habitual violator. Students with three or more violations of the Academic Integrity Policy will automatically be subject to hearing proceedings as a habitual violator. Students in this category are subject to course-related sanctions imposed by the instructor, department head, Academic Integrity Board, and/or academic Dean and University-level sanctions imposed by the Department of Student Community Ethics for habitual violations of University policies.

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

Accommodations for Students with Disabilities:

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

Student Support Services:

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

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

Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking (http://www.wcu.edu/academics/edoutreach/distance-online-programs/student-resources/services-for-distance-students.asp) and the WaLC’s online resources.

**Math Tutoring Center:**
The Mathematics Tutoring Center provides tutoring in all lower-division math and many CS courses (455 Stillwell, http://mathlab.wcu.edu, 828-227-3830), help with mathematical concepts in other disciplines, and workshops on study skills specific to mathematics courses. Tutoring is available on a drop-in basis, 9 am – 5 pm and 6 - 9 pm Monday-Thursday, and 9 am – 5 pm on Friday.

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

**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.

8/17 – Course Orientation

8/19 – Cooperative Learning

8/21 – Recreation and Leisure (Chapter 1)

8/24 – Play Questionnaire

8/26 – Basic Concepts of Play, Leisure, & Rec. (Chap. 2)

8/28 – Basic Concepts (Chapter 2 Continued)

8/31 – Leisure Motivation (Chapter 5)

9/2 – Sociocultural Factors Affecting Leisure (Chapter 6)

9/4 – Rec. & Leisure in Modern Era (Chapter 4)
9/7 – Labor Day (No Class)

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

9/11 – Early History (Chapter 3, Continued)

9/14 – Exam #1

9/16 – The Leisure-Service System (Chapter 8)
    (Chap. 6 ILSNC)

9/18 – The Leisure-Service System (continued) (Chap. 8)
    (Chap. 5 ILSNC)

9/21 – Voluntary, Nonprofit Organizations (Chap. 8)
    (Chap. 4 ILSNC)
    Therapeutic Recreation Service (Chapter 9)
    (Chap. 8 ILSNC)

9/23 – Specialized Agencies (Chapter 9)
    (Chapter 12 ILSNC)

9/25 – Commercial Recreation (Chapter 8)
    Private Recreation (Chapter 9) (Chap. 2 ILSNC)

9/28 – Social Functions of Comm. Rec. (Chapter 7)
    (Chap. 7 ILSNC)
    Review for Exam #2

9/30 – Exam #2

10/2 – Review Exam #2
    Evaluation of Group

10/5 – Outdoor Recreation
    (Chapter 10 ILSNC)

10/7 – Adventure Recreation
    (Chapter 11 ILSNC)

10/9 – Risk and Recreation

10/12 – Fall Break (No Class)

10/14 – Fall Break (No Class)

10/16 – Fall Break (No Class)
10/19 – Equity Issues in Recreation

10/21 – Recreation Research - Assignment #1
Form New Groups

10/23 – In These Ancient Trees

10/26 – Environmental Ethics

10/28 – Career Opportunities in PRM (Chapter 12)

10/30 – Conflict in Recreational Areas - Assignment #2
Assignment #1 due

11/2 – Morally Marginal Recreation

11/4 – American's with Disabilities Act

11/6 – Legal Issues in Park and Recreation

11/9 – Legal Issues (Continued)

11/11 – Playground Safety

11/13 – Adventure Conference

11/16 – Leisure Services in North Carolina

11/18 – Leisure Services in North Carolina

11/20 – Leisure Services in North Carolina

11/23 – Assignment #2 Due
Leisure Services in North Carolina

11/25 – Thanksgiving (No classes)

11/30 – Leisure Services in North Carolina

12/2 – Leisure Services in North Carolina
Future Perspectives of Rec. and Leisure (Chapter 13)

12/4 – Review for Final Exam
Leisure as a Profession (Chapter 12)
(Chap. 9 & 14 ILSNC)

12/7 M – Final Evaluation (3:00 - 5:30)
Appendix 3.3.2 PRM 254 Introduction to Outdoor Pursuits Education

PRM 254: Introduction to Outdoor Pursuits

Course Description: An introduction to various human-powered outdoor recreation pursuits. Wilderness and backcountry characteristics are reviewed in terms of potential hazards, use ethics, techniques for minimizing physical and social impacts on natural resources, and safety. 3 lecture, 1 lab.

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

Professor: Dr. Andrew J. Bobilya
Student Teaching Assistants:

Office Location: Reid Gym 122-D
Phone: 227-3326 (Office)
Email: ajbobilya@wcu.edu

Jen Browne
Cory Lindner
Matt Drauszewski

Office Hours: Mondays 10:00 am – 12:00 pm
Tuesdays 3:00 – 4:00 pm
Thursdays 1:30 – 3:00 pm

*I welcome additional opportunities to meet with you if the posted office hours do not work or there is a conflict. Occasionally I will have other meetings on campus during office hours.

Please Note: Please see me prior to or after class or contact me via email or telephone to schedule an appointment for a time outside of the posted hours. I welcome the opportunity to speak with you.

Meeting Day, Time & Classroom:

Class: Wednesdays 12:20 – 4:25 pm (Reid 122H)
Lab: See course calendar & required additional activities listed in the syllabus

Goals/Objectives

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 experience select outdoor pursuits together and learn the basics of teaching and leading 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 and stand up paddle board (SUP) skills.
3. practice in basic rappelling and rock climbing skills (artificial and real rock sites).
4. an understanding of heat and cold related illnesses
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.

Objectives/Expected Student Outcomes Continued:

8. an introduction to aquatic, mountain and cave features and hazards
9. an understanding of safety and risk management for various outdoor pursuits.
10. experience in critiquing a university outdoor activity field trip.
11. conduct library and online research, write and present on a topic related to outdoor pursuits.

Teaching and Learning 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 ensuing discussions. Readings will include the textbook and workbook, handout articles, supplementing notes and additional readings.

2. **Discourse - Lecture - Discussion:** We will talk together and stimulate proactive communication – I expect involvement on your part.

3. **Student-Led Workshop:** Students will be assigned to a small group (3-4 students) whose task is to research a topic related to outdoor pursuits (from a list provided in class) and design and facilitate a workshop addressing multiple learning styles with our class. Students will be expected to utilize scholarly and popular literature available through the Hunter Library and associated databases. More information to be presented in class. Due dates vary depending on topic.

4. **Base Camp Trip Reflection Paper:** A large part of the course will be experiential – actually engaging in outdoor and adventure activities. The Base Camp Cullowhee (BCC) trip is an important component of this course allowing students a chance to engage in an additional outdoor activity under the leadership of the BCC staff. A reflection paper is required following participation in the BCC field trip. The reflection paper is due one week following participation in the BCC experience. This paper must integrate and
discuss the theories presented in class and the course readings. More information will be presented in the paper guidelines handout.

5. **Final Reflection Paper**: A reflection paper will provide students the opportunity to integrate the *avoidance of survival* concepts, reflections on their own learning and growth and chart their own professional development with regard to outdoor pursuits. More information will be presented in the paper guidelines handout. (15%)

6. **Cooperative Learning for Exams**: Throughout the class, cooperative learning and collaboration are expected. If study groups (minimum 3 people) achieve 80% each on the mid-term and final exam, an extra 5% bonus will be given on the exams. The exams are taken individually.

7. **Outdoor Pursuits and Outdoor Resume**: Being actively involved in the outdoor pursuits conducted during the class sessions and through the required out-of-class components is a requirement of the course. If you miss a required field component the substitution is a 10-page paper on what you missed (hiking, mountain biking, or caving). Students will be required to develop an outdoor resume logging all activities completed as a formal part of the class and through other opportunities. More information presented in class. An outdoor resume template is available on blackboard.

**Required Texts:**


**Purchase:** *PRM 254 WORKBOOK (Spring 2015 Edition)*

*Supplementary Notes in Outdoor Pursuits in Education* - available in the pedagogy lab and on the course’s Blackboard site.

**Grading:**

- Group Facilitated Workshop: 20%
- Mid-Term Exam: 15%
- Final Exam: 15%
- Lab / Field Trip Participation: 20%
- Comprehensive Outdoor Resume: 10%
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
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</tbody>
</table>

A is outstanding
B is good
C is average
D is poor
F is failing

Lab / Field Trip Components

The lab time throughout the semester will be spent engaging in outdoor pursuits both on and off campus.

Students must attend the following lab sessions (subject to change based on weather)

1. **Outdoor activity lab sessions (10%)**
   a. Kayaking at Cedar Cliff Lake – Wednesday, September 9
   b. Stand Up Paddle Boarding at Cedar Cliff Lake – Wednesday, September 16
   c. Introduction to Rock Climbing at Campus Recreation Center – Wed. Sept. 30
   d. Introduction to Rock Climbing and Rappelling Panthertown - Wed. Oct. 7 (all day)

2. **Cullowhee Canoe Slalom (students must practice in order to enter an event (5%)**
   a. Slalom Practice (Friday, 11, 2015)
   b. Slalom Event (Saturday, September 12, 2015)

3. **Choose One Base Camp Cullowhee Trip (1 pt. extra credit on final grade for attending a second trip) (5%)**
   a. Saturday 9/5/15 – whitewater rafting trip (no limit)
   b. Saturday 10/3/15 – day hike (no limit)
   c. Sunday 11/8/15 – caving (limited space available)

**EXTRA CREDIT (1 extra point on final grade)** - Attend one or more (2 max) out-of-class guest speaker presentations or professional conferences. Attendance and a satisfactory 1-2-page reflection paper indicating the name of the event, the sessions you attended, what you learned that informs your developing understanding of the Parks and Recreation Management field, questions you are left pondering and any other insights. Please also indicate whether or not you would recommend other
students attending this workshop or conference. Attendance can add one point (per event) to your final average (Maximum two points). More information will be presented in class.

Extra Credit Examples:
1) Carolinas Joint Recreation and Parks Conference held in Myrtle Beach, SC on October 18-20, 2015.
2) Regional Adventure Education Conference held this year at Southwestern Community College in Sylva, NC, Friday, November 13, 2015. More information will be presented in class.
3) Two extra credit points on final grade for serving on the organizing committee for the slalom event.

Assignment Preparation & Submission

Library Research
Students will be expected to conduct research utilizing the Hunter Library on campus and available library databases integrating both scholarly and popular literature in their workshop and class papers.

Assignment Format
When evaluating your work, I will look for quality, clarity, completeness and professionalism. Please note that all assignments must be typed, double-spaced in 12-point font, and have 1” margins unless specified otherwise. Please use APA 6th Edition (American Psychological Association) format for citing references. For a complete guide, use the following text available in the WCU library:

All assignments are due at the beginning of the specified class period. Late assignments will not be accepted unless prior arrangements have been made with the instructor. Incomplete assignments will receive no credit. If you are going to miss a class session, please make arrangements to have your assignments submitted on time. Carefully read all the requirements for all of the assignments and make sure your work meets the requirements completely and on time.

Test Make-up and Missed Class Policy
If you are sick or unable to complete a test during the class period allotted, you must notify the instructor one week prior to the time the test is scheduled or if sick, prior to the beginning of the test. 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 or other class presentations/projects. 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 Blackboard.

**Attendance/ Tardiness Policy**

Learning is an active process, and it is impossible for you to learn unless you are in class. Students should come to class prepared to **actively participate** (i.e., discover solutions to problems, answer questions, engage in discussions). Students are responsible for information and assignments presented and collected during any missed class sessions. To allow for illness, family emergencies, sporting events, etc. each student is provided with **one unexcused/excused absences during the semester. Because this class only meets once per week, after one absence the student’s final grade will be reduced by 3 percentage points for each additional absence.** Students will be counted tardy if they are not present at the start of class. Three tardies equal one absence.

**E-mail Etiquette**

Electronic mail to and from your “@catamount.wcu.edu” address is the preferred method of communication. Please follow common e-mail rules:

1. Use your @catamount.wcu.edu email address
2. Use a short and accurate subject header
3. Use a proper salutation (Hello, Good Morning, Greetings, etc.)
4. Introduce yourself in the first paragraph (if needed)
5. The message body should be written in a concise and clear manner. Please do not BS or ramble. Get to the point.
6. Leave-taking (departing farewell) should be appropriate. (Respectfully, Yours sincerely, Take care, etc.)
7. Sign you email with your full (First and Last) name
8. Proofread for content, spelling and grammar.

**Classroom and Field Experience Expectations**

This class period is 4 hours. We will be sure to provide adequate breaks during the class sessions to take care of personal needs (restroom, snacks, etc.). Your job is to arrive prepared to actively engage in the class sessions including having completed the readings and assignments, wearing proper clothing, bringing necessary water and snacks and being ready to physically engage in all activities. Please refrain from using tobacco during all class sessions – including off-campus field experiences. **iPods and/or iPads (tablets) should not be used to check email, FaceBook, Twitter, Instagram or the latest video on YouTube. Cell-phones or pagers should be turned off during class. NO TEXT MESSAGING.**

**University Expectations and Support Services**

**Writing and Learning Commons (WaLC)**
The Writing and Learning Commons (WaLC) is a free student service, located in BELK 207, providing course tutoring, writing tutoring, academic skills consultations, international student consultations, graduate and professional exam preparation resources, and online writing and learning resources for all students. To schedule tutoring appointments, visit the WaLC homepage (http://walc.wcu.edu) or call 828-227-2274.

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

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

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

**Civility and Ground Rules**
The Western Carolina University Community Creed states: “I will respect the rights and well-being of others.” Each student may possess different ideas, as well as different ways of communicating those ideas. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry.
SafeAssign Tool
All written work submitted for this class is eligible for submission to the SafeAssign tool at the instructor’s discretion.

Sexual Harassment Policy
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.

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

I. General:
This policy addresses academic integrity violations of undergraduate and graduate students. Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to an including a final grade of “F” in the course in which the violation occurs.

II. Definitions:
5. **Cheating** – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
6. **Fabrication** – Creating and/or falsifying information or citation in any academic exercise.
7. **Plagiarism** – Representing the words or ideas of someone else as one’s own in any academic exercise.
8. **Facilitation** – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).
III. Undergraduate and Graduate Academic Integrity Process:

12. Within five (5) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, s/he will inform his/her department head (or associate Dean of the graduate school when applicable) in writing of the allegation and proposed sanction(s).

13. Within ten (10) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform the student of the allegation, including the proposed sanction(s), in writing. In the written notification, the instructor will inform the student of his/her right to request a meeting with the instructor. During the meeting, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form. If the student does not request a meeting with the instructor within five (5) business days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanction(s) outlined by the instructor in the written allegation. If the student does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

14. Within five (5) business days of meeting with the instructor, the student shall either appeal the decision to the department head or mutually resolve the matter by accepting the allegation and proposed sanction(s). No action by the student within five (5) business days of the meeting with the instructor shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the instructor, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

15. Within five (5) business days of receiving a student’s appeal, the department head must schedule a meeting with the student. The instructor may be present during the meeting. During the meeting, the department head shall complete the Academic Integrity Violation Department Head Resolution Form. Only information submitted during the meeting with the student, or in the meeting between the instructor and the student, may be considered by the department head. The evidentiary standard for making a decision shall be preponderance of the evidence. The department head may agree or disagree with the allegation(s) of the instructor. The department head may also approve, overturn, or modify the sanction(s) proposed by the instructor. If the student does not attend the scheduled meeting with the department head, the matter will be heard in absentia and shall not be subject to further review and/or appeal.

16. Within five (5) business days of meeting with the department head, the student shall either appeal the decision to an Academic Integrity Board or mutually resolve the matter by accepting the allegation and proposed sanction(s). The student must submit an appeal to the academic Dean listed on the Academic Integrity Violation Department Head Resolution Form. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the department head, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

17. Within seven (7) business days of receiving a student’s appeal, the appropriate academic Dean must schedule an Academic Integrity Board hearing with the student. The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. The instructor may be present during the hearing. Only information submitted during the hearing, or in the meetings between the instructor/department head and the student, may be considered by the hearing board. The evidentiary standard for making a decision shall be preponderance of the evidence. The hearing board may agree or disagree with the allegation(s) of the instructor. The hearing board may also approve, overturn, or modify the sanction(s) proposed by the instructor and/or department head. If the student does not attend the scheduled hearing, the
matter will be heard in absentia and shall not be subject to further review and/or appeal. Within ten (10) business days of the hearing, the appropriate academic Dean shall review pertinent records and send the student written notification of the decision of the Academic Integrity Board.

18. Within five (5) business days of receiving written notification of the decision of the Academic Integrity Board the student may accept the findings and sanctions of the board or submit an appeal to the designated academic Dean. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the Academic Integrity Board, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

19. If the student elects to file an appeal of the decision of the Academic Integrity Board, she must submit a written appeal within five (5) business days of receiving written notification of the decision of the Academic Integrity Board to the designated academic Dean. An appeal to an academic Dean must be limited to the following grounds; 1) a violation or due process or 2) a material deviation from Substantive and Procedural Standards by the UNC Board of Governors (as set forth in the UNC Manual 700.4.1).

20. If an appeal is heard by an academic Dean, s/he shall review pertinent records within ten (10) business days of receiving a valid appeal. The academic Dean may agree or disagree with the allegation(s) of the instructor. The academic Dean may also approve, overturn, or modify the sanction(s) proposed by the instructor, department head, and or Academic Integrity Board. Within five (5) days of making a decision, the academic Dean shall provide the student with a written decision. The decision of the academic Dean shall be final.

21. The student must remain enrolled in the course related to the case, and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.

22. Upon resolution of each level of the case (no matter the outcome), the instructor, department head, and academic Dean must provide the Department of Student Community Ethics with all materials and documents related to the case (i.e. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form, Department Head Resolution Form, Academic Integrity Board decision letter, academic Dean decision letter, etc…). The Department of Student Community Ethics shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy.

IV. Academic Integrity Board:

The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. Students and faculty members serving on boards for each college will be selected by each college Dean. The Department of Student Community Ethics will train all board members prior to their service on a hearing board. Each academic Dean will convene hearing boards as necessary, and will determine a faculty member to serve as chair prior to a hearing.

V. Sanctions:

The instructor, department head, Academic Integrity Board, and/or academic Dean may impose academic sanctions permitted by the institution (not to exceed receiving a grade of “F” for the course). The instructor, department head, Academic Integrity Board, and/or academic Dean may not permanently
remove the student from the course or suspend/expel the student from a program or the University. Student behavior of the magnitude to warrant consideration for permanently removal from the course or suspension/expulsion from a program or the University must be referred to the Department of Student Community Ethics.

VI. Habitual Violations of the Academic Integrity Policy:
Upon receipt of materials associated with violations of the Academic Integrity Policy, the Department of Student Community Ethics will determine if a student has previous violations of University policies. Students with a prior record of violations, or who commits a gross and/or egregious violation of the Academic Integrity Policy, will be referred to the Department of Student Community Ethics for consideration of being subject to hearing proceedings as a habitual violator. Students with three or more violations of the Academic Integrity Policy will automatically be subject to hearing proceedings as a habitual violator. Students in this category are subject to course-related sanctions imposed by the instructor, department head, Academic Integrity Board, and/or academic Dean and University-level sanctions imposed by the Department of Student Community Ethics for habitual violations of University policies.

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

Academic Calendar includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at: http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp.

Final Exam
The university final exam schedule can be found here:
http://www.wcu.edu/registrar/calendars/fall_final_exam.pdf

Fall 2015 Important Dates:
First day of Fall classes at WCU: Monday, August 17, 2015
Drop/Add: Monday, August 17, 2015 to Friday, August 21, 2015
University Closed: Monday, September 7, 2015
Fall Break: Monday, October 12, 2015 to Sunday, October 18, 2015
Last day to withdrawal with a grade of W: Monday, October 19, 2015 at 5 pm

Advising day (no classes): Tuesday, October 27, 2015

Thanksgiving Break: Wednesday, November 25, 2015 to Friday, November 27, 2015

Last day of Fall classes at WCU: Friday, December 4, 2015

Final Exams: Saturday December 5, 2015 to Friday, December 11, 2015

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

**Syllabus Updates**

This syllabus, with its course schedule, is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events. Updates will remain focused on achieving the course objectives and students will receive notification of such changes. Students will be notified of changes and are responsible for attending to such changes or modifications as distributed by the instructor or posted to Blackboard.
Appendix 3.3.3 PRM 270 Leadership and Group Dynamics in Recreation

PRM 270-02: Leadership and Group Dynamics

Parks & Recreation Management  Human Services Department

Course # & Title:  PRM 270-02: Leadership & Group Dynamics (3 credit hours)
Class Times:  Tuesday & Thursday: 8:00am-9:15am
Locations:  Reid 108 (lecture)  Reid 112A (activity space)
Instructor:  Debby Singleton, M.A., Instructor
Office:  Reid 122J
Office Hours:  Mondays & Wednesdays 10:00am-12:00pm or by appointment
Tuesdays, Thursdays, & Friday by appointment only
Phone #:  227-3971 (office)  E-mail: singleton@wcu.edu

CATALOG DESCRIPTION:  Emphasis will be placed on appropriate theories and techniques for specific clientele and the populations that are encountered as a recreational professional.

TEXT & MATERIALS:
Required Rental Textbooks:

Additional Resources (not required to purchase, most are available in the library for reference)
ONLINE RESOURCE:
http://www.teamworkandteamplay.com/resources.html

ATTIRE FOR CLASS:
During the majority of class periods we will be in the classroom with some activity interspersed. Please wear comfortable clothing that will not reveal too much of your body when you bend and
move or result in a wardrobe malfunction. Some class periods will feature activities that require athletic type clothing, the instructor will let you know in advance if that is the case.

For **presentations** in the class, students should dress in “recreation professional/business casual” attire. This may include: khaki or dark pants/Bermuda (8-10”) length shorts, polo or button down shirt, casual dress or skirt. These items are NOT considered “professional attire”: jeans, shorts that are 5” or shorter in length, t-shirts, hats, sundresses, clothes that are dirty and/or stinky, greek wear, pajamas, sweat pants, tube tops, camo attire, etc.

**COURSE OBJECTIVES:**

1. Understand the foundation of leadership theories and styles.
2. Identify the essential skills of leadership.
3. Assess leadership skills, strengths and weaknesses.
4. Practice, apply, and evaluate leadership skills.

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<tr>
<td>Partner Presentation</td>
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<tr>
<td>Group Project</td>
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<td>Activity Notebook</td>
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*Assignments or points allotted are subject to change.

**ASSIGNMENT DESCRIPTIONS:**

**Leadership Essay** (100 pts.)

Each student will write an essay describing a leader they admire. Within the essay, the student will discuss why they admire this leader. The essay will also include which leadership theory this particular leader falls under (there may be more than one). In addition, the student will discuss which styles of leadership this person uses most frequently. Finally, the student will examine their personal leadership style in comparison to the leader they admire.
• The essay will require the student to utilize 4 sources and visit the Writing Center. Sources should be cited using APA style.

1. our textbook
2. a book
3. a professional journal article
4. a reputable website
• The paper should be double-spaced, 1” margins, 12 point font, 750-1,000 words (@4-5 pages) and submitted via the Blackboard assignment module.
• For assistance composing your paper, visit the Writing Center’s website:
  • Please use APA style to document your sources.
  • Students MUST visit the Writing Center for feedback. The Writing Center requires 24 hours advance notice to make an appointment. It is WISE to book your appointment at least ONE WEEK BEFORE your essay is due! To make an appointment:

Partner Presentation (250 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. Partners must provide a copy for each class participant as well as all materials necessary for the presentation. Grades will be determined through a combination of the professor’s assessment and peer evaluations.

Group Project (250 points)
Students will work in small groups to prepare, deliver and evaluate an activity session to the class and 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, an activity, which focuses on a specific group dynamic, a problem-solving activity, and a debriefing. You will also be required to investigate research, provide
demographic data of your participants and conduct an evaluation of the activity. Possible audiences include other PRM classes, other HPE classes, nursing homes, 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 to the class and to the outside group and then complete a reflective evaluation of the experience. Groups will present their evaluation to the class during the final exam period, **Thursday, December 10, 12n-2:30pm.**

**Activity Notebook** (100 pts.) To enhance a student’s preparation for leadership and facilitation opportunities, they will compile a notebook of games, initiatives, icebreakers, activities, problem-solving, trust-building and other activities which they could use in a recreational setting. A template will be provided to the student.

**Content Quizzes** (200 pts.)
There will be approximately 4 quizzes during the course of the semester. The quizzes will cover lecture material, assigned readings, textbook chapters, experiential sessions, and more. Most of the quizzes will be given online.

**In Class Assignments & Homework** (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.

• **Extra Credit Opportunities:** Throughout the semester, I will provide opportunities for extra credit that relate to leadership & group dynamics. These may include assisting with an after school program, chaperoning a hike for elementary school students, serving as a volunteer for an outdoor related activity, assisting with Parents Night Out, or participating in a leadership opportunity. Each extra credit opportunity will be worth 10 points. **To receive the points, students must submit a written (on an index card), one paragraph summary which includes the following criteria within one week of the completed activity:**

   1. Date of activity, time served/participated
   2. Name of sponsoring organization and contact person
3. Why did you want to do this, what did you do, what did you take away from the experience?

4. Please include your name and email address (wcu please)

**Maximum amount of extra credit allowed is 30 points total.

**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 variety of extra credit options are made available throughout the semester related to PRM 270, therefore the final grade percentages are NOT rounded up.

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<th>Grade</th>
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<th>Points Range</th>
<th>Grade</th>
<th>Percent</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>101+%</td>
<td>Greater than 1000 points</td>
<td>A</td>
<td>93-100%</td>
<td>930-1000 points</td>
</tr>
<tr>
<td>A</td>
<td>90-92%</td>
<td>900-929 points</td>
<td>C</td>
<td>73-76.9%</td>
<td>730-769 points</td>
</tr>
<tr>
<td>A-</td>
<td>87-89.9%</td>
<td>870-899 points</td>
<td>C-</td>
<td>70-72.9%</td>
<td>700-729 points</td>
</tr>
<tr>
<td>B+</td>
<td>83-86.9%</td>
<td>830-869 points</td>
<td>D</td>
<td>67-69.9%</td>
<td>670-699 points</td>
</tr>
<tr>
<td>B</td>
<td>80-82.9%</td>
<td>800-829 points</td>
<td>D-</td>
<td>60-62.9%</td>
<td>600-629 points</td>
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<tr>
<td>C+</td>
<td>77-79.9%</td>
<td>770-799 points</td>
<td>F</td>
<td>Below 60%</td>
<td>599 or below</td>
</tr>
</tbody>
</table>

• For each assignment, a link in Bb will provide instructions, detailed assignment description, grading rubric, due date and submission requirements. The instructor will go over each assignment in class yet it is your responsible to read the assignment and ask questions if you do not understand something.

**Assignment Guidelines:**

1. 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. This policy includes weekend days.*

2. Please **staple** multiple page assignments together before handing them in.

3. Most of your assignments will be submitted via Blackboard.
4. Please type all assignments in a legible, easy to read font. Not typed? A deduction of 10% of overall grade.
5. Use your spell-check, grammar, and thesaurus tools, which are provided in all word document software. I deduct points for errors, PROOF YOUR WORK!
6. Assignments will either be due in Blackboard or handed in on paper in class. Emailed assignments will NOT be accepted.
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 course schedule posted in Blackboard for the most current information. *The Schedule is “Fluid”, meaning that the topics for discussion may change depending upon student participation and interest; assignment dates may change due to student input or university scheduling; or unique opportunities may present themselves and be added. Students will be notified in a timely manner of schedule changes.*

**Course Evaluation Schedule:** Students will be asked to participate in an online evaluation of this course. An email will be sent to students reminding them to complete the online course evaluations. The evaluations are scheduled to be available starting in early NOVEMBER THROUGH early DECEMBER.

**COURSE POLICIES:**

**Risk Awareness:** Students should be aware that some physical activity is expected as partial fulfillment of the requirements of the class. This includes participation in practice lessons taught by the instructor and/or peers. Students should make the instructor aware of any physical limitations that will limit participation in the class. Students will be required to complete a Risk Awareness form at the beginning of the term.

**Attendance Policy:**
This class is a PRM and RTH requirement, so it is imperative that you make every effort to attend every class.
This policy is primarily in place to encourage students to attend class and be 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.”

**Attendance is required in my classes.** When a student enrolls in my course, you implicitly accept the responsibility of participating in the classroom educational experience. Actual physical presence and participation is a key component to understanding the material.

The attitude that "I paid my money -- I have the right to skip class if I want" betrays a "consumerism" approach to education rather than the cooperative, interactive process that education has been traditionally seen to be. In general, courses in parks & recreation management tend to be participatory in nature. It is hard to gain valuable insight into leadership, group dynamics, classroom management, communication and conflict resolution if you have an “attendance is optional” attitude. I am not here to “entertain you” (although my lame joke of the day is always a crowd pleaser). I am here to share with you years of experience. It is my goal to be an active educator and an active participant in learning as well.

There are many legitimate reasons for missing a class -- illness, family crisis, transportation problems, wintry weather issues. However, skipping class to study for a midterm in another class or to complete an assignment is a sign of poor time management and poor planning and is not considered a legitimate excuse by most instructors. “I need a mental health day”, is also not an accepted excuse for missing this class.

**So here is the beta on attendance…**

**Singleton’s PRM 270 Attendance Policy:** If you miss 3 or more classes, your grade in this class may suffer. Work missed due to absences, such as quizzes or in class assignments, can NOT be made up without an university excused absence or a 24 hour pre-absence email to the
instructor explaining the nature of your intended absence. **If you miss 4 or more classes, for each absence, 3 points will be deducted from your overall final grade.**

If a **student exceeds 5 absences in the class** an email will be sent to the student notifying them of their delinquent attendance and a request to meet with the instructor personally to discuss options. Students may be asked to withdraw from the course or complete an action plan for course work.

Students may be asked to attend off campus field trips to participate in leadership and/or group activities. Transportation will not be provided, students are encouraged to car pool. Extra credit will be provided for attendance and participation.

**Summary of Attendance Policy:**

<table>
<thead>
<tr>
<th>3 absences or less</th>
<th>No Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 or more absences</td>
<td>3 points for EACH ABSENCE deducted from overall final grade</td>
</tr>
<tr>
<td>5 or more absences</td>
<td>Email from instructor, meet to discuss options</td>
</tr>
</tbody>
</table>

**It is recognized that students may have legitimate excused absences.** As noted in WCU’s **attendance policy**: The current University Class Attendance Policy is located at:

http://catalog.wcu.edu/content.php?catoid=20&navoid=346#clas_atte_poli.

**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 Blackboard.

**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 an assignment late, please refer to the penalties in the “assignment guidelines” section.

**Tardiness:**

"Better late than never" is **not** the operative proverb that justifies coming to class late and entering the classroom after the instructor has begun the class lecture or activity. It may be
permitted to be "socially late," at some informal gatherings that you frequent, yet most rules of behavior applicable to professional situations (e.g., medical appointments, job interviews, college classes, etc.) consider tardiness as unacceptable behavior.

I realize that you cannot control every circumstance such as your car breaking down or if your preceding class runs late. Normally, however, students should plan on arriving on time, and in some cases, 5 minutes early. This is an excellent opportunity to practice your professional, job-ready skills!

Entering the classroom after the instructor's presentation has started can be distracting both to the instructor as well as to other students, especially if the person arriving late walks across the length of the classroom between the instructor and the assembled students. Those who come late should seat themselves as close to the door as possible and avoid any sort of disruption.

Students who arrive late should consult other students about any announcements made at the beginning of class.

Each tardy will be recorded in the instructor’s attendance log. Three tardies will equate to ONE absence.

**E-mail Etiquette:** Electronic mail to and from your “@catamount.wcu.edu” address is the preferred method of communication. Please follow common e-mail rules:

1. Use your @catamount.wcu.edu email address
2. Use a short and accurate subject header
3. Use a proper salutation (Hello, Good Morning, Greetings, etc.)
4. Introduce yourself in the first paragraph (if needed)
5. The message body should be written in a concise and clear manner. Please do not BS or ramble. Get to the point.
6. Leave-taking (departing farewell) should be appropriate. (Respectfully, Yours sincerely, Take care, etc.)
7. Sign your email with your full (First and Last) name
8. Proofread for content, spelling and grammar.

**For the visual learners…**
If you need additional information, read this article:

https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay

**Class Disturbances:**
The standard class period (for Tuesday, Thursday classes) is 75 minutes. Please do not start putting books away, closing up notebooks, and zipping up book-bags 5 minutes before the official end of class. This can be disruptive and distracting to both the instructor and classmates. WCU provides ample time for you to get from one class to another. The campus can be easily navigated by a brisk walk in 10 minutes or less.

Students should not normally leave or re-enter the classroom during the class period. Doing this can be distracting, and can give the impression that you do not respect the educational process taking place.

The 75 minute class period is of such a length that it should be rare for someone to have to leave because of physiological needs. If illness or medication has affected your digestive rhythm or kidney functioning, and you realize that it may be necessary for you to leave during a class period, please arrive early enough to sit close to a door so that you may leave and return with a minimum of disturbance.
All attention during class should be focused on the instruction/lecture/activity. iPods and/or iPads (tablets) should not be used to check email, FaceBook, Twitter, Tumbler, SnapChat, Instagram or the latest cat video on YouTube. Cell-phones or pagers should be turned to silent. **NO TEXT MESSAGING.** **There may be classroom learning opportunities involving electronics.** When that does occur, the instructor will notify students and ask for participation via cell phone, computer or tablet.

**Quiz/Test Make Up Policy:**

If you are sick or unable to complete an online quiz/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 quiz/test, you can schedule a make-up quiz/test, which will be different from the quiz/test originally given. If you do not contact the instructor at all, you will receive a grade of zero on the quiz/test and no make-up.

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 Blackboard.

**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. Texting in class will make it more difficult for you to concentrate on the material being discussed and your grade may suffer. See the following article for more information:  [http://www.sciencedaily.com/releases/2012/04/120404101822.htm](http://www.sciencedaily.com/releases/2012/04/120404101822.htm)

- Actively listen during class discussions. Listening is not just hearing. It also involves thinking about and understanding what is being said. Doing your homework for another class, texting (which isn’t allowed), or reading for another class will distract from your ability to actively listen. *On the other hand, doodling has been shown to assist with active listening.* ☺
✓ 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 lecture 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. No food or drink (other than water) is allowed in the activity spaces.
✓ 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. The classroom door will be CLOSED once class begins.
✓ 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. Repeatedly falling asleep (more than 3 times in a one month period) will require a meeting with the instructor to discuss your sleep behavior and strategies to increase your restorative sleep time and your ability to stay alert during class.
✓ Not putting forth a sincere effort during the activity portion of course will be counted as an absence.
✓ Repeated disregard for these norms will result in removal from the class.

• 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 Blackboard.

• 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 in the syllabus).
• **Smoking policy:** Students will **not be allowed** to smoke (or dip) during class (including activity or off campus sessions). **Smoking is not permitted within 50 yards of any entrance into Reid Gym.**

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 have the opportunity to create Group Norms for the class.

**WCU Academic Integrity Policy & Reporting Policy**

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

This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.

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

**I. General:**

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

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

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

**II. Definitions:**
9. Cheating – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.

10. Fabrication – Creating and/or falsifying information or citation in any academic exercise.

11. Plagiarism – Representing the words or ideas of someone else as one’s own in any academic exercise.

12. Facilitation – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

III. Undergraduate and Graduate Academic Integrity Process:

23. Within five (5) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, s/he will inform his/her department head (or associate Dean of the graduate school when applicable) in writing of the allegation and proposed sanction(s).

24. Within ten (10) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform the student of the allegation, including the proposed sanction(s), in writing. In the written notification, the instructor will inform the student of his/her right to request a meeting with the instructor. During the meeting, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form. If the student does not request a meeting with the instructor within five (5) business days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanction(s) outlined by the instructor in the written allegation. If the student does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

25. Within five (5) business days of meeting with the instructor, the student shall either appeal the decision to the department head or mutually resolve the matter by accepting the allegation and proposed sanction(s). No action by the student within five (5) business days of the meeting with the instructor shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the instructor, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

26. Within five (5) business days of receiving a student’s appeal, the department head must schedule a meeting with the student. The instructor may be present during the meeting. During the meeting, the department head shall complete the Academic Integrity Violation Department Head Resolution Form. Only information submitted during the meeting with the student, or in the meeting between the instructor and the student, may be considered by the department head. The evidentiary standard for making a decision shall be preponderance of the evidence. The department head may agree or disagree with the allegation(s) of the instructor. The department head may also approve, overturn, or modify the sanction(s) proposed by the instructor. If the student does not attend the scheduled meeting with the department head, the matter will be heard in absentia and shall not be subject to further review and/or appeal.

27. Within five (5) business days of meeting with the department head, the student shall either appeal the decision to an Academic Integrity Board or mutually resolve the
matter by accepting the allegation and proposed sanction(s). The student must submit an appeal to the academic Dean listed on the Academic Integrity Violation Department Head Resolution Form. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the department head, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

28. Within seven (7) business days of receiving a student’s appeal, the appropriate academic Dean must schedule an Academic Integrity Board hearing with the student. The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. The instructor may be present during the hearing. Only information submitted during the hearing, or in the meetings between the instructor/department head and the student, may be considered by the hearing board. The evidentiary standard for making a decision shall be preponderance of the evidence. The hearing board may agree or disagree with the allegation(s) of the instructor. The hearing board may also approve, overturn, or modify the sanction(s) proposed by the instructor and/or department head. If the student does not attend the scheduled hearing, the matter will be heard in absentia and shall not be subject to further review and/or appeal. Within ten (10) business days of the hearing, the appropriate academic Dean shall review pertinent records and send the student written notification of the decision of the Academic Integrity Board.

29. Within five (5) business days of receiving written notification of the decision of the Academic Integrity Board the student may accept the findings and sanctions of the board or submit an appeal to the designated academic Dean. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the Academic Integrity Board, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

30. If the student elects to file an appeal of the decision of the Academic Integrity Board, she must submit a written appeal within five (5) business days of receiving written notification of the decision of the Academic Integrity Board to the designated academic Dean. An appeal to an academic Dean must be limited to the following grounds; 1) a violation or due process or 2) a material deviation from Substantive and Procedural Standards by the UNC Board of Governors (as set forth in the UNC Manual 700.4.1).

31. If an appeal is heard by an academic Dean, s/he shall review pertinent records within ten (10) business days of receiving a valid appeal. The academic Dean may agree or disagree with the allegation(s) of the instructor. The academic Dean may also approve, overturn, or modify the sanction(s) proposed by the instructor, department head, and/or Academic Integrity Board. Within five (5) days of making a decision, the academic Dean shall provide the student with a written decision. The decision of the academic Dean shall be final.

32. The student must remain enrolled in the course related to the case, and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.
33. Upon resolution of each level of the case (no matter the outcome), the instructor, department head, and academic Dean must provide the Department of Student Community Ethics with all materials and documents related to the case (i.e. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form, Department Head Resolution Form, Academic Integrity Board decision letter, academic Dean decision letter, etc…). The Department of Student Community Ethics shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy.

IV. Academic Integrity Board:

The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. Students and faculty members serving on boards for each college will be selected by each college Dean. The Department of Student Community Ethics will train all board members prior to their service on a hearing board. Each academic Dean will convene hearing boards as necessary, and will determine a faculty member to serve as chair prior to a hearing.

V. Sanctions:

The instructor, department head, Academic Integrity Board, and/or academic Dean may impose academic sanctions permitted by the institution (not to exceed receiving a grade of “F” for the course). The instructor, department head, Academic Integrity Board, and/or academic Dean may not permanently remove the student from the course or suspend/expel the student from a program or the University. Student behavior of the magnitude to warrant consideration for permanently removal from the course or suspension/expulsion from a program or the University must be referred to the Department of Student Community Ethics.

VI. Habitual Violations of the Academic Integrity Policy:

Upon receipt of materials associated with violations of the Academic Integrity Policy, the Department of Student Community Ethics will determine if a student has previous violations of University policies. Students with a prior record of violations, or who commits a gross and/or egregious violation of the Academic Integrity Policy, will be referred to the Department of Student Community Ethics for consideration of being subject to hearing proceedings as a habitual violator. Students with three or more violations of the Academic Integrity Policy will automatically be subject to hearing proceedings as a habitual violator. Students in this category are subject to hearing proceedings as a habitual violator. Additional information is available on the Student Success website under Student Community Ethics.
**Students who are caught cheating, fabricating, plagiarizing or facilitating academic dishonesty, will receive a grade of F in this course.**

**Accommodations for Students with Disabilities:**

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

**Student Support Services:**

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

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

**Civility and Ground Rules:**

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

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


**SafeAssign Tool:**

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

**Writing & Learning Commons (WaLC)**

The Writing and Learning Commons (WaLC) is a free student service, located in BELK 207, providing course tutoring, writing tutoring, academic skills consultations, international student consultations, graduate and professional exam preparation resources, and online writing and learning resources for all students. To schedule tutoring appointments, visit the WaLC homepage (http://walc.wcu.edu) or call 828-227-2274.
Blackboard Support

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

Drop/Add courses through MyCat until Friday, August 21st at 5:00 pm. The withdrawal period begins Monday, August 24th. To "Withdraw from a course, access the Course Withdrawal Form on -line at www.wcu.edu/registrar under "Forms & Resources". Complete and submit to the One-Stop, 1st floor, Killian Annex or fax to 828-227-7217 for processing. To "Withdraw" from the University (All Classes) contact the Advising Center at (828-227-7753) or visit 2nd floor, Killian Annex. The last date to drop with a W is Monday, October 19th.

Please be advised of WCU’s Finish in Four and the UNC Board of Governor’s Fostering Candidate Success Initiative which update policies pertaining to academic standing, course withdrawal and grade replacement. To be brief, beginning in the fall of 2014 candidates must complete 67% of their attempted semester hours; candidates may withdraw from 16 hours maximum. Any withdrawals beyond the limit will result in a WF which will affect the semester and cumulative GPA as if it were an F; and candidates may repeat a maximum of 16 credit hours. Please see http://www.wcu.edu/about-wcu/leadership/office-of-the-provost/candidate-success/Finish-In-Four/Academic-Progress-Policies.asp for the full policy description.

Grading and Quality Point System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
<th>Grade</th>
<th>Interpretation</th>
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<td></td>
<td>Quality Points per Semester Hour</td>
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</tr>
<tr>
<td>A+</td>
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<tr>
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<tr>
<td>A+</td>
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<tr>
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<td>Audit</td>
<td>--</td>
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<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.3</td>
<td>Audit</td>
<td>--</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
<td>Audit</td>
<td>--</td>
</tr>
<tr>
<td>C-</td>
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<td>Audit</td>
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</tr>
<tr>
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<td>Poor</td>
<td>1.3</td>
<td>Audit</td>
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</tr>
<tr>
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<td>Poor</td>
<td>1.0</td>
<td>Audit</td>
<td>--</td>
</tr>
<tr>
<td>D-</td>
<td>Poor</td>
<td>.7</td>
<td>Audit</td>
<td>--</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
<td>Audit</td>
<td>--</td>
</tr>
</tbody>
</table>

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

**Academic Calendar:** includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at: [http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp](http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp).

**Final Exam:** The university final exam schedule can be found here: [http://www.wcu.edu/registrar/calendars/fall_final_exam.pdf](http://www.wcu.edu/registrar/calendars/fall_final_exam.pdf)

**Important Dates:**
- First day of Fall classes at WCU: Monday, August 17, 2015
- Drop/Add: Monday, August 17, 2015 to Friday, August 21, 2015
- University closed: Monday, September 7, 2015
- Fall break: Monday, October 12, 2015 to Sunday, October 18, 2015
- Last day to withdrawal with a grade of W: Monday, October 19, 2015 at 5 pm
- Advising day (no classes): Tuesday, October 27, 2015
- Thanksgiving break: Wednesday, November 25, 2015 to Friday, November 27, 2015
- Last day of Fall classes at WCU: Friday, December 4, 2015
- Final Exams: Saturday December 5, 2015 to Friday, December 11, 2015
- Grades due to the Registrar: Monday, December 14, 2015

**Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.**
Appendix 3.3.4 PRM 321 Outdoor Education and Interpretation

PRM 321 Outdoor Education and Interpretation

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/phipps](http://paws.wcu.edu/phipps)

IV. **Office Hours:** A posted

V. **Meeting day, time and classroom:** Tuesday & Thursday 11:00 -12:15pm KL 220

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 (groups of 4). 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

IX. Grading:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation on Visits</td>
<td>10%</td>
</tr>
<tr>
<td>Project Wild</td>
<td>10%</td>
</tr>
<tr>
<td>Teaching assignment or display or video</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>94-100</td>
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<tr>
<td>A</td>
<td>90-93</td>
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<tr>
<td>A-</td>
<td>87-89</td>
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<tr>
<td>B+</td>
<td>84-86</td>
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<tr>
<td>B</td>
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<td>75-78</td>
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<tr>
<td>C</td>
<td>72-74</td>
</tr>
<tr>
<td>C-</td>
<td>69-71</td>
</tr>
<tr>
<td>D+</td>
<td>66-68</td>
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<tr>
<td>D</td>
<td>63-65</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

A = Outstanding
B = Good
C = Average
D = Poor

Assignments
Journal (Individual)
Your journal will be an artifact that you can include in your portfolio. It should reflect important points from the readings, classes, visits Project Wild and anything you come across that is pertinent. 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. Practice penmanship for this. Get an impressive looking journal.

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 doubles 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)
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 - accompanied by a three-page paper detailing the specific techniques (from the design text) used to design the display.

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:

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or jalexis@wcu.edu You may also visit the office’s website: disability.wcu.edu
Appendix 3.3.5 PRM 333 Outdoor Instruction

PRM 333 Outdoor Instruction

Course Description: Teaching techniques for outdoor instructors. Participation in a multi day field trip is required where teaching skills will be applied as a lab.

VI. Pre-requisite: PRM 254 (re-read the Wilderness Handbook)

VII. Credit Hours: Four (3 lecture and 1 lab)

VIII. Instructor: Maurice Phipps
Reid Gym Phone: 227-3844

IV. Office Hours: A posted

V. Meeting day, time and classroom: Tuesday & Thursday 11:00 -12:15pm Reid 122H plus a weekend camping trip

VI. Goals and Objectives:
Upon successful completion of this course, students will be able to:

1. Apply the following concepts to their outdoor teaching
   - Effective Characteristics of Outdoor Instructors
   - Experiential education
   - Other educational theories relevant to the outdoors
   - Arousal levels
   - Motivation
   - Perception
   - Communication
   - Group Dynamics

2. Facilitate initiatives at different levels.
3. Plan and practice cooperative learning lessons.
4. Measure and evaluate their own and other students’ performance using the Instructor Effectiveness Check Sheet and Instructor Effectiveness Questionnaire.
5. Use the above instruments to analyze their future teaching.

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

8. Reading and discussion: Assigned readings for each class will form the basis for discussion. Readings will include text books, chapters on Blackboard, hand outs, and journals in the “library”.
9. Lecture: There will be some lectures
10. 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 examination is taken individually – the studying is cooperative.

11. Assignments
   - Teaching and Learning Journal detailing observations and analysis for all the field trip and pre-field trip classes
   - Lesson plan for the selected teaching activity
   - Teaching Analysis (self critique) of the student’s own lesson
   Detailed rubrics will be given for the above assignments.
   - Mid Term Examination
VIII. Required Textbooks:
Chapters from *Outdoor Instruction: Teaching Concepts for Outdoor Instructors* (unpublished manuscript) on Blackboard.

Inventories: *The Instructor Effectiveness Questionnaire (IEQ)* and *The Instructor Effectiveness Check Sheet (IEC)*

**These will be on Blackboard**

**Additional Resources for Lesson Plans**


These can be bought online, but will be available for use in the Green Room.
Alternate resources could also be researched through the library for specific lessons.

IX. Grading:  
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Journal using the IEQ/IEC</td>
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</tr>
<tr>
<td>Lesson Plan</td>
<td>20%</td>
</tr>
<tr>
<td>Teaching Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-term examination</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

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 also distracts others around you.

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A = Outstanding  
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C. Plagiarism--Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.
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**Students with Disabilities:**

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Appendix 3.3.6 PRM 340 Challenge Course Facilitation

PRM 340 Challenge Course Facilitation

Fall 2015

Class meeting: 1:25 pm - 4:25 pm Wed
Location: Reid 108 WCU and Moonshadow Learning Services, 617 Olivet Church Rd, Whittier, NC 28789

Instructor Information
Instructor: Todd Murdock
Email: tmurdock@wcu.edu
Phone Contacts: Office: 227-3482 Department: 227-3278

I. Rationale/Purpose
This is a training course for individuals who want to use Adventure activities in a setting where behavior change, instruction, or personal growth through small group intervention is the goal. This class design is experiential, You will experience being a participant in an adventure (challenge course) setting. Students will be expected to facilitate activities and be given feedback by the participants.

II. Course Aims and Objectives:
3. Students will understand the operation and application of Ropes Course Technology
4. Students will be proficient in at least 5 debriefing techniques
5. Students will be able to set up and facilitate at least 8 low ropes elements
6. Students will be proficient in the use of at least 5 knots used in Ropes Course Technology
7. Students will understand and demonstrate the application of safety principles as applied on a ropes course

III. Course Materials
The Complete Ropes Course Manual - Karl Rohnke, Don Rogers, Jim Wall, Catherine Tait

Evaluation:
Attendance = 60%, Tests = 25%, Class Presentation / Project = 15%
Additional, Materials, Equipment or Skills:

This course meets off campus at Moonshadow Learning Services, 617 Olivet Church Rd, Whittier, NC 28789. Transportaion to Moonshadow Learning Services is NOT provided.

IV. Faculty Expectations of Students/Course Policies

Attendance:
Attendance is required for this course. Because this is an experiential course, it is imperative that all students do their best to attend sessions. If agreeable to the group, we may choose a Saturday during the semester to save ourselves set up and take down times to allow us greater efficiency.

Timely Submissions
Work is not accepted late without penalty. If you need an extension for an assignment or to report illnesses that cause delays, delayed grades, or other issues related to timely completion of course activities please do so as soon as is practicable.

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

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

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

Each student may possess different ideas, as well as different ways of communicating those ideas. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry. Keep in mind, there is no tobacco use allowed during course sessions at Moonshadow.

This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.

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

I. General:

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

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

II. Definitions:

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

III. Undergraduate and Graduate Academic Integrity Process:

34. Within five (5) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, s/he will inform his/her department head (or associate Dean of the graduate school when applicable) in writing of the allegation and proposed sanction(s).
35. Within ten (10) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform the student of the allegation, including the proposed sanction(s), in writing. In the written notification, the instructor will inform the student of his/her right to request a meeting with the instructor. During the meeting, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form. If
the student does not request a meeting with the instructor within five (5) business days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanction(s) outlined by the instructor in the written allegation. If the student does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

36. Within five (5) business days of meeting with the instructor, the student shall either appeal the decision to the department head or mutually resolve the matter by accepting the allegation and proposed sanction(s). No action by the student within five (5) business days of the meeting with the instructor shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the instructor, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

37. Within five (5) business days of receiving a student’s appeal, the department head must schedule a meeting with the student. The instructor may be present during the meeting. During the meeting, the department head shall complete the Academic Integrity Violation Department Head Resolution Form. Only information submitted during the meeting with the student, or in the meeting between the instructor and the student, may be considered by the department head. The evidentiary standard for making a decision shall be preponderance of the evidence. The department head may agree or disagree with the allegation(s) of the instructor. The department head may also approve, overturn, or modify the sanction(s) proposed by the instructor. If the student does not attend the scheduled meeting with the department head, the matter will be heard in absentia and shall not be subject to further review and/or appeal.

38. Within five (5) business days of meeting with the department head, the student shall either appeal the decision to an Academic Integrity Board or mutually resolve the matter by accepting the allegation and proposed sanction(s). The student must submit an appeal to the academic Dean listed on the Academic Integrity Violation Department Head Resolution Form. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the department head, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

39. Within seven (7) business days of receiving a student’s appeal, the appropriate academic Dean must schedule an Academic Integrity Board hearing with the student. The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. The instructor may be present during the hearing. Only information submitted during the hearing, or in the meetings between the instructor/department head and the student, may be considered by the hearing board. The evidentiary standard for making a decision shall be preponderance of the evidence. The hearing board may agree or disagree with the allegation(s) of the instructor. The hearing board may also approve, overturn, or modify the sanction(s) proposed by the instructor and/or department head. If the student does not attend the scheduled hearing, the matter will be heard in absentia and shall not be subject to further review and/or appeal. Within ten (10) business days of the hearing, the appropriate academic Dean shall review pertinent records and send the student written notification of the decision of the Academic Integrity Board.

40. Within five (5) business days of receiving written notification of the decision of the Academic Integrity Board the student may accept the findings and sanctions of the board
or submit an appeal to the designated academic Dean. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the Academic Integrity Board, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

41. If the student elects to file an appeal of the decision of the Academic Integrity Board, she must submit a written appeal within five (5) business days of receiving written notification of the decision of the Academic Integrity Board to the designated academic Dean. An appeal to an academic Dean must be limited to the following grounds; 1) a violation or due process or 2) a material deviation from Substantive and Procedural Standards by the UNC Board of Governors (as set forth in the UNC Manual 700.4.1).

42. If an appeal is heard by an academic Dean, s/he shall review pertinent records within ten (10) business days of receiving a valid appeal. The academic Dean may agree or disagree with the allegation(s) of the instructor. The academic Dean may also approve, overturn, or modify the sanction(s) proposed by the instructor, department head, and/or Academic Integrity Board. Within five (5) days of making a decision, the academic Dean shall provide the student with a written decision. The decision of the academic Dean shall be final.

43. The student must remain enrolled in the course related to the case, and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.

44. Upon resolution of each level of the case (no matter the outcome), the instructor, department head, and academic Dean must provide the Department of Student Community Ethics with all materials and documents related to the case (i.e. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form, Department Head Resolution Form, Academic Integrity Board decision letter, academic Dean decision letter, etc...). The Department of Student Community Ethics shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy.

IV. Academic Integrity Board:

The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. Students and faculty members serving on boards for each college will be selected by each college Dean. The Department of Student Community Ethics will train all board members prior to their service on a hearing board. Each academic Dean will convene hearing boards as necessary, and will determine a faculty member to serve as chair prior to a hearing.

V. Sanctions:

The instructor, department head, Academic Integrity Board, and/or academic Dean may impose academic sanctions permitted by the institution (not to exceed receiving a grade of “F” for the course). The instructor, department head, Academic Integrity Board, and/or academic Dean may not permanently remove the student from the course or suspend/expel the student from a program or the University. Student behavior of the magnitude to warrant consideration for permanently removal from the course or suspension/expulsion from a program or the University must be referred to the Department of Student Community Ethics.
VI. Habitual Violations of the Academic Integrity Policy:

Upon receipt of materials associated with violations of the Academic Integrity Policy, the Department of Student Community Ethics will determine if a student has previous violations of University policies. Students with a prior record of violations, or who commits a gross and/or egregious violation of the Academic Integrity Policy, will be referred to the Department of Student Community Ethics for consideration of being subject to hearing proceedings as a habitual violator. Students with three or more violations of the Academic Integrity Policy will automatically be subject to hearing proceedings as a habitual violator. Students in this category are subject to course-related sanctions imposed by the instructor, department head, Academic Integrity Board, and/or academic Dean and University-level sanctions imposed by the Department of Student Community Ethics for habitual violations of University policies.

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

VI. Resources

Writing and Learning Commons (WaLC):

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

Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking (http://www.wcu.edu/academics/edoutreach/distance-online-programs/student-resources/services-for-distance-students.asp) and the WaLC’s online resources.

Math Tutoring Center:

The Mathematics Tutoring Center provides tutoring in all lower-division math and many CS courses (455 Stillwell, http://mathlab.wcu.edu, 828-227-3830), help with mathematical concepts in other disciplines, and workshops on study skills specific to mathematics courses. Tutoring is
available on a drop-in basis, 9 am – 5 pm and 6 - 9 pm Monday-Thursday, and 9 am – 5 pm on Friday.

**Blackboard Support:**

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

**VII. Grading Procedures:**

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

Letter grades will be assigned according to the following:

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

**IX. Tentative Course Schedule**

May change to accommodate guest presenters & student needs

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>19</td>
<td>Intro to class, logistics, policies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CYC, FVC, Experiential Learning Cycle, Goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overview of MLS Challenge Course,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>26</td>
<td>Practical Application – Low Ropes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monitoring Safety of groups and activities</td>
</tr>
<tr>
<td>September</td>
<td>2</td>
<td>Practical Application – Low Ropes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GRABBS, Tuckmann’s Group Development, Sequencing</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Overview of Challenge Course Technical Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practical Application – Low Ropes</td>
</tr>
</tbody>
</table>
Metaphors and Analogies
Involving Groups in monitoring Safety

16 Practical Application – Low Ropes
  CC Facilitator Responsibilities
  Goal Setting
23 Practical Application – Low Ropes
  Program Design, Sequencing
30 Intro to High Ropes - Safety
  Practical Application
  Technical Skills

October

  7 No class - Fall break
14 High Ropes Practical Application
  Program Design & High Ropes Use
  Rescue Scenarios
21 Student Co-Leading Rotation
  Video Review
28 Rotation #2
  Video Review

November

  4 Rotation #3
  Video Review
11 Rotation #4
  Video Review
18 Rotation #5
  Video Review
25 Rotation #6 (if needed)

December

  2 WCU reading day
  9 Finals

Academic Calendar (Required): includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at: http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp.
Final Exam: The university final exam schedule can be found here:
http://www.wcu.edu/registrar/calendars/fall_final_exam.pdf

Important Dates:
First day of Fall classes at WCU: Monday, August 17, 2015
Drop/Add: Monday, August 17, 2015 to Friday, August 21, 2015
University closed: Monday, September 7, 2015
Fall break: Monday, October 12, 2015 to Sunday, October 18, 2015
Last day to withdrawal with a grade of W: Monday, October 19, 2015 at 5 pm
Advising day (no classes): Tuesday, October 27, 2015
Thanksgiving break: Wednesday, November 25, 2015 to Friday, November 27, 2015
Last day of Fall classes at WCU: Friday, December 4, 2015
Final Exams: Saturday December 5, 2015 to Friday, December 11, 2015
Grades due to the Registrar: Monday, December 14, 2015

Tips for Success (Advice from previous students):
[Share strategies for students to be successful in this course.]

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

[Special thanks to Cornell University’s Center for Teaching Excellence for providing parts of this template. See http://www.cte.cornell.edu/}
Appendix 3.3.7 PRM 350 University and Career Planning in PRM

PRM 350-01: University & Career Planning in PRM
Parks & Recreation Management
Department of Human Services
Fall 2015

Course # & Title: PRM 350-01: University & Career Planning (1 credit hour)
Class Times: Wednesdays: 8:00am-8:50am
Location: Reid 108
Instructor: Debby Singleton, M.A., Instructor
Office: Reid 122-J
Office Hours: Mondays & Wednesdays 10:00am-12:00pm or by appointment
Tuesdays, Thursdays, & Friday by appointment only
Phone #: 227-3971 (office) E-mail: singleton@wcu.edu

COURSE DESCRIPTION: This course is designed to assist and guide students’ preparation for service, graduation requirements and career development.

PURPOSE: The work completed in this course sets the foundation for projects and assignments in future PRM courses including PRM 370: Internship Orientation and PRM 495: Senior Seminar. In addition, students become active, engaged participants in their academic success and career.

COURSE OBJECTIVES:
1. Students will create an effective resume, which can be uploaded to digital employment sites and featured in their interview portfolio.

2. Students will read, review and be assessed on the PRM Student Handbook. Students will understand the requirements of being a PRM major, know about course pre-requisites, deadlines, and navigating through the WCU system.

3. Students will analyze and synthesize where they are in their university progress and where they aim to go regarding their career through self-inventory worksheets, research, discussion, and the completion of a synthesis paper.

4. Students will learn how to use obtain and read a degree audit/evaluation, transcript and how to apply for graduation at the correct time.

5. Students will research options for their Capstone Internship and share these findings with the class through an online discussion forum.

6. Students will begin the compilation of an Interview Portfolio, by purchasing a portfolio for hard copies and creating a digital presence with electronic files. This process includes collecting the appropriate professional documents and making note of future class projects they need to save.
REQUIRED RESOURCES:
• PRM Student Handbook and Capstone Internship Manual. Copies are located in Bb. Please save the pdfs of the handbooks to your computer and bring to class when requested.
• WCU Career Services and Cooperative Education website: http://www.wcu.edu/academics/campus-academic-resources/career-services-and-cooperative-education/information-for-students-and-alumni/
• LinkedIn website: https://www.linkedin.com/

COURSE ASSIGNMENTS:
Assignment Points
Handbook Quiz 100
Career Choices Worksheet 100
Resume 100
Synthesis Paper 100
Synthesis Discussion Online 100
Portfolio (hard copy in bound portfolio) 100
Portfolio (digital presence) 100

Total Points 700
*Class assignments and points may be updated, deleted, or changed during the semester. Students will be consulted.

GRADING SCALE:
A+ >101%
A  93-100%  C  73-76.9%
A-  90-92%  C-  70-72.9%
B+  87-89.9%  D+  67-69.9%
B  83-86.9%  D  63-66.9%
B-  80-82.9%  D-  60-62.9%
C+  77-79.9%  F  Below 60%

**I do not round up FINAL grades at the end of the semester because I generally offer extra credit.

Brief Description of COURSE REQUIREMENTS/ASSIGNMENTS:
• For each assignment, a link in Bb will provide instructions, detailed assignment description, grading rubric, due date and submission requirements. The instructor will go over each assignment in class but it is your responsibility to read the assignment and ask questions if you do not understand something.
• Career Choices Worksheet: This worksheet is a self-reflection on your academic and career choices.
• Handbook Quiz: Study the PRM Student Handbook. A quiz will be given in class (closed book).
• Resume: Students will create a professional resume utilizing the template provided. The first draft will be critiqued in class by your peers (not graded). The second draft will be graded by the instructor. *Please visit Career Services and meet with a Career Mentor to have them critique your resume prior to turning it in for a grade. You will turn in your resume for a 3rd time in your interview portfolio.
• Synthesis Paper: This assignment will require you to reflect upon where you are in your current academic career at WCU, steps you need to take to graduate and an exploration of your future goals. Requirements for the paper include at least 3 pages, double-spaced, 1” margins, APA format, references page. You will submit the paper in class and online.

• Synthesis Presentation: Each student will prepare a 5 slide power-point presentation on their synthesis paper which will be shared online with a discussion group. Students in the group will discuss the presentations and provide a peer grade.

• Portfolio (hard copy): You will be required to turn in an interview portfolio utilizing a professional looking binder. Items required include your resume, certificates, any projects completed so far, etc.

• Portfolio (digital): Same as hard copy portfolio yet the materials will be uploaded to a digital platform such as LinkedIn, a blog or website.

• Extra Credit Opportunities: Throughout the semester, I will provide opportunities for extra credit that relate to career planning or professional development. These may include assisting with a PRM program, attending the Etiquette Dinner, attending the Career Fairs, attending a presentation, or participating in a conference, etc. Each extra credit opportunity will be worth 10 points. To receive the points, students must submit a written (on an index card), one paragraph summary which includes the following criteria within one week of the completed activity:
  1. Date of activity, time served/participated
  2. Name of sponsoring organization and contact person
  3. Why did you want to do this, what did you do, what did you take away from the experience?
  4. Please include your name and email address (wcu please)

**Maximum amount of extra credit allowed is 30 points total.

Assignment Guidelines:
1. 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. This policy includes weekend days.
2. Please staple multiple page assignments together before handing them in.
3. Most of your assignments will be submitted via Blackboard.
4. Please type all assignments in a legible, easy to read font. Not typed? A deduction of 10% of overall grade.
5. Use your spell-check, grammar, and thesaurus tools, which are provided in all word document software. I deduct points for errors, PROOF YOUR WORK!
6. Assignments will either be due in Blackboard and/or handed in on paper in class. Emailed assignments will NOT be accepted.
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 course schedule posted in Blackboard for the most current information. *The Schedule is “Fluid”, meaning that the topics for discussion may change depending upon student participation and interest; assignment dates may change due to student input or university scheduling; or unique opportunities may present themselves and be added. Students will be notified in a timely manner of schedule changes.
Course Evaluation Schedule: Students will be asked to participate in an online evaluation of this course. An email will be sent to students reminding them to complete the online course evaluations. The evaluations are scheduled to be available starting early NOVEMBER THROUGH early DECEMBER.

CAMPUS RESOURCES:

Writing & Learning Commons (WaLC):
The Writing and Learning Commons (WaLC) is a free student service, located in BELK 207, providing course tutoring, writing tutoring, academic skills consultations, international student consultations, graduate and professional exam preparation resources, and online writing and learning resources for all students. To schedule tutoring appointments, visit the WaLC homepage (http://walc.wcu.edu) or call 828-227-2274.

Math Tutoring Center:
The Mathematics Tutoring Center provides tutoring in all lower-division math and many CS courses (455 Stillwell, http://mathlab.wcu.edu, 828-227-3830), help with mathematical concepts in other disciplines, and workshops on study skills specific to mathematics courses. Tutoring is available on a drop-in basis, 9 am – 5 pm and 6 - 9 pm Monday-Thursday, and 9 am – 5 pm on Friday.

Career Services and Cooperative Education located second floor, #205 of Killian Annex. They can help students with career counseling, building a professional resume and cover letter, and help develop interview skills. Check out their website; http://www.wcu.edu/academics/campus-academic-resources/career-services-and-cooperative-education/

These are FREE services for WCU students!

Attendance Policy:
This class is an upper level PRM requirement that only meets one time per week, so it is imperative that you make every effort to attend every class.
This policy is primarily in place to encourage students to attend class and be 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.”

Attendance is required in my classes. When a student enrolls in my course, you implicitly accept the responsibility of participating in the classroom educational experience. Actual physical presence and participation is a key component to understanding the material. The attitude that "I paid my money -- I have the right to skip class if I want" betrays a "consumerism" approach to education rather than the cooperative, interactive process that
education has been traditionally seen to be. In general, courses in parks & recreation management tend to be participatory in nature. It is hard to gain valuable insight into the content of this course if you have an “attendance is optional” attitude. I am not here to “entertain you” (although my lame joke of the day is always a crowd pleaser). I am here to share with you years of experience. It is my goal to be an active educator and an active participant in learning as well. There are many legitimate reasons for missing a class -- illness, family crisis, transportation problems, wintry weather issues. However, skipping class to study for a midterm in another class or to complete an assignment is a sign of poor time management and poor planning and is not considered a legitimate excuse by most instructors. “I need a mental health day”, is also not an accepted excuse for missing this class.

So here is the beta on attendance…

Singleton’s PRM 350 Attendance Policy: If you miss more than 2 classes, your grade in this class may suffer. Work missed due to absences, such as quizzes or in class assignments, can NOT be made up without an university excused absence or a 24 hour pre-absence email to the instructor explaining the nature of your intended absence. If you miss 3 or more classes, for each absence, 3 points will be deducted from your overall final grade.

If a student exceeds 4 absences in the class an email will be sent to the student notifying them of their delinquent attendance and a request to meet with the instructor personally to discuss options. Students may be asked to withdraw from the course or complete an action plan for course work.

Students may be asked to attend off campus field trips to commercial recreation based businesses. Transportation will not be provided, students are encouraged to car pool. Extra credit will be provided for attendance and participation.

Summary of Attendance Policy:
2 absences or less No Penalty
3 or more absences 3 points for EACH ABSENCE deducted from overall final grade
4 or more absences Email from instructor, meet to discuss options

It is recognized that students may have legitimate excused absences. As noted in WCU’s attendance policy: The current University Class Attendance Policy is located at:
http://catalog.wcu.edu/content.php?catoid=20&navoid=346#clas_attendance_poli.

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 Blackboard.

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 an assignment late, please refer to the penalties in the “assignment guidelines” section.

Tardiness:
"Better late than never" is not the operative proverb that justifies coming to class late and entering the classroom after the instructor has begun the class lecture or activity. It may be permitted to be "socially late," at some informal gatherings that you frequent, yet most rules of
behavior applicable to professional situations (e.g., medical appointments, job interviews, college classes, etc.) consider tardiness as unacceptable behavior.

I realize that you cannot control every circumstance such as your car breaking down or if your preceding class runs late. Normally, however, students should plan on arriving on time, and in some cases, 5 minutes early. This is great practice for your career!

Entering the classroom after the instructor’s presentation has started can be distracting both to the instructor as well as to other students, especially if the person arriving late walks across the length of the classroom between the instructor and the assembled students. Those who come late should seat themselves as close to the door as possible and avoid any sort of disruption.

Students who arrive late should consult other students about any announcements made at the beginning of class.

Each tardy will be recorded in the instructor’s attendance log. Three tardies will equate to ONE absence.

E-mail Etiquette: Electronic mail to and from your “@catamount.wcu.edu” address is the preferred method of communication. Please follow common e-mail rules:
1. Use your @catamount.wcu.edu email address
2. Use a short and accurate subject header
3. Use a proper salutation (Hello, Good Morning, Greetings, etc.)
4. Introduce yourself in the first paragraph (if needed)
5. The message body should be written in a concise and clear manner. Please do not BS or ramble. Get to the point.
6. Leave-taking (departing farewell) should be appropriate. (Respectfully, Yours sincerely, Take care, etc.)
7. Sign your email with your full (First and Last) name
8. Proofread for content, spelling and grammar.

For the visual learners…

If you need additional information, read this article:
https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay

Class Disturbances:
The standard class period (for Monday, Wednesday, Friday) is 50 minutes. Please do not start putting books away, closing up notebooks, and zipping up book-bags 5 minutes before the official end of class. This can be disruptive and distracting to both the instructor and classmates. WCU provides ample time for you to get from one class to another. The campus can be easily navigated by a brisk walk in 10 minutes or less.

Students should not normally leave or re-enter the classroom during the class period. Doing this can be distracting, and can give the impression that you do not respect the educational process taking place.
The 50 minute class period is of such a length that it should be rare for someone to have to leave because of physiological needs. If illness or medication has affected your digestive rhythm or kidney functioning, and you realize that it may be necessary for you to leave during a class period, please arrive early enough to sit close to a door so that you may leave and return with a minimum of disturbance.

All attention during class should be focused on the instruction/lecture/activity. iPods and/or iPads (tablets) should not be used to check email, FaceBook, Twitter, Tumbler, SnapChat, Instagram or the latest cat video on YouTube. Cell-phones or pagers should be turned to silent. NO TEXT MESSAGING. **There may be classroom learning opportunities involving electronics. When that does occur, the instructor will notify students and ask for participation via cell phone, computer or tablet.

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. Texting in class will make it more difficult for you to concentrate on the material being discussed and your grade may suffer. See the following article for more information: http://www.sciencedaily.com/releases/2012/04/120404101822.htm
- Actively listen during class discussions. Listening is not just hearing. It also involves thinking about and understanding what is being said. Doing your homework for another class, texting (which isn’t allowed), or reading for another class will distract from your ability to actively listen. On the other hand, doodling has been shown to assist with active listening.
- 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, but removed if guest speakers or other PRM-HS faculty attend class to observe.
- Dress appropriate for the class. Occasionally we may have guest speakers and this is a great opportunity to network. Your appearance on those days should be “recreational professional”.
- 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. The classroom door will be CLOSED once class begins.
- 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.

Repeatedly falling asleep (more than 3 times in a one month period) will require a meeting with
the instructor to discuss your sleep behavior and strategies to increase your restorative sleep time and your ability to stay alert during class.

Repeated disregard for these norms will result in removal from the class.

- 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 Blackboard.

- 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 in the syllabus).

- Smoking policy: Students will not be allowed to smoke or dip during class (including activity or off campus sessions). Smoking is not permitted within 50 yards of any entrance into Reid Gym.

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.

Other Administrative Information

WCU Academic Integrity Policy & Reporting Policy
"I will practice personal and academic integrity" – WCU Community Creed
This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.
Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see ArticleVII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

I. General:
This policy addresses academic integrity violations of undergraduate and graduate students. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community.
Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to an including a final grade of “F” in the course in which the violation occurs.
II. Definitions:
1. Cheating – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – Creating and/or falsifying information or citation in any academic exercise.
3. Plagiarism – Representing the words or ideas of someone else as one’s own in any academic exercise.
4. Facilitation – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

III. Undergraduate and Graduate Academic Integrity Process:
1. Within five (5) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, s/he will inform his/her department head (or associate Dean of the graduate school when applicable) in writing of the allegation and proposed sanction(s).
2. Within ten (10) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform the student of the allegation, including the proposed sanction(s), in writing. In the written notification, the instructor will inform the student of his/her right to request a meeting with the instructor. During the meeting, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form. If the student does not request a meeting with the instructor within five (5) business days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanction(s) outlined by the instructor in the written allegation. If the student does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
3. Within five (5) business days of meeting with the instructor, the student shall either appeal the decision to the department head or mutually resolve the matter by accepting the allegation and proposed sanction(s). No action by the student within five (5) business days of the meeting with the instructor shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the instructor, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
4. Within five (5) business days of receiving a student’s appeal, the department head must schedule a meeting with the student. The instructor may be present during the meeting. During the meeting, the department head shall complete the Academic Integrity Violation Department Head Resolution Form. Only information submitted during the meeting with the student, or in the meeting between the instructor and the student, may be considered by the department head. The evidentiary standard for making a decision shall be preponderance of the evidence. The department head may agree or disagree with the allegation(s) of the instructor. The department head may also approve, overturn, or modify the sanction(s) proposed by the instructor. If the student does not attend the scheduled meeting with the department head, the matter will be heard in absentia and shall not be subject to further review and/or appeal.
5. Within five (5) business days of meeting with the department head, the student shall either appeal the decision to an Academic Integrity Board or mutually resolve the matter by accepting the allegation and proposed sanction(s). The student must submit an appeal to the academic Dean listed on the Academic Integrity Violation Department Head Resolution Form. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of
meeting with the department head, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

6. Within seven (7) business days of receiving a student’s appeal, the appropriate academic Dean must schedule an Academic Integrity Board hearing with the student. The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. The instructor may be present during the hearing. Only information submitted during the hearing, or in the meetings between the instructor/department head and the student, may be considered by the hearing board. The evidentiary standard for making a decision shall be preponderance of the evidence. The hearing board may agree or disagree with the allegation(s) of the instructor. The hearing board may also approve, overturn, or modify the sanction(s) proposed by the instructor and/or department head. If the student does not attend the scheduled hearing, the matter will be heard in absentia and shall not be subject to further review and/or appeal. Within ten (10) business days of the hearing, the appropriate academic Dean shall review pertinent records and send the student written notification of the decision of the Academic Integrity Board.

7. Within five (5) business days of receiving written notification of the decision of the Academic Integrity Board the student may accept the findings and sanctions of the board or submit an appeal to the designated academic Dean. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the Academic Integrity Board, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

8. If the student elects to file an appeal of the decision of the Academic Integrity Board, she must submit a written appeal within five (5) business days of receiving written notification of the decision of the Academic Integrity Board to the designated academic Dean. An appeal to an academic Dean must be limited to the following grounds; 1) a violation or due process or 2) a material deviation from Substantive and Procedural Standards by the UNC Board of Governors (as set forth in the UNC Manual 700.4.1).

9. If an appeal is heard by an academic Dean, s/he shall review pertinent records within ten (10) business days of receiving a valid appeal. The academic Dean may agree or disagree with the allegation(s) of the instructor. The academic Dean may also approve, overturn, or modify the sanction(s) proposed by the instructor, department head, and or Academic Integrity Board. Within five (5) days of making a decision, the academic Dean shall provide the student with a written decision. The decision of the academic Dean shall be final.

10. The student must remain enrolled in the course related to the case, and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.

11. Upon resolution of each level of the case (no matter the outcome), the instructor, department head, and academic Dean must provide the Department of Student Community Ethics with all materials and documents related to the case (i.e. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form, Department Head Resolution Form, Academic Integrity Board decision letter, academic Dean decision letter, etc…). The Department of Student Community Ethics shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy.

IV. Academic Integrity Board:
The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. Students and faculty members serving on boards for each college will be selected by each college Dean. The Department of Student Community Ethics will train all board members prior to their service on a hearing board. Each academic Dean will convene hearing boards as necessary, and will determine a faculty member to serve as chair prior to a hearing.

V. Sanctions:
The instructor, department head, Academic Integrity Board, and/or academic Dean may impose academic sanctions permitted by the institution (not to exceed receiving a grade of “F” for the course). The instructor, department head, Academic Integrity Board, and/or academic Dean may not permanently remove the student from the course or suspend/expel the student from a program or the University. Student behavior of the magnitude to warrant consideration for permanently removal from the course or suspension/expulsion from a program or the University must be referred to the Department of Student Community Ethics.

VI. Habitual Violations of the Academic Integrity Policy:
Upon receipt of materials associated with violations of the Academic Integrity Policy, the Department of Student Community Ethics will determine if a student has previous violations of University policies. Students with a prior record of violations, or who commits a gross and/or egregious violation of the Academic Integrity Policy, will be referred to the Department of Student Community Ethics for consideration of being subject to hearing proceedings as a habitual violator. Students with three or more violations of the Academic Integrity Policy will automatically be subject to hearing proceedings as a habitual violator. Students in this category are subject to course-related sanctions imposed by the instructor, department head, Academic Integrity Board, and/or academic Dean and University-level sanctions imposed by the Department of Student Community Ethics for habitual violations of University policies. Additional information is available on the Student Success website under Student Community Ethics.

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

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

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

**If you do require accommodations for this class, it is YOUR RESPONSIBILITY to schedule them with Student Support Services.**
Civility and Ground Rules:
The Western Carolina University Community Creed states: “I will respect the rights and well-being of others.”
Each student may possess different ideas, as well as different ways of communicating those ideas. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry.
SafeAssign Tool:
All written work submitted for this class is eligible for submission to the SafeAssign tool at the instructor’s discretion.
Blackboard Support
The learning management system for this class is blackboard and can be found at:
http://wcu.blackboard.com. Additional help with blackboard can be found at: tc.wcu.edu, (828) 227-7487 or by visiting the Technology Commons located on the ground floor of the Hunter Library.
Drop/Add courses through MyCat until Friday, August 21st at 5:00 pm. The withdrawal period begins Monday, August 24th. To "Withdraw from a course, access the Course Withdrawal Form on -line at www.wcu.edu/registrar under "Forms & Resources". Complete and submit to the One-Stop, 1st floor, Killian Annex or fax to 828-227-7217 for processing. To "Withdraw" from the University (All Classes) contact the Advising Center at (828-227-7753) or visit 2nd floor, Killian Annex. The last date to drop with a W is Monday, October 19th. Please be advised of WCU’s Finish in Four and the UNC Board of Governor’s Fostering Candidate Success Initiative which update policies pertaining to academic standing, course withdrawal and grade replacement. To be brief, beginning in the fall of 2014 candidates must complete 67% of their attempted semester hours; candidates may withdraw from 16 hours maximum. Any withdrawals beyond the limit will result in a WF which will affect the semester and cumulative GPA as if it were an F; and candidates may repeat a maximum of 16 credit hours. Please see http://www.wcu.edu/about-wcu/leadership/office-of-the-provost/candidate-success/Finish-In-Four/Academic-Progress-Policies.asp for the full policy description.

Grading and Quality Point System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>4.0</td>
<td>I</td>
<td>Incomplete</td>
<td>--</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>IP</td>
<td>In Progress</td>
<td>--</td>
</tr>
<tr>
<td>A-</td>
<td>Good</td>
<td>3.67</td>
<td>S</td>
<td>Satisfactory</td>
<td>--</td>
</tr>
<tr>
<td>B+</td>
<td>Unsatisfactory</td>
<td>3.33</td>
<td>U</td>
<td>Unsatisfactory</td>
<td>--</td>
</tr>
<tr>
<td>B</td>
<td>Poor</td>
<td>3.0</td>
<td>W</td>
<td>Withdrawal</td>
<td>--</td>
</tr>
<tr>
<td>B-</td>
<td>Audit</td>
<td>2.67</td>
<td>AU</td>
<td>Audit</td>
<td>--</td>
</tr>
<tr>
<td>C+</td>
<td>Poor</td>
<td>2.33</td>
<td>NC</td>
<td>No Credit</td>
<td>--</td>
</tr>
<tr>
<td>C</td>
<td>No Credit</td>
<td>2.0</td>
<td></td>
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</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
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<tr>
<td>D+</td>
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<td>D</td>
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<td>1.0</td>
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<tr>
<td>D-</td>
<td></td>
<td>.67</td>
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<tr>
<td>F</td>
<td></td>
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</table>
The grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and may not meet particular program and/or course requirements.

Academic Calendar: includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at: http://www.wcu.edu/academics/campus-academic-resources/registrar-office/academic-calendar.asp.

Final Exam: The university final exam schedule can be found here: http://www.wcu.edu/registrar/calendars/fall_final_exam.pdf

Important Dates:
First day of Fall classes at WCU: Monday, August 17, 2015
Drop/Add: Monday, August 17, 2015 to Friday, August 21, 2015
University closed: Monday, September 7, 2015
Fall break: Monday, October 12, 2015 to Sunday, October 18, 2015
Last day to withdrawal with a grade of W: Monday, October 19, 2015 at 5 pm
Advising day (no classes): Tuesday, October 27, 2015
Thanksgiving break: Wednesday, November 25, 2015 to Friday, November 27, 2015
Last day of Fall classes at WCU: Friday, December 4, 2015
Final Exams: Saturday December 5, 2015 to Friday, December 11, 2015
Grades due to the Registrar: Monday, December 14, 2015

Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.
Appendix 3.3.8 PRM 352 Beginner/intermediate Kayak

PRM 352 : Beginner/intermediate Kayak

May 11, 2015 - May 26, 2015

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

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

III. **Instructors:** Todd Murdock   
    Phone: 227-3482 (office)   
    293-9381 (home)

IV. **Book:** Basic Kayaking by Dickert and Rounds available from the University

V. **Meeting day, time and classroom:**   
    Monday through Friday 9am until 6pm;   
    Meet in Reid 122H, 126

VI. **Objectives/Expected Student Outcomes:**   
Students will be presented with an opportunity to gain:

1. **Practice in Lake skills:**   
   Tadding 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:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>60%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>10%</td>
</tr>
</tbody>
</table>

**GRADING SCALE**

- **A** 90-100
- **B** 80-89
- **C** 70-79
- **D** 60-69
- **F** Below 60

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

All students must be on time every morning – meet in Reid **122h** at 9am

XI. **Lunch**

Bring a packed lunch and drinks each day
PROVISIONAL COURSE SCHEDULE

DAY

1. Monday
   Class orientation
   Outfitting
   Pool sessions 9-11  1-3

2. Tues
   Quiz #1 on readings  Pages 1-27 and 81-87
   Pool 9-11
   Load trailer
   Cedar cliff lake (kayak)– basic strokes, wet exits, basic rescue
   and river transition strokes

3. Wed
   Quiz #2 on readings  Pages 27-56 and 81-87
   (Pool session 9-11)
   River techniques and hydrology  Tuckaseegee River -Upper

4. Thurs
   Quiz #3 on readings  Pages 57-87
   River techniques and basic rescue on the
   Tuckaseegee, Gorge Section

5. Fri
Appendix 3.3.9 PRM 361 PROGRAM PLANNING

PRM 361
PROGRAM PLANNING AND EVALUATION IN
PARKS AND RECREATION MANAGEMENT

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.

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

Professor: Dr. Andrew Bobilya
Office Location: REID GYM 122-D
Phone: 227-3326 (Office)
Email: ajbobilya@wcu.edu

Office Hours: Mondays 10:00 am – 12:00 pm
Tuesdays 3:00 – 4:00 pm
Thursdays 1:30 – 3:00 pm

*I welcome additional opportunities to meet with you if the posted office hours do not work or there is a conflict. Occasionally I will have other meetings on campus during office hours.

Please Note: Please see me prior to or after class or contact me via email or telephone to schedule an appointment for a time outside of the posted hours. I welcome the opportunity to speak with you.

Meeting Day, Time & Classroom:
Class: Tuesday & Thursday 11- 12:15 pm (Reid 109)
Lab: Tuesday 12:30 – 1:45 pm (Reid 109)

Objectives/Expected Student Outcomes:
Students will be presented with an opportunity to gain:
1. awareness of research as used in needs assessments and program evaluation
2. knowledge of planning and implementing a program using the Situated Activity System
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 recreation program
6. experience designing and writing a program evaluation report
7. an understanding of how to construct a program budget
8. familiarity with risk management concepts and the ability to write a risk management plan
9. an understanding of proposal writing through completing a comprehensive program proposal
10. an understanding of the use of technology in the administration of recreation programs

Teaching and Learning 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 ensuing discussions. Readings will include the textbook and workbook, handout articles, supplementing notes and additional readings.
2. Discourse - Lecture - Discussion: Essentially, we will talk together and stimulate proactive communication – I expect involvement on your part.
3. Assigned projects: The program 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 project groups achieve 80% each on the mid-term exam, an extra 5% bonus will be given on the exam grade.

Required Texts:
Purchase: None

Grading: (*Note: No final proposal or evaluations will be accepted without required drafts)

Quizes 10%
Mid Term Exam 20%
Tent Peg Article 5%
Final Program Plan (Sections 1-6) 30%
(Each section 5%)
Evaluation Report 10%
Oral Presentation 15%
Final Poster Presentation 10%
TOTAL 100%
Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
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<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
</tr>
</tbody>
</table>

A is outstanding
B is good
C is average
D is poor
F is failing

Assignments/Projects (see course calendar for specific due dates)
1. Quizes – there will be a quiz in class each Thursday covering the readings the previous week (10%)
2. Mid Term Exam – there will be a comprehensive mid term examination covering the course readings, lectures, in class assignments (20%).
3. Tent Peg Article – each student will write an article for the PRM Publication to be distributed at the end of the fall semester. This will be included as a part of the marketing section of the course. (5%).

Assignments/Projects Continued (see course calendar for specific due dates)
4. Program Plan - a written proposal to be presented to the 'board' for approval. This is to be completed in assigned program groups. A specific format will be explained in class. The written proposal and visual materials must be printed on a laser printer. (30%)
5. Evaluation Report – this is a comprehensive report summarizing the program and its effectiveness. (10%).
6. Oral Presentation - Students will work in their program groups to orally present their program plan, implementation and evaluation results. (15%)
7. Final Poster Presentation – Students will work in their program groups to present a poster that visually displays their program and evaluation results. (10%).

**More details on all assignments will be provided in class and on Blackboard.**
Lab
The lab time throughout the semester will be spent researching, planning, organizing, marketing and implementing and evaluating the program. 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.

Library Research
Students will be expected to conduct research utilizing the Hunter Library on campus and available library databases integrating both scholarly and popular literature in their program proposal.

**EXTRA CREDIT (1 extra point on final grade)** - Attend one or more (2 max) out-of-class guest speaker presentations or professional conferences. Attendance and a satisfactory 1-2-page reflection paper indicating the name of the event, the sessions you attended, what you learned that informs your developing understanding of the Parks and Recreation Management field, questions you are left pondering and any other insights. Please also indicate whether or not you would recommend other students attending this workshop or conference. Attendance can add one point (per event) to your final average (Maximum two points).

**Extra Credit Examples:**
1) Carolinas Joint Recreation and Parks Conference held in Myrtle Beach, SC on October 18-20, 2015.

2) Regional Adventure Education Conference held this year at Southwestern Community College in Sylva, NC, Friday, November 13, 2015. More information will be presented in class.

**Assignment Preparation & Submission**
When evaluating your work, I will look for quality, clarity, completeness and professionalism. Please note that all assignments **must be typed, double-spaced in 12-point font, and have 1” margins unless specified otherwise.** Please use APA 6th Edition (American Psychological Association) format for citing references. For a complete guide, use the following text available in the WCU Hunter library:

All assignments are due at the beginning of the specified class period. Late assignments will not be accepted unless prior arrangements have been made with the instructor. Incomplete assignments
will receive no credit. If you are going to miss a class session, please make arrangements to have your assignments submitted on time. Carefully read all the requirements for all of the assignments and make sure your work meets the requirements completely and on time.

Test Make-up and Missed Class Policy
If you are sick or unable to complete a test during the class period allotted, you must notify the instructor one week prior to the time the test is scheduled or if sick, prior to the beginning of the test. 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, check Blackboard and/or meet with the instructor.

Attendance/ Tardiness Policy
Learning is an active process, and it is impossible for you to learn unless you are in class. Students should come to class prepared to actively participate (i.e., discover solutions to problems, answer questions, engage in discussions). Students are responsible for information and assignments presented and collected during any missed class sessions. To allow for illness, family emergencies, sporting events, etc. each student is provided with two unexcused/excused absences during the semester. After two absences the student’s final grade will be reduced by 3 percentage points for each additional absence. Students will be counted tardy if they are not present at the start of class. Three tardies equals one absence. Program facilitation and group presentations cannot be rescheduled.

E-mail Etiquette
Electronic mail to and from your “@catamount.wcu.edu” address is the preferred method of communication. Please follow common e-mail rules:
1. Use your @catamount.wcu.edu email address
2. Use a short and accurate subject header
3. Use a proper salutation (Hello, Good Morning, Greetings, etc.)
4. Introduce yourself in the first paragraph (if needed)
5. The message body should be written in a concise and clear manner. Please do not BS or ramble. Get to the point.
6. Leave-taking (departing farewell) should be appropriate. (Respectfully, Yours sincerely, Take care, etc.)
7. Sign you email with your full (First and Last) name
8. Proofread for content, spelling and grammar.

Classroom Expectations
The standard class period (for T/TH classes) is 75 minutes. Please do not start putting books away, closing up notebooks, and zipping up book-bags 5 minutes before the official end of class. This can be
disruptive and distracting to both the instructor and classmates. All attention during class should be
focused on the instruction/lecture/activity. iPods and/or iPads (tablets) should not be used to check email,
FaceBook, Twitter, Instagram or the latest cat video on YouTube. Cell-phones or pagers should be turned
off during class. NO TEXT MESSAGING. **There may be classroom learning opportunities involving
electronics. When that does occur, the instructor will notify students and ask for participation via cell
phone, computer or tablet.

University Expectations and Support Services

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

Math Tutoring Center
The Mathematics Tutoring Center provides tutoring in all lower-division math and many CS courses (455
Stillwell, http://mathlab.wcu.edu, 828-227-3830), help with mathematical concepts in other disciplines,
and workshops on study skills specific to mathematics courses. Tutoring is available on a drop-in basis, 9
am – 5 pm and 6 - 9 pm Monday-Thursday, and 9 am – 5 pm on Friday.

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

Accommodations for Students with Disabilities
Western Carolina University is committed to providing equal educational opportunities for students with
documented disabilities and/or medical conditions. Students who require reasonable accommodations
must identify themselves as having a disability and/or medical condition and provide current diagnostic
documentation to the Office of Disability Services. All information is confidential. Please contact the
Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.
**Student Support Services**
Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email sssprogram@wcu.edu for more information. SSS is located in the Killian Annex, room 138.

**Civility and Ground Rules**
The Western Carolina University Community Creed states: “I will respect the rights and well-being of others.”
Each student may possess different ideas, as well as different ways of communicating those ideas. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry.

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

**Sexual Harassment Policy**
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.

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

This policy addresses academic integrity violations of undergraduate and graduate students. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to and including a final grade of “F” in the course in which the violation occurs.

II. Definitions:

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

III. Undergraduate and Graduate Academic Integrity Process:

45. Within five (5) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, s/he will inform his/her department head (or associate Dean of the graduate school when applicable) in writing of the allegation and proposed sanction(s).
46. Within ten (10) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform the student of the allegation, including the proposed sanction(s), in writing. In the written notification, the instructor will inform the student of his/her right to request a meeting with the instructor. During the meeting, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form. If the student does not request a meeting with the instructor within five (5) business days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanction(s) outlined by the instructor in the written allegation. If the student does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
47. Within five (5) business days of receiving a student’s appeal, the department head must schedule a meeting with the student. The instructor may be present during the meeting. During the meeting, the department head shall complete the Academic Integrity Violation Department Head Resolution Form. Only information submitted during the meeting with the student, or in the meeting between the instructor and the student, may be considered by the department head. The evidentiary standard for making a decision shall be preponderance of the evidence. The
department head may agree or disagree with the allegation(s) of the instructor. The department head may also approve, overturn, or modify the sanction(s) proposed by the instructor. If the student does not attend the scheduled meeting with the department head, the matter will be heard in absentia and shall not be subject to further review and/or appeal.

49. Within five (5) business days of meeting with the department head, the student shall either appeal the decision to an Academic Integrity Board or mutually resolve the matter by accepting the allegation and proposed sanction(s). The student must submit an appeal to the academic Dean listed on the Academic Integrity Violation Department Head Resolution Form. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the department head, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

50. Within seven (7) business days of receiving a student’s appeal, the appropriate academic Dean must schedule an Academic Integrity Board hearing with the student. The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. The instructor may be present during the hearing. Only information submitted during the hearing, or in the meetings between the instructor/department head and the student, may be considered by the hearing board. The evidentiary standard for making a decision shall be preponderance of the evidence. The hearing board may agree or disagree with the allegation(s) of the instructor. The hearing board may also approve, overturn, or modify the sanction(s) proposed by the instructor and/or department head. If the student does not attend the scheduled hearing, the matter will be heard in absentia and shall not be subject to further review and/or appeal. Within ten (10) business days of the hearing, the appropriate academic Dean shall review pertinent records and send the student written notification of the decision of the Academic Integrity Board.

51. Within five (5) business days of receiving written notification of the decision of the Academic Integrity Board the student may accept the findings and sanctions of the board or submit an appeal to the designated academic Dean. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the Academic Integrity Board, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

52. If the student elects to file an appeal of the decision of the Academic Integrity Board, she must submit a written appeal within five (5) business days of receiving written notification of the decision of the Academic Integrity Board to the designated academic Dean. An appeal to an academic Dean must be limited to the following grounds; 1) a violation or due process or 2) a material deviation from Substantive and Procedural Standards by the UNC Board of Governors (as set forth in the UNC Manual 700.4.1).

53. If an appeal is heard by an academic Dean, s/he shall review pertinent records within ten (10) business days of receiving a valid appeal. The academic Dean may agree or disagree with the allegation(s) of the instructor. The academic Dean may also approve, overturn, or modify the sanction(s) proposed by the instructor, department head, and or Academic Integrity Board. Within five (5) days of making a decision, the academic Dean shall provide the student with a written decision. The decision of the academic Dean shall be final.

54. The student must remain enrolled in the course related to the case, and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.

55. Upon resolution of each level of the case (no matter the outcome), the instructor, department head, and academic Dean must provide the Department of Student Community Ethics with all materials and documents related to the case (i.e. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form, Department Head Resolution Form,
Academic Integrity Board decision letter, academic Dean decision letter, etc…). The Department of Student Community Ethics shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy.

IV. Academic Integrity Board:
The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. Students and faculty members serving on boards for each college will be selected by each college Dean. The Department of Student Community Ethics will train all board members prior to their service on a hearing board. Each academic Dean will convene hearing boards as necessary, and will determine a faculty member to serve as chair prior to a hearing.

V. Sanctions:
The instructor, department head, Academic Integrity Board, and/or academic Dean may impose academic sanctions permitted by the institution (not to exceed receiving a grade of “F” for the course). The instructor, department head, Academic Integrity Board, and/or academic Dean may not permanently remove the student from the course or suspend/expel the student from a program or the University. Student behavior of the magnitude to warrant consideration for permanently removal from the course or suspension/expulsion from a program or the University must be referred to the Department of Student Community Ethics.

VI. Habitual Violations of the Academic Integrity Policy:
Upon receipt of materials associated with violations of the Academic Integrity Policy, the Department of Student Community Ethics will determine if a student has previous violations of University policies. Students with a prior record of violations, or who commits a gross and/or egregious violation of the Academic Integrity Policy, will be referred to the Department of Student Community Ethics for consideration of being subject to hearing proceedings as a habitual violator. Students with three or more violations of the Academic Integrity Policy will automatically be subject to hearing proceedings as a habitual violator. Students in this category are subject to course-related sanctions imposed by the instructor, department head, Academic Integrity Board, and/or academic Dean and University-level sanctions imposed by the Department of Student Community Ethics for habitual violations of University policies.

Additional information is available on the Student Success website under Student Community Ethics.
Academic Calendar includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at: http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp.

Final Exam
The university final exam schedule can be found here:
http://www.wcu.edu/registrar/calendars/fall_final_exam.pdf

Fall 2015 Important Dates:
First day of Fall classes at WCU: Monday, August 17, 2015
Drop/Add: Monday, August 17, 2015 to Friday, August 21, 2015
University Closed: Monday, September 7, 2015
Fall Break: Monday, October 12, 2015 to Sunday, October 18, 2015
Last day to withdrawal with a grade of W: Monday, October 19, 2015 at 5 pm
Advising day (no classes): Tuesday, October 27, 2015
Thanksgiving Break: Wednesday, November 25, 2015 to Friday, November 27, 2015
Last day of Fall classes at WCU: Friday, December 4, 2015
Final Exams: Saturday December 5, 2015 to Friday, December 11, 2015

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

Syllabus Updates
This syllabus, with its course schedule, is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events. Updates will remain focused on achieving the course objectives and students will receive notification of such changes. Students will be notified of changes and are responsible
Appendix 3.3.10 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:  Tuesday and Thursday 10:00 – 12:00

V. MEETING TIME AND CLASSROOM
Reid 122H  Wednesday 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
None

Purchase

Phipps, M and Tholkes B. *PRM Internship Manual.* On PRM website under student resources.

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

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<th>Points</th>
<th>A 90 - 100</th>
<th>A- 87 - 89</th>
<th>B+ 84 - 86</th>
<th>B 81 - 83</th>
<th>B- 79 - 80</th>
<th>C+ 75 - 78</th>
<th>C 72 - 74</th>
<th>C- 69 - 71</th>
<th>D+ 66 - 68</th>
<th>D 63 - 65</th>
<th>D- 60 - 62</th>
<th>F Below 60</th>
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<tbody>
<tr>
<td>1.</td>
<td>Letter of application, resume, and references</td>
<td>20</td>
<td>B+ 84 - 86</td>
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<td>2.</td>
<td>Complete workbook chapters</td>
<td>15</td>
<td>B 81 - 83</td>
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<td>3.</td>
<td>In class assignments</td>
<td>15</td>
<td>B- 79 - 80</td>
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<td>4.</td>
<td>Final Examination on internship expectations</td>
<td>30</td>
<td>C+ 75 - 78</td>
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<td>5.</td>
<td>Tent Peg Article</td>
<td>20</td>
<td>C 72 - 74</td>
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TOTAL 100

Attendance policy:

Class attendance is expected. See WCU attendance policy.

Assignments:

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.

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 and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886.

Notes

PRM 370-Course Calendar
Spring 2014

<table>
<thead>
<tr>
<th>WEEK</th>
<th>READINGS/ASSIGNMENTS/NOTES</th>
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</thead>
<tbody>
<tr>
<td>1/14</td>
<td>Class Orientation/Application Package/ Book Review Bring the workbook to all classes</td>
</tr>
<tr>
<td>1/21</td>
<td>Review Self-assessment &amp; Internship goals Have completed chapters 1 &amp; 2 Tent Peg article Assignment</td>
</tr>
<tr>
<td>1/28</td>
<td>Resume and cover letter examples Writing the job descriptions in Resume Work on resume and cover letter -get help from career services Read chapters 3, 4 &amp; 5</td>
</tr>
<tr>
<td>2/4</td>
<td>Critique each other’s resumes &amp; cover letters Review Ch 3 Check PRM boards and files for sites</td>
</tr>
<tr>
<td>2/11</td>
<td>Rough draft of Tent Peg Article Peer review of articles Internship application package project Resumes back</td>
</tr>
<tr>
<td>2/18</td>
<td>Interview techniques using workbook 2nd draft of tent peg Check PRM boards and files for sites Have completed Ch. 6</td>
</tr>
<tr>
<td>2/25</td>
<td>Final Tent Peg Articles due Check PRM boards and files for sites</td>
</tr>
<tr>
<td>3/4</td>
<td>Final Internship Application Package Due</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<td>-------</td>
<td>--------------------------------------------</td>
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<tr>
<td>3/11</td>
<td>Spring Break (No Classes)</td>
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<tr>
<td>3/18</td>
<td>Internship requirements</td>
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<tr>
<td>3/25</td>
<td>Internship Preparation</td>
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<td></td>
<td>View Video</td>
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<tr>
<td>4/1</td>
<td>Holiday Break (No Classes)</td>
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<tr>
<td>4/8</td>
<td>Discuss PRM 480 Independent Study</td>
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<td>4/15</td>
<td>Individual meetings to discuss Capstone</td>
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<tr>
<td></td>
<td>Internships</td>
</tr>
<tr>
<td>4/22</td>
<td>Review for Final Exam</td>
</tr>
<tr>
<td>4/29</td>
<td><strong>Final exam</strong> on intern requirements -- <strong>open book</strong></td>
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</tbody>
</table>
Appendix 3.3.11 PRM 383 - Mini-Internship Program

PARKS & RECREATION MANAGEMENT PROGRAM
PRM 383 - MINI-INTERNSHIP PROGRAM (50 hours)
Internship Student Agreement Form

Parks and Recreation Management Program at Western Carolina University

PRM 383- mini-internship (50 hours)

As a student majoring in the B.S. in Parks and Recreation Management degree program, I am completing an internship with ___________________________ during the _________________ semester or summer session 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 with whom I do the internship.
3. Alert my university PRM 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 the course syllabus and/or by 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 Printed Name

____________________
Date

_____________________________________
Student’s Signature

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<tr>
<th>Student’s Phone Number</th>
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<tbody>
<tr>
<td>(best way to reach you)</td>
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<tr>
<th>Student’s Email Address</th>
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<tbody>
<tr>
<td>(the one you check)</td>
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</table>
The information below will be used to generate a university contract with this agency. Please complete all required elements and make sure they are current and accurate.

<table>
<thead>
<tr>
<th>Agency Name</th>
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<table>
<thead>
<tr>
<th>Supervisor Name &amp; Position</th>
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<tr>
<th>Agency Address (complete)</th>
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<table>
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<tr>
<th>Supervisor’s telephone number</th>
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<tr>
<th>Supervisor’s email</th>
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</table>

*Please return this form to your university PRM supervisor prior to beginning mini-internship.

**Parks and Recreation Management Program at Western Carolina University**

**Letter of Understanding**

*Develop your “Letter of Understanding” with your agency supervisor. It should include: an overview of your internship position; a detailed listing of your specific duties/tasks; your agency supervisor’s name, title, and phone number; and your name, title and phone number. This Letter of Understanding in conjunction with your Internship Agreement Form is used by your university PRM supervisor to create an internship contract and a record of your internship placement.*
EXAMPLE LETTER OF UNDERSTANDING

Student’s Name and Position: Seymore Parks, Student Internship
Agency or Employer: Great Smoky Mountains National Park

Mr. Parks is assigned the following job responsibilities as he assumes the position of student intern in Great Smoky Mountains National Park during the _______ semester/summer of _________ year. This position is included as an internship for Western Carolina University. His job will involve providing information and service to national park visitors. His job performance will be monitored and evaluated by the park supervisor and his university PRM supervisor.

The specific tasks to be performed by Mr. Parks will include the following:

1. Scheduling of recreational events in Great Smoky Mountains National Park.
2. Being responsible for meeting the organizational needs and interests of the park. A constant monitoring and evaluation of the recreation needs of park visitors will be required.
3. Collecting, evaluating, and incorporating visitor suggestions relating to recreation programming.
4. Setting up and maintaining the recreation areas for visitor use.
5. Organizing and conducting interpretive activities in various park locations.
6. Providing visitor information at the visitor center desk and other areas.
7. Assisting with emergency response to visitors as needed.
8. Completing and maintaining an inventor of park maps, books and brochures in order to meet the needs of park visitors.
9. Completing and maintaining a daily and weekly log of visitor interactions.
10. Creating new ideas for program offerings and assisting in planning new programs.
11. Compiling an end-of-season report indicating the successes and the learning experiences of the intern program for the current season. Make recommendations for future interns.
12. Other related tasks as appropriate.
13. Send required internship paperwork back to the university on time.

____________________________________  __________________________
Ralph Welcomen, Personnel Manager       Date
Smoky Mountain National Park

____________________________________  __________________________
Seymore Parks, Student Intern            Date

____________________________________  __________________________
Ben Tholkes/Andrew Bobilya/Debby Singleton Date
University PRM Supervisor

WESTERN CAROLINA UNIVERSITY
Department of Human Services: Parks and Recreation Management

PRM 383 Mini-internship: 50 Hours

Course Catalog Description: This internship is designed to allow a student to gain experience by working with a selected parks and recreation agency. (S/U Grading)

Credit hours: PRM 383 Mini-internship = 1 credit hour (50 hours of experience)

Instructors:

<table>
<thead>
<tr>
<th>Andrew Bobilya</th>
<th>Ben Tholkes</th>
<th>Debby Singleton</th>
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<tbody>
<tr>
<td>122-D Reid Gym, 32 Norton Road, Western Carolina University, Cullowhee, NC 28723</td>
<td>122-I Reid Gym, 32 Norton Road, Western Carolina University, Cullowhee, NC 28723</td>
<td>122-J Reid Gym, 32 Norton Road, Western Carolina University, Cullowhee, NC 28723</td>
</tr>
<tr>
<td>(828) 227-3326 Office (828) 545-1506 email: <a href="mailto:ajbobilya@wcu.edu">ajbobilya@wcu.edu</a></td>
<td>(828) 227-3843 office (828) 293-7134 home email: <a href="mailto:tholkes@wcu.edu">tholkes@wcu.edu</a></td>
<td>(828) 227-3971 office (828) 508-1736 cell email: <a href="mailto:singleton@wcu.edu">singleton@wcu.edu</a></td>
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</tbody>
</table>

Objectives: The student may have the opportunity to accomplish one or more of the following objectives depending upon the internship site, responsibilities, and experiences...

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
10.
**Value of the Course:** The student may have the opportunity to...

1. Build professional network
2. Gain a professional recommendation
3. Focus their aptitude for certain types of work
4. Apply practical meaning to theoretical coursework
5. Develop transferable skills that can be applied to a new or existing job.

**Work Sites:** Students are encouraged to select three different agencies for the mini–internships (PRM 383s) to enable a broad range of experience. The sites or agencies should be tailored to the student’s interests, career path, and PRM focus area.

**Requirements:**

1. The **Internship Student Agreement Form** must be submitted prior to beginning your mini-internship. This is to be submitted to the designated university PRM supervisor.
2. Complete the **Letter of Understanding** and your established schedule by the end of the first week and submit to designated university PRM supervisor.
3. Complete the **50 hours** before the last day of classes for the semester or summer session you are registered for.
4. Complete the **Experience Logs** with the date, duties, hours, and supervisor’s initials to support documentation of the 50 hours completed.
5. Analyze your internship experience through a well-written, 2 page, typed, **Reflection Paper**.
6. Have your agency supervisor complete an **Agency Evaluation** and submit it to your designated university PRM supervisor.
7. Receive a **Professional Letter of Recommendation** on agency letterhead, completed and signed by your agency supervisor.
8. **Complete and turn in all the above paperwork by the last day of classes for the semester or summer session you are registered for.**

**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 all required paperwork. Only in exceptional circumstances will a grade of incomplete be given. Each required item is worth 20% of your overall grade or 20 points each. To receive 20 points for each one, they must be submitted by due date (-1 point for each day they are late, unless you have spoken to the university PRM supervisor and we have made other arrangements). In addition, documents should be error free, well written, reflective, and informative. The
university PRM supervisor reserves the right to deduct points for inferior submissions, which do not give an adequate portrayal of your mini-internship experiences.

**Required Elements:**
1. Internship Student Agreement Form and Letter of Understanding 20 points
2. Internship Experience Logs (for each week) 20 points
   (verifying the completion of 50 hours of work experience)
3. Internship Reflection Paper 20 points
4. Internship Evaluation by the Agency Supervisor (form) 20 points
5. Reference Letter from Agency Supervisor (To Whom it May Concern) 20 points

One point will be deducted for each day an item is late. Total: 100 points

To earn a grade of “S” (Satisfactory), all items must be turned in on time and represent quality work. Total points must equal 85 or above for a grade of S.

A grade of “U” (Unsatisfactory) will be assigned for all grades 84 and below.

**Withdrawal Policy:**
Students need to have a clear understanding of the university withdrawal policy. If a student feels they will not meet the 50 hour mini-internship requirement, they should withdraw from the course prior to the university withdrawal date to avoid receiving an unsatisfactory grade.
Parks and Recreation Management Program at Western Carolina University

INTERNSHIP EXPERIENCE LOG
(duplicate this form as necessary)

Student’s Name: ___________________________

Agency or Employer: ___________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of duties and tasks</th>
<th>Hours</th>
<th>Supervisor Initials</th>
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Upon completion of your internship, please reflect upon your experiences in a 2 page paper. Within your paper reflect upon the overall internship experience; the skills, knowledge and abilities which you gained; the positive and negative aspects of the internship; and what you will use in your academic and/or professional career.

Please type using MS Word, 12 point font, single-spaced, complete sentences and paragraphs, error-free and well-written.

The paper will be completed at the conclusion of your internship and be submitted as part of the final internship packet, which includes:
1. Experience Logs
2. Reflection Paper
3. Agency Evaluation
4. Professional Letter of Reference
Parks and Recreation Management Program at Western Carolina University
MINI INTERNSHIP EVALUATION BY THE AGENCY SUPERVISOR

Student’s Name __________________________________________________________

Employer /Agency _______________________________________________________

This report should be completed by the student’s direct agency 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 academic/career advising, and will become a part of the student’s university record. We encourage you to discuss this evaluation with the student.

<table>
<thead>
<tr>
<th>Attitude Toward Work</th>
<th>Relationships with Co-workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ highly enthusiastic</td>
<td>_____ attracts others</td>
</tr>
<tr>
<td>_____ interested</td>
<td>_____ satisfactory</td>
</tr>
<tr>
<td>_____ sometimes indifferent</td>
<td>_____ has some difficulty getting along</td>
</tr>
<tr>
<td>_____ not interested</td>
<td>_____ doesn’t get along</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ability to Work</th>
<th>Reaction to Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ learns very quickly</td>
<td>_____ seeks guidance</td>
</tr>
<tr>
<td>_____ average for his/her level</td>
<td>_____ adjusts to criticism</td>
</tr>
<tr>
<td>_____ below average for his/her level</td>
<td>_____ some resentment shown</td>
</tr>
<tr>
<td>_____ learns slowly</td>
<td>_____ fails to profit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student’s College Preparation</th>
<th>Punctuality</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ well prepared for his/her job</td>
<td>_____ never late</td>
</tr>
<tr>
<td>_____ prepared for his/her job</td>
<td>_____ sometimes late</td>
</tr>
<tr>
<td>_____ lacking in areas</td>
<td>_____ often late</td>
</tr>
<tr>
<td>_____ not adequately prepared</td>
<td>_____ usually late</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Quality of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ always acceptable</td>
<td>_____ superior</td>
</tr>
<tr>
<td>_____ sometimes questionable</td>
<td>_____ good</td>
</tr>
<tr>
<td>_____ often questionable</td>
<td>_____ satisfactory</td>
</tr>
<tr>
<td>_____ rarely acceptable</td>
<td>_____ unacceptable</td>
</tr>
</tbody>
</table>
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’s Name ________________________________

AGENCY SUPERVISOR EVALUATION

COMMENTS:
Please provide any insights or comments related to the student’s performance in their internship.

This report has been discussed with the student

_____ Yes

_____ No

Does the university PRM supervisor 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 via US Postal Service or email to the appropriate university

PRM supervisor:

<table>
<thead>
<tr>
<th>Andrew Bobilya</th>
<th>Ben Tholkes</th>
<th>Debby Singleton</th>
</tr>
</thead>
<tbody>
<tr>
<td>122-D Reid Gym, 32 Norton Road, Western Carolina University, Cullowhee, NC 28723</td>
<td>122-I Reid Gym, 32 Norton Road, Western Carolina University, Cullowhee, NC 28723</td>
<td>122-J Reid Gym, 32 Norton Road, Western Carolina University, Cullowhee, NC 28723</td>
</tr>
</tbody>
</table>
Appendix 3.3.12 PRM 356 Outdoor First Aid

Outdoor Emergency Care
PRM 356
FALL 2015

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 – Bill Clarke (828) 227-7677
Ben Tholkes (828) 227-3843
Jane Sullivan

Meeting Days, Times, and Classrooms –
Lab -- Mondays 12:20 – 1:10 Reid Gymnasium (112A and 122H)
Classroom – Monday 5:00 pm- 7:50 pm RD 122H

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 in 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.
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. Chapter Review - Review 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.


Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Assignments/Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>First Test</td>
<td>50</td>
</tr>
<tr>
<td>Second Test</td>
<td>50</td>
</tr>
<tr>
<td>Practical Examination</td>
<td>50</td>
</tr>
<tr>
<td>Comprehensive Final Exam*</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

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

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, Monday evening class sessions, and Saturdays as scheduled. Five points will be deducted for each class missed after the 1st absence (excused or unexcused). No quiz grades or in-class grades can be made up. See class attendance policy WCU General Catalog.

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 and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886. You may also visit the office’s website: disability.wcu.edu
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>M Aug. 17</td>
<td>Lab</td>
<td><strong>Chapter 1</strong> - Intro to OEC</td>
</tr>
<tr>
<td>M Aug. 17</td>
<td><strong>Chapter 2</strong> - Emergency Care System</td>
<td><strong>Chapter 3</strong> - Rescue Basics</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Chapter 7</strong> - Patient Assessment</td>
</tr>
<tr>
<td>M Aug. 24</td>
<td>Lab (Anatomy &amp; Physiology)</td>
<td><strong>Chapter 6</strong> - Anatomy &amp; Physiology</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Chapter 8</strong> - Medical Communications and Documentation</td>
</tr>
<tr>
<td>M Aug. 31</td>
<td>Lab</td>
<td><strong>Chapter 17</strong> - Principles of Trauma</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Chapter 18</strong> - Soft-tissue Injuries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab/Review for test #1</td>
</tr>
<tr>
<td>M Sept. 7</td>
<td>No Class - Labor Day Holiday</td>
<td></td>
</tr>
<tr>
<td>M Sept. 14</td>
<td>Test #1</td>
<td></td>
</tr>
<tr>
<td>M Sept. 14</td>
<td><strong>Chapter 9</strong> - Airway Management</td>
<td><strong>Chapter 13</strong> - Respiratory Emergencies</td>
</tr>
<tr>
<td>M Sept. 21</td>
<td>Lab</td>
<td></td>
</tr>
<tr>
<td>M Sept. 21</td>
<td><strong>Chapter 10</strong> - Shock</td>
<td><strong>Chapter 14</strong> - Allergies and Anaphylaxis</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Chapter 19</strong> - Burns</td>
</tr>
</tbody>
</table>
M Sept. 28 ----------------------- Lab
M Sept. 28 ----------------------- Chapter 20 – Musculoskeletal Injuries
                                      Lab
M Oct. 5 -------------------------- Lab
M Oct. 5 -------------------------- Chapter 11 - Altered Mental Status & Planning for stations
                                      Chapter 12 - Substance Abuse and Poisoning
                                      Chapter 27 - Plant and Animal Emergencies
M Oct. 12 -16 --------------------- No Class FALL BREAK
M Oct. 19 ------------------------- Lab
M Oct. 19 ------------------------- Chapter 28 - Altitude Related Emergencies
                                      Chapter 15 - Cardiovascular Emergencies
                                      Chapter 16 - Gastrointestinal and Genitourinary Emergencies
Saturday, October 24         ------ Professional Rescuer CPR
M Oct. 26 ----------------------- Test #2
M Oct 26 ------------------------ Chapter 21 - Head and Spine Injuries
                                      Chapter 22 - Face, Eye, and Neck Injuries
                                      Chapter 23 - Thoracic Trauma
                                      Chapter 24 - Abdominal and Pelvic Injuries
M Nov. 2 ------------------------- Lab
M Nov. 2 ------------------------- Chapter 25 - Cold Related Emergencies
                                      Chapter 26 - Heat Related Emergencies
                                      Chapter 4 - Incident Command and Triage
                                      Chapter 5 - Moving, Lifting, and Transporting Patients
M Nov. 9 ------------------------- Lab
M Nov. 9 ------------------------- Chapter 29 - Water Emergencies
                                      Chapter 30 - Pediatric Emergencies
                                      Chapter 31 - Geriatric Emergencies
Saturday Nov. 14 -------------- Rescue Skills
M Nov. 16 ----------------------- Lab
M Nov. 16 -------------- **Chapter 32** - Outdoor Adaptive Athletes

**Chapter 33** - Behavioral Emergencies and Crisis Response

**Chapter 34** - Obstetric and Gynecologic Emergency

M Nov. 23 --------------------- Lab

M Nov. 23 -------------- **Chapter 35** – Special Operations and Ambulance Operations

**Chapter 36** – ALS Interface

Review for skills tests

M Nov. 30 --------------------- Lab

M Nov. 30 --------------------- Review for cumulative final exam:

  - **Appendix A** SURVIVAL: The Rule of Three
  - **Appendix B** Student OEC Skill Guide
  - **Appendix C** Emergency Care Equipment

Saturday, Dec. 5 -------------- Skills Practical Exam

Mon. Dec. 7 (5:00 – 7:50) ------- Cumulative Final exam and practical test
Appendix 3.3.13 PRM 420 Leadership and Administration of Outdoor Pursuits

PRM 420 LEADERSHIP AND ADMINISTRATION OF OUTDOOR PURSUITS

PRM 420: Leadership and Administration of Outdoor Pursuits

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.

Credit Hours: 3

Professor: Dr. Andrew J. Bobilya
Student Teaching Assistant:
REID GYM 122-D
Phone: 227-3326 (Office)

Office Hours: Mondays 9 am – 12:00 pm
Wednesdays and Fridays 9 am – 11 am

*I welcome additional opportunities to meet with you if the posted office hours do not work or there is a conflict. Occasionally I will have other meetings on campus during office hours.

Please Note: Please see me prior to or after class or contact me via email or telephone to schedule an appointment for a time outside of the posted hours. I welcome the opportunity to speak with you.

Meeting Day, Time & Classroom:
Class: Fridays, 12:20 – 3:20 p.m. (Reid 122H)
Required Trip: 8 a.m. Thursday, March 26 – 6 p.m. Sunday, March 29, 2015
Field Trip Costs: All group gear, transportation, permits and instruction are included. Students must pay $35 for food costs.

Objectives/Expected Student Outcomes:
Students will be presented with an opportunity to:
1. Develop an understanding of U.S. land classifications, land management agencies and permits.
2. Assist with planning a 4-day backpacking expedition including the logistics, necessary equipment, food and clothing.
3. Identify and demonstrate core backcountry expedition skills (e.g. navigation, cooking, Leave No Trace, shelter construction, food protection, etc.).
4. Discuss and practice principles related to risk management for outdoor programs.
5. Accurately assess their ability as an outdoor leader and provide valuable feedback for themselves, their peers, and instructors.
6. Develop an understanding of group dynamics and practice appropriate expedition behavior.
7. Practice judgment and decision-making techniques.
8. Practice their teaching and group facilitation skills including developing a class workshop and facilitating group and individual processing.
9. Understand the stages of group development and provide appropriate leadership.
10. Conduct research in popular and scholarly literature to prepare a professional workshop.

Class Format
My approach to teaching is grounded in participatory and shared learning. Classes will be conducted using a variety of teaching methods, including multiple opportunities for discussion, group work, and class activities. There will be times throughout the course that you will be required to attend meetings or conduct small group work outside of the classroom. **Attendance is critical because we only meet for 9 class sessions prior to the weekend trip!**

Course Equipment & Fees
Your tuition will cover most group gear, permits, maps, transportation, specialized adventure activities, and group medical supplies. Students are responsible for sharing the actual cost of the expedition food rations and any additional equipment rental. Students are responsible to return all WCU-owned equipment. Student’s will be charged the replacement value for any lost or unreasonably damaged equipment (tents, backpacks, maps, first aid kits, etc.). **The approximate food cost is $35.00/person.**

**Required Personal Supplies**
- Baseplate-style compass
- Well-fitted, broken in hiking boots
- Non-cotton clothing layers and good rainwear
- Other personal items needed in preparation for class sessions and the expedition (see packing list)

**Required Texts:**

Additional Readings will be available on blackboard, through the Hunter Library and distributed in class.
Course Requirements

Student performance will be appraised using a number of evaluation methods. A brief description of these methods follows:

Pre/Post Trip (600 pts.)

1. **Partner-Facilitated Workshop (100 pts.)** – Each student will work with a partner to facilitate a portion of one class session (typically 45-60 minutes depending on the topic). The goal of this experience is to allow each student an opportunity to facilitate a “workshop” focused on the week’s readings in *Leadership and Administration of Outdoor Pursuits* and/or on a specific topic related to the class. More information to be presented in class.

2. **Committee Involvement and Group Assistance (100 pts.)** - Each student will be a member of at least one committee. The committee work is done both in and outside of class and is a required part of the workload. Additionally, each student will be asked to assist in food purchase & packing, equipment distribution, personal gear preparation, post-trip unpacking and clean-up, etc. These tasks and those completed by the committees will be integral to the success of the trip. More information presented in class.

3. **Ration Planning Assignment (100 pts.)** – Each student will work with their cook group to plan appropriate rations for the 4-day expedition. Ration requests will be reviewed by the course instructor and evaluated based on the guidelines discussed in class including: cost, caloric intake, number of days, number of participants, etc. Ration planning will include calculating appropriate fuel needs for the expedition. More information to be presented in class.

Course Requirements Continued

4. **Final Take Home Exam & Portfolio (100 pts. each/ 200 pts. total)** – Each student will write a final paper (3-5 pages) highlighting their experience and related learning. Students will also compile the necessary components documenting their experience in the class into a final portfolio. More information to be presented in class.

5. **Mid-Term Exam (100 pts.)** – Students will complete a written mid-term examination (the only classroom based exam in the course) covering topics from class sessions, readings and additional select resources. Students will have an opportunity to work in groups of 3-4 to study for the exam and if they each receive at least an 80% on the exam the study group members will have 5 percentage points added to their exam grade. Exams are taken individually.

During Trip (1000 pts.)

6. **Participation/ Professionalism (500 pts.)** – Students are expected to participate fully in every aspect of pre-trip preparation (e.g. committee and individual preparation and gear/food packing), daily living and group processes while on the expedition (e.g. Leader of the Day, formal and informal lessons, skill training, group discussions, etc.) and post-trip wrap up (e.g. gear de-issue and final class evaluations, processing and celebration). This course is designed as an instructor development experience and students are expected to arrive prepared and ready to engage fully. Students are expected to be in adequate physical shape for the demands of the course.
7. **Expedition Journal (100 pts.)** - Each student will be asked to keep a journal during the expedition including daily personal reflections, observations on personal and peer leadership, decision-making and judgment. More information will be presented in class.

8. **Instructor Field Evaluation (100 points)** – The instructor will evaluate each student’s performance at the completion of the expedition. Criteria will include the Wilderness Education Association curriculum and other requirements of a successful outdoor experience. More information will be presented in class.

9. **Peer Feedback (100 points)** – Students will be evaluated on the frequency and appropriateness with which they provide feedback to their peers during the expedition. More information will be presented in class and during the expedition.

10. **Skill Assessment (100 points)** – Student’s skill level will be assessed with regard to technical skills. More information will be presented.

11. **Self Assessment (100 points)** – Student’s will complete a self-assessment and be evaluated based on the accuracy with which their assessment matches field observations of the instructors.

**Grading:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner-Facilitated Workshop</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Committee Involvement and Pre-Trip Prep</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Ration Plan</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Participation/ Professionalism</td>
<td>500 pts.</td>
</tr>
<tr>
<td>Expedition Journal</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Instructor Field Evaluation</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Peer Feedback</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Skill Assessment</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Final Take Home Exam</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Final Portfolio</td>
<td>100 pts.</td>
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<td><strong>TOTAL</strong></td>
<td><strong>1,600 pts.</strong></td>
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### Grading Scale

<table>
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<tr>
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<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>&lt;F</td>
<td>&lt;60</td>
</tr>
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</table>

**A** is outstanding  
**B** is good  
**C** is average  
**D** is poor  
**F** is failing

---

### Potential Student Partner Workshop Topics

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen &amp; Stove Set Up</td>
</tr>
<tr>
<td>Leave No Trace Ethics</td>
</tr>
<tr>
<td>Campsite Selection &amp; Restoration</td>
</tr>
<tr>
<td>Clothing Selection &amp; Use</td>
</tr>
<tr>
<td>Food Protection (bear hang)</td>
</tr>
<tr>
<td>Backcountry Nutrition</td>
</tr>
<tr>
<td>Packing a Backpack</td>
</tr>
<tr>
<td>Water Purification</td>
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</tbody>
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### Potential Instructor Teaching Topics

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Student Evaluation Procedures</td>
</tr>
<tr>
<td>Providing Valuable Feedback</td>
</tr>
<tr>
<td>Time/Energy/Climate Control Plans</td>
</tr>
<tr>
<td>Rations Planning</td>
</tr>
<tr>
<td>Medical Protocols/ First Aid Kit</td>
</tr>
<tr>
<td>Land Access/ Permitting Procedures</td>
</tr>
<tr>
<td>Leadership Styles</td>
</tr>
<tr>
<td>Backcountry Baking</td>
</tr>
<tr>
<td>Waste Management</td>
</tr>
<tr>
<td>Basic Knots</td>
</tr>
<tr>
<td>L.O.D. Guidelines</td>
</tr>
<tr>
<td>Group Processing / Debriefing</td>
</tr>
<tr>
<td>Expedition Journaling</td>
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<tr>
<td>Lightning Safety</td>
</tr>
<tr>
<td>Decision Making / Judgment</td>
</tr>
<tr>
<td>Outdoor Program Planning</td>
</tr>
<tr>
<td>Route Finding and Navigation</td>
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<tr>
<td>Experiential Learning</td>
</tr>
<tr>
<td>Clothing Selection/Use</td>
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<tr>
<td>Shelter Construction</td>
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<td>Expedition Planning</td>
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<tr>
<td>Communication Skills</td>
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<td>Wilderness Solitude</td>
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<td>Social Norms (FVC)</td>
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<td>Risk Management Practices</td>
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<tr>
<td>Group Development</td>
</tr>
<tr>
<td>Personal Hygiene</td>
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<tr>
<td>Intro to Weather &amp; Clouds</td>
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<tr>
<td>Expedition Behavior</td>
</tr>
</tbody>
</table>
Supplemental Readings:


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**EXTRA CREDIT (1 extra point on final grade)** - Attend one or more (2 max) out-of-class guest speaker presentations or professional conferences. Attendance and a satisfactory 1-2-page reflection paper indicating the name of the event, the sessions you attended, what you learned that informs your developing understanding of the Parks and Recreation Management field, questions you are left pondering and any other insights. Please also indicate whether or not you would recommend other students attending this workshop or conference. Attendance can add one point (per event) to your final average (Maximum two points). More information will be presented in class.

**Extra Credit Examples:**

1) Association for Experiential Education Southeast Regional Conference, April 17-19, 2015 at Cedar Rock Basecamp of North Carolina Outward Bound School near Brevard, NC. (2 extra credit points for attending this weekend conference)

2) Wilderness First Aid Training sponsored by Base Camp Cullowhee, February 28 – March 1, 2015 at Jackson County Parks and Recreation Center in Sylva, NC
Assignment Preparation & Submission

Library Research
Students will be expected to conduct research utilizing the Hunter Library on campus and available library databases integrating both scholarly and popular literature in their workshop and take-home exam.

Assignment Format
When evaluating your work, I will look for quality, clarity, completeness and professionalism. Please note that all assignments must be typed, double-spaced in 12-point font, and have 1” margins unless specified otherwise. Please use APA 6th Edition (American Psychological Association) format for citing references. For a complete guide, use the following text available in the WCU library:

All assignments are due at the beginning of the specified class period. Late assignments will not be accepted unless prior arrangements have been made with the instructor. Incomplete assignments will receive no credit. If you are going to miss a class session, please make arrangements to have your assignments submitted on time. Carefully read all the requirements for all of the assignments and make sure your work meets the requirements completely and on time.

Test Make-up and Missed Class Policy

If you are sick or unable to complete a test during the class period allotted, you must notify the instructor one week prior to the time the test is scheduled or if sick, prior to the beginning of the test. 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 or other class presentations/projects. 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 Blackboard.

Attendance/ Tardiness Policy

Learning is an active process, and it is impossible for you to learn unless you are in class. Students should come to class prepared to actively participate (i.e., discover solutions to problems, answer questions, engage in discussions). Students are responsible for information and assignments presented and collected during any missed class sessions. To allow for illness, family emergencies, sporting events, etc. each student is provided with one unexcused/excused absences during the semester. Because this class only meets once per week, after one absence the student's final grade will be reduced by 3 percentage points for each additional absence. Students will be counted tardy if they are not present at the start of class. Three tardies equal one absence.
E-mail Etiquette
Electronic mail to and from your “@catamount.wcu.edu” address is the preferred method of communication. Please follow common e-mail rules:
1. Use your @catamount.wcu.edu email address
2. Use a short and accurate subject header
3. Use a proper salutation (Hello, Good Morning, Greetings, etc.)
4. Introduce yourself in the first paragraph (if needed)
5. The message body should be written in a concise and clear manner. Please do not BS or ramble. Get to the point.
6. Leave-taking (departing farewell) should be appropriate. (Respectfully, Yours sincerely, Take care, etc.)
7. Sign you email with your full (First and Last) name
8. Proofread for content, spelling and grammar.

Classroom and Field Experience Expectations
This class period is 3 hours. We will be sure to provide adequate breaks during the class sessions to take care of personal needs (restroom, snacks, etc.). Your job is to arrive prepared to actively engage in the class sessions including having completed the readings and assignments, wearing proper clothing, bringing necessary water and snacks and being ready to physically engage in all activities. Please refrain from using tobacco during all class sessions – including off-campus field experiences. iPods and/or iPads (tablets) should not be used to check email, Facebook, Twitter, Instagram or the latest video on YouTube. Cell-phones or pagers should be turned off during class. NO TEXT MESSAGING.

University Expectations and Support Services

College of Education and Allied Professions Conceptual Framework
The professional education program at Western Carolina University is a community of learners based on knowledge, values, and experiences. We teach our students to use their knowledge of both human development and their disciplines to effectively teach all students to solve problems. Appropriate values and dispositions are central to excellent teaching. We model collaborative, caring, and intellectually stimulating learning communities so our teacher education students will create environments for all their students that encourage curiosity, foster motivation, and promote achievement of rigorous state and professional standards. We require our students to use state-of-the-art technology in their courses and in their field experiences.
Accommodations for Students with Disabilities
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services. All information is confidential. Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

Student Support Services
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Writing and Learning Commons (WaLC)
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Academic Calendar:
The calendar includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at: http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp.

Sexual Harassment Policy
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.

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

**Violations of the Academic Integrity Policy include:**

Cheating - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Fabrication - Creating and/or falsifying information or citation in any academic exercise.

Plagiarism - Representing the words or ideas of someone else as one’s own in any academic exercise.

Facilitation - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

Faculty members have the right to determine the appropriate sanction(s) for violations of the Academic Integrity Policy within their courses, up to and including a final grade of “F” in the course. Within five (5) days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform his/her department head (Associate Dean of the Graduate School when the student is a graduate student) in writing of the allegation and proposed sanction(s).

**Students who are caught cheating, fabricating, plagiarizing or facilitating academic dishonesty, will receive a grade of F in this course. Students will be notified, in writing, of any Academic Integrity Policy allegation and have the right to respond to the allegation. The full text of the WCU Academic Integrity Policy, Process, and the Faculty Reporting Form can be found online at: academicintegrity.wcu.edu. Please visit studysmart.wcu.edu for further information.**

**Drop/Add**

Students can **drop or add courses through MyCat until Friday, January 16th at 5:00 pm.** To "Withdraw from a course, access the Course Withdrawal Form on -line at www.wcu.edu/Registrar under "Forms & Resources". Complete and submit to the One-Stop, 1st floor, Killian Annex or fax to 828-227-7217 for processing. To "Withdraw" from the University (All Classes) contact the Advising Center at (828-227-7753) or visit 2nd floor, Killian Annex. **The last date to drop with a W is Monday, March 16, 2015.** Please be advised of WCU’s *Finish in Four* and the UNC Board of Governor’s Fostering Candidate Success Initiative which update policies pertaining to academic standing, course withdrawal and grade replacement. To be brief, beginning in the fall of 2014 candidates must complete 67% of their
attempted semester hours; candidates may withdraw from 16 hours maximum. Any withdrawals beyond the limit will result in a WF which will affect the semester and cumulative GPA as if it were an F; and candidates may repeat a maximum of 16 credit hours. Please see http://www.wcu.edu/about-wcu/leadership/office-of-the-provost/candidate-success/Finish-In-Four/Academic-Progress-Policies.asp for the full policy description.

Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.
Appendix 3.3.14 PRM 425 Land-Based Outdoor Pursuits Education

Land-Based Outdoor Pursuits Education
PRM 425
Spring 2015

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 – T, Th – 10:00 – 12:00

Class Information - Monday 1:25 – 4:25
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

Purchase – National Ski Patrol Mountain Travel and Rescue.

Additional Reading:
Setnicka, Tim, Wilderness 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 ------------------------------------ 100 points
Total ---------------------------------------- 300 points

A+/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.

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 and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886.
Course Schedule

1/12 – The history and philosophy of search and rescue (Chapter 1, 6, 7, 8 & 22)
   Review ropes, webbing, knots (Chapter 9 & Assignment #1)

1/19 – **MLK Holiday (No Classes)**

1/26 – Mountaineering equipment (Chapter 4, 16 & 17)
   Winter camping (Chapter 2 & 3)
   Snow cave construction (Chapter 3)

2/2 – Avalanche SAR (Chapter 25 & 26)
   Search Management

2/9 – Search Management & **Assignment #1 Due**

2/16 – Anchor points, descending techniques (Chapter 10 & 13)
   Review for Midterm Evaluation

2/23 – **Midterm evaluation**
   Assignment #2
   Leadership (Chapter 21)

3/2 – Review midterm evaluation
   High angle SAR (Chapter 24)
   Ascending Technique (Chapter 12)
   Lowering/Raising Systems

3/9 – **Spring Break (No class)**

3/16 – High angle rescue practice (Chapters 11)

3/23 – High angle rescue practice (Chapter 12)

3/30 – Assignment #2

4/6 – Assignment #2

4/13 – High angle rescue practice

4/20 – Assignment #2

4/27 – Assignment #2
   Assignment #3 Due
   Review for final evaluation

5/6 – **Final Examination - Wednesday (3:00 - 5:30)**
Appendix 3.3.15 PRM 426 WATER BASED OUTDOOR PURSUITS EDUCATION

Parks & Recreation Management Program

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.
A.C.A. Instructor Trainer Educator
Whitewater Canoe + Advanced Swiftwater Rescue
Chairman ACA Safety + Rescue National Committee
Rescue 3 International Instructor Trainer
Facebook page: https://www.facebook.com/acawhitewaterrescuecom
E-Mail: whitewatersam@gmail.com
Website: whitewater-rescue.com
Youtube site: TheWhitewatersam - http://www.youtube.com/my_videos
Phone: 828 586-6563 Land - 336-202-5531 Mobile

IV. Office Hours: By Appointment! You are encouraged to e-mail instructor with questions!

V. Meeting day, time and classroom:
   Monday 11:15 a.m. - 6 p.m., Reid 128
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!
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.
4. knowledge of canoe skills on flatwater and the river.
5. knowledge of how to safely and effectively lead a group on a whitewater river.
6. knowledge about and practice of shore based and in swiftwater rescue techniques.
7. knowledge about and practice using technical rope rescue techniques.
8. understanding and experience of how to work together as a team in a rescue situation using the incident command system.
9. knowledge about teaching people with disabilities canoe and kayak skills.
10. 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 2014.

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

Online topics:

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

Equipment
- The department has various kayaks and a NEW Jackson “dynamic duo” 2 person kayak, two C-1’s, three solo canoes and five 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 carabiners, a 12’ piece of 1 inch tubular webbing and two medium length 4’prusik loops. This should be carried in a rescue kit in your boat at all times. This is a requirement!

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.

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Research Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Journal</td>
<td>20%</td>
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<tr>
<td>Extra Research Paper*</td>
<td>5%</td>
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<tr>
<td>Final Examinations</td>
<td>50%</td>
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</tbody>
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* 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)

Ray, Slim *Swiftwater Rescue* (2013)
RMP
Foster, Tom+Kelly, Kel *Catch Every Eddy, Surf Every Wave* (1995) OCNE
PRM 426

COURSE CALENDAR FALL 2014

Date + Topics*
*Note! Dates and topics may change according to water conditions or class progress! Class goes rain, shine, hot or cold! Prepare and dress accordingly!

1. **8/17**
   
   **Class orientation: schedule, grading system + course syllabus**
   
   ACA + Rescue-3 Certification Process
   
   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 2014 Publications section ACA Swiftwater Rescue Course Outlines)

2. **8/24**
   
   **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


Note- use Slim Ray’s SwiftwaterRescue as text for all rescue sessions in addition to the Rescue 3 WRT-1 Manual!
3. **Swiftwater Rescue Training:**

   - Rope throwing + belays - review, Shallow water crossings: wading,
   - 1-person, 2-person line astern, wedge
   - Swimming strategies - defensive + aggressive
   - Contact rescues, Rescue PFD "Tethered Rescue"

Venue: Tuckasegee or Nantahala River

**Assignments:** whtewater-rescue website - ACA SWR Course Outline + ACA Swiftwater Rescue Instructor Test

Rescue 3 WRT Manual

**Special Opportunity!** Earn a point on your final grade! Annual Old Cullowhee Slalom __9-12 practice Friday, Race on 9-13 Saturday. All boats provided! A great way to practice!

9-7 Labor Day Holiday **CLASS DOES NOT MEET!**

* 9-11 Old Cullowhee Slalom (practice) + 12
( actual race) Old Cullowhee Slalom Race! PRM 426 students participating - get an extra credit bonus point for participation!

4. **9/14 Swiftwater Rescue Training:**

   - Ferrying lines, line crossings, zip line, strainer exercise,
   - V-lower-snag-tag, cinches, Incident command system, advanced topics
   - Rescue scenario!

Venue - Tuckaseege or Nantahala River

**Assignments:** ACA SWR Course Outline – whtewater-rescue website WRT Rescue 3 manual

5. **9/21 Swiftwater Rescue Final Session:**

   Bonus session! Advanced SWR Level 5 topics Advanced rescue scenarios!

6. **9/28 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  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 -

Textbook - *Basic Kayaking – Chapters 1-4*

7. **10/5- Whitewater Kayak Instruction** *Venue – Tuckasegee River Gorge or Nantahala Gorge- water dependent*

**Important Note! Journals due for first half of course! 10% point deduction for every day late!**

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 -Tuckasegee River

**Assignments:** Level 4 ACA Whitewater Kayak Course Outline – whitewater-rescue website

8. **10/12 – FALL BREAK – NO CLASS!**

9. **10/19 Whitewater Kayak – *Venue - Nantahala Gorge or Tuck Gorge Run**

Trip leading, teaching on the river-identifying teaching sites + setting up drills +

Exercises Eddy turns, peel-outs, ferries-river strategies

Venue – Tuckasegge River

**Assignments:** ACA Whitewater Kayak Course Outline, ACA Advanced Whitewater Kayak Course Outline – whitewater-rescue website

9. **10/26- 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

11/2 – American Canoe Association IT Meeting NO CLASS!

10. 11/9- 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!

11. 11/16 - 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!

12. 11/23 - 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
Practical Exam topic conferences
Assignments: Adaptive Paddling Article whitewater-rescue.com website
Overview of course+ review for exam!

Study group - practical topics_practice!

Submit Final JOURNAL!! 10% point deduction for every day late
13. **11/30 - Final Practical Exams** – 11:00 – 6:00

_____________________________________________________________________

**14. 12/7 Final Comprehensive Written Exam**   TBA
Tentative date: Final Exam is Monday TBA (see exam schedule for Monday classes) Dec 9, 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!
10-5 Journals due for first half of course
11-24 Journals due for second half of course
11-24 Research Paper Due
12-1 Practical Exam
12-8 (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-.

Office of Disability Services

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Writing and Learning Commons (WaLC)

Electronic format (with hyperlinks):

The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (walc.wcu.edu) or call 828-227-2274. Distance students and students taking classes at Biltmore Park are
encouraged to use Smarthinking and the WaLC’s online resources. Students may also take advantage of writing tutoring offered at the Biltmore Park campus on certain days of the week; call 828-227-2274 or log in to TutorTrac and select “Biltmore Park Writing Tutoring” for availabilities.

Print format:
The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (http://walc.wcu.edu) or call 828-227-2274. Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking and the WaLC’s online resources. Students may also take advantage of writing tutoring offered at the Biltmore Park campus on certain days of the week; call 828-227-2274 or log in to TutorTrac and select “Biltmore Park Writing Tutoring” for availabilities.

Math Tutoring Center (usually included in Math department lower division courses)
The Mathematics Tutoring Center (455 Stillwell, http://mathlab.wcu.edu, 227-3830) provides tutoring in all lower-division math and many CS courses, help with mathematical concepts in other disciplines, and workshops on study skills specific to mathematics courses. Tutoring is available on a drop-in basis, 9-5 and 6-9 pm Monday-Thursday, and 9-5 on Friday or by appointment.

Academic Calendar includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at: http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp.
Appendix 3.3.16 PRM 427 Wilderness Education

Wilderness Education: PRM 427

May 2015 – 3 credits

Mandatory Class Trip: May 11-20, 2015 plus two pre-trip meetings (March 23 and April 20, 2015)

Course Description
PRM 427 Wilderness Education 3 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.

Credit Hours: Three (3)

Professor: Dr. Andrew Bobilya
Field Instructor: Jamie Terry
REID GYM 122-D
Phone: 227-3326 (Office)
828-545-1506 (Cell)
Email: ajbobilya@wcu.edu

Field Instructor: Jamie Terry
jr_write@yahoo.com
Drew Mathews

Class Meeting Day, Time & Classroom:

Class Expedition: May 11, 9:00 a.m. – May 20, 8:00 p.m. (24 hours per day)

Pre-Trip Meetings: Two, required pre-trip meetings

Purpose of the Course
This course is designed to give the student confidence and proficiency in designing and implementing a minimum 7-day wilderness expedition. Students will be encouraged to develop their own teaching and leadership style and personal philosophy about backcountry ethics.

Class Format
Our approach to teaching is grounded in participatory and shared learning. Classes will be conducted using a variety of teaching methods, including multiple opportunities for discussion, group work, and class activities. Attendance and prior preparation is essential. We will meet for 2 pre-class sessions to
assign readings and teaching topics, discuss gear and equipment, and other necessary details. Students will engage in experiential learning by being “leader of the day”. In addition, the course will implement the use of field journals documenting leader decision-making, lectures, one-on-one discussions, group discussions, and special topics (e.g. group dynamics, conflict resolution, etc.).

**Course Equipment & Fees**
Your tuition will cover instruction, group gear, permits, maps, transportation, specialized adventure activities, group medical supplies, food during the trip and the fee to register in the International Registry of Outdoor Leaders for Outdoor Leader certification. Students are responsible to return all WCU-owned equipment. Student’s account will be charged the replacement value for any lost or unreasonably damaged equipment (tents, backpacks, maps, first aid kits, etc.). Students are responsible for supplying travel money (souvenirs, snacks, etc.) during any portion of the course and their own personal clothing and equipment (see list provided in class).

**Course Application and Acceptance**
Students will be required to complete course application materials by the Summer Travel Course deadline to be considered for the course. The lead faculty member reserves the right to deny admission to the course based on conditions deemed by the Course Director to be harmful to the student or other group members, or counter to the goals of the course. Acceptance on the course may be denied for other reasons including, but not limited to: insurance requirements, failure to complete all necessary paperwork, medical conditions that prohibit the student from performing the essential elements of the course or which compromise the safety of the student or other participants, etc.

**Course Objectives**
Through taking this course students will be able to:

1. Integrate ethical principles with concepts relevant to expedition planning and facilitation.
2. Identify and demonstrate core backcountry expedition skills (e.g. navigation, cooking, LNT)
3. Discuss and practice principles related to risk management for wilderness programs.
4. Accurately assess their ability as an outdoor leader and provide valuable feedback for themselves, their peers, and instructors.
5. Practice their teaching and group facilitation skills including developing lesson plans and processing.
6. Understand the stages of group development and provide appropriate leadership.
7. Demonstrate appropriate expedition behavior.

**Required Texts:**
Required Clothing and Equipment:
Please see the *PRM 427 Wilderness Education Required Clothing and Equipment* document. Students are expected to come prepared for the expedition.

Recommended Readings:


Supplemental Readings:
Additional readings will be carried on the expedition in a *field library*.

Course Requirements
Student performance will be appraised using a number of evaluation methods. A brief description of these methods follows:

Pre/Post Trip (400 pts.)
12. Lesson Plan Preparation and Delivery (200 pts.) - Each student will prepare two lessons to be presented during the expedition. Instructors will collect the lesson plan at the April class meeting and provide feedback. More information to come in class.

13. Final Paper (200 pts.) – Each student will write a final paper (3-5 pages) highlighting their experience and related learning. Students will be expected to integrate entries from their expedition journal and the readings in the *Outdoor Leadership* text in their final paper. More information will be presented at the end of the field course.

During Expedition (800 pts.)
14. Participation/ Professionalism (200 pts.) – Students are expected to participate fully in every aspect of pre-trip preparation (e.g. individual preparation and gear/food packing), daily living and group processes while on the expedition (e.g. Leader of the Day, formal and informal lessons, skill training, group discussions, etc.) and post-trip wrap up (e.g. gear de-issue and final class evaluations, processing and celebration). This course is designed as an instructor development experience and students are expected to arrive prepared and ready to engage fully. **Students are expected to read the required course text, *Outdoor Leadership*, by Alex Kosseff in its entirety prior to the course start.**
15. **Expedition Journal (200 pts.)** - Each student will be asked to keep a journal during the expedition including daily personal reflections, observations on personal and peer leadership, decision-making and judgment. More information will be presented in class.

16. **Instructor Field Evaluation (100 points)** – The instructor will evaluate each student’s performance at the completion of the expedition. Criteria will include the WEA curriculum and other requirements of a successful outdoor experience. More information will be presented.

17. **Peer Feedback (100 points)** – Students will be evaluated on the frequency and appropriateness with which they provide feedback to their peers during the expedition. More information will be presented.

18. **Skill Assessment (100 points)** – Student’s skill level will be assessed with regard to technical skills. (e.g. common knots, shelter construction, cooking and baking, etc.) More information will be presented.

19. **Self-Assessment (100 points)** – Student’s will complete a self-assessment and be evaluated based on the accuracy with which their assessment matches field observations of the instructors.

### Potential Student Teaching Topics

- Campsite Selection/Restoration
- Food Protection (bear hang)
- Personal Hygiene (bathing, etc.)
- Introduction to Clouds & Weather
- On and Off-Trail Hiking Techniques
- Ethics/LNT
- Common Backcountry Illnesses
- Lightning Safety

- Pack Selection and Packing
- Route Finding and Navigation I
- Backcountry Baking
- Natural History
- Expedition Behavior
- Leadership Styles
- OB, NOLS, WEA History

- Cultural History
- Kitchen and Stove Set-Up
- Rock Climbing Intro
- Waste Management
- Environmental
- Communication Skills

### Potential Instructor Teaching Topics

- Student Evaluation Procedures
- Course/Instructor Evaluations
- Time/Energy/Climate Control Plans
- Rations Planning
- Medicine Policy / First Aid Kit
- Anaphylactic Shock
- Land Access/ Permitting Procedures

- L.O.D. Guidelines
- Expedition Planning
- Expedition Journaling
- Social Norms (FVC)
- Decision Making / Judgment
- Teaching Techniques
- Group Development

- Group Processing/Debrief
- Providing Valuable Feedback
- Wilderness Solitude
- Roles of the Instructor
- Risk Management Practices
- Independent Student Travel
- Conflict Management
Course Requirements and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan Preparation and Delivery</td>
<td>200</td>
</tr>
<tr>
<td>Final Paper</td>
<td>200</td>
</tr>
<tr>
<td>Participation/ Professionalism</td>
<td>200</td>
</tr>
<tr>
<td>Expedition Journal</td>
<td>200</td>
</tr>
<tr>
<td>Instructor Field Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>Peer Feedback</td>
<td>100</td>
</tr>
<tr>
<td>Skill Assessment</td>
<td>100</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Points 1,200

Grades will be based on the following final percentage scale:

- 93-100 = 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-
- <60 = F

Student Responsibilities

1. Attendance – Learning is an active process, and it is impossible for you to learn unless you are in class. Students should come to class sessions and the expedition prepared to actively participate (i.e., discover solutions to problems, answer questions, engage in discussions). Attendance during the entire expedition is required in order to pass the class and be eligible for the WEA certification.

3. **Late Assignments** – You are expected to submit all assignments by the scheduled deadline. No late work will be accepted. Assignments are to be turned in at the beginning of class on the due date. **No late lesson plan outlines or final papers will be allowed.**

4. **E-mail Etiquette**
   Electronic mail to and from your “@catamount.wcu.edu” address is the preferred method of communication. Please follow common e-mail rules:
   1. Use your @catamount.wcu.edu email address
   2. Use a short and accurate subject header
   3. Use a proper salutation (Hello, Good Morning, Greetings, etc.)
   4. Introduce yourself in the first paragraph (if needed)
   5. The message body should be written in a concise and clear manner. Please do not BS or ramble. Get to the point.
   6. Leave-taking (departing farewell) should be appropriate. (Respectfully, Yours sincerely, Take care, etc.)
   7. Sign you email with your full (First and Last) name
   8. Proofread for content, spelling and grammar.

**Class/ Expedition Expectations**

**Medical Treatment or Removal from the Field:** If a student requires medical treatment while on the course or is removed from the field for personal reasons or because of inappropriate behavior, all direct costs associated with evacuation from the field, related medical treatment, or other expenses will be paid by the student (or student’s family if student is a minor). Students are encouraged to take out a short-term insurance policy to cover possible medical or evacuation costs.

**University Policies:** All participants must abide by WCU policies, including but not limited to conduct. No alcohol, drugs, or tobacco are allowed at any point of the course. Failure of a student to abide by University policies or staff instructions may result in dismissal from the course, with student (or student’s family if student is a minor) responsible for all evacuation costs. No refunds will be given if a student is dismissed from the course. If the student is dismissed from the course they will not receive academic credit or any certifications that had been associated with the course.

**University Expectations and Support Services**

**College of Education and Allied Professions Conceptual Framework:** The professional education program at Western Carolina University is a community of learners based on knowledge, values, and experiences. We teach our students to use their knowledge of both human development and their disciplines to effectively teach all students to solve problems. Appropriate values and dispositions are
central to excellent teaching. We model collaborative, caring, and intellectually stimulating learning communities so our teacher education students will create environments for all their students that encourage curiosity, foster motivation, and promote achievement of rigorous state and professional standards. We require our students to use state-of-the-art technology in their courses and in their field experiences.

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

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

**Writing and Learning Commons (WaLC):** The **Writing and Learning Commons** (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (walc.wcu.edu) or call 828-227-2274.

**Academic Calendar** includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at: [http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp](http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp).

**Sexual Harassment Policy:** 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:** “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.

**Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.**
Appendix 3.3.17 PRM 433 Outdoor Recreation

OUTDOOR RECREATION

PRM 433
Fall 2015

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 – MWF – 10:00 – 11:00
            T Th – 11:00 – 12:00

Meeting Day, Time, & Classroom – Tuesday and Thursday
            9:30 – 10:45
            RD 109

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 Forms ------------------------------- 10 points
Final Exam ------------------------------- 80 points
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 3rd absence. No make up grades will be given for missed quizzes or in-class assignments. See the WCU attendance policy in the catalog.
Academic Integrity Policy and Reporting Process:

This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.

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

I. General:

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

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

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

II. Definitions:

21. **Cheating** – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.

22. **Fabrication** – Creating and/or falsifying information or citation in any academic exercise.

23. **Plagiarism** – Representing the words or ideas of someone else as one’s own in any academic exercise.

24. **Facilitation** – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

III. Undergraduate and Graduate Academic Integrity Process:

56. Within five (5) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, s/he will inform his/her department head (or associate Dean of the graduate school when applicable) in writing of the allegation and proposed sanction(s).

57. Within ten (10) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform the student of the allegation, including the proposed sanction(s), in writing. In the written notification, the instructor
will inform the student of his/her right to request a meeting with the instructor. During the meeting, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form. If the student does not request a meeting with the instructor within five (5) business days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanction(s) outlined by the instructor in the written allegation. If the student does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

58. Within five (5) business days of meeting with the instructor, the student shall either appeal the decision to the department head or mutually resolve the matter by accepting the allegation and proposed sanction(s). No action by the student within five (5) business days of the meeting with the instructor shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the instructor, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

59. Within five (5) business days of receiving a student’s appeal, the department head must schedule a meeting with the student. The instructor may be present during the meeting. During the meeting, the department head shall complete the Academic Integrity Violation Department Head Resolution Form. Only information submitted during the meeting with the student, or in the meeting between the instructor and the student, may be considered by the department head. The evidentiary standard for making a decision shall be preponderance of the evidence. The department head may agree or disagree with the allegation(s) of the instructor. The department head may also approve, overturn, or modify the sanction(s) proposed by the instructor. If the student does not attend the scheduled meeting with the department head, the matter will be heard in absentia and shall not be subject to further review and/or appeal.

60. Within five (5) business days of meeting with the department head, the student shall either appeal the decision to an Academic Integrity Board or mutually resolve the matter by accepting the allegation and proposed sanction(s). The student must submit an appeal to the academic Dean listed on the Academic Integrity Violation Department Head Resolution Form. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the department head, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

61. Within seven (7) business days of receiving a student’s appeal, the appropriate academic Dean must schedule an Academic Integrity Board hearing with the student. The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. The instructor may be present during the hearing. Only information submitted during the hearing, or in the meetings between the instructor/department head and the student, may be considered by the hearing board. The evidentiary standard for making a decision shall be preponderance of the evidence. The hearing board may agree or disagree with the allegation(s) of the instructor. The hearing board may also approve, overturn, or modify the sanction(s) proposed by the instructor and/or department head. If the student does not attend the scheduled hearing, the matter will be heard in absentia and shall not be subject to further review and/or appeal.
review and/or appeal. Within ten (10) business days of the hearing, the appropriate academic Dean shall review pertinent records and send the student written notification of the decision of the Academic Integrity Board.

62. Within five (5) business days of receiving written notification of the decision of the Academic Integrity Board the student may accept the findings and sanctions of the board or submit an appeal to the designated academic Dean. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the Academic Integrity Board, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

63. If the student elects to file an appeal of the decision of the Academic Integrity Board, she must submit a written appeal within five (5) business days of receiving written notification of the decision of the Academic Integrity Board to the designated academic Dean. An appeal to an academic Dean must be limited to the following grounds; 1) a violation or due process or 2) a material deviation from Substantive and Procedural Standards by the UNC Board of Governors (as set forth in the UNC Manual 700.4.1).

64. If an appeal is heard by an academic Dean, s/he shall review pertinent records within ten (10) business days of receiving a valid appeal. The academic Dean may agree or disagree with the allegation(s) of the instructor. The academic Dean may also approve, overturn, or modify the sanction(s) proposed by the instructor, department head, and or Academic Integrity Board. Within five (5) days of making a decision, the academic Dean shall provide the student with a written decision. The decision of the academic Dean shall be final.

65. The student must remain enrolled in the course related to the case, and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.

66. Upon resolution of each level of the case (no matter the outcome), the instructor, department head, and academic Dean must provide the Department of Student Community Ethics with all materials and documents related to the case (i.e. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form, Department Head Resolution Form, Academic Integrity Board decision letter, academic Dean decision letter, etc...). The Department of Student Community Ethics shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy.

IV. Academic Integrity Board:

The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. Students and faculty members serving on boards for each college will be selected by each college Dean. The Department of Student Community Ethics will train all board members prior to their service on a hearing board. Each academic Dean will convene hearing boards as necessary, and will determine a faculty member to serve as chair prior to a hearing.

V. Sanctions:

The instructor, department head, Academic Integrity Board, and/or academic Dean may impose academic sanctions permitted by the institution (not to exceed receiving a grade of “F” for the
The instructor, department head, Academic Integrity Board, and/or academic Dean may not permanently remove the student from the course or suspend/expel the student from a program or the University. Student behavior of the magnitude to warrant consideration for permanently removal from the course or suspension/expulsion from a program or the University must be referred to the Department of Student Community Ethics.

VI. Habitual Violations of the Academic Integrity Policy:

Upon receipt of materials associated with violations of the Academic Integrity Policy, the Department of Student Community Ethics will determine if a student has previous violations of University policies. Students with a prior record of violations, or who commits a gross and/or egregious violation of the Academic Integrity Policy, will be referred to the Department of Student Community Ethics for consideration of being subject to hearing proceedings as a habitual violator. Students with three or more violations of the Academic Integrity Policy will automatically be subject to hearing proceedings as a habitual violator. Students in this category are subject to course-related sanctions imposed by the instructor, department head, Academic Integrity Board, and/or academic Dean and University-level sanctions imposed by the Department of Student Community Ethics for habitual violations of University policies.

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

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

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

Course Schedule

Class schedule is subject to change due to course changes or other factors.
8/18 – Orientation to Course
8/20 – Foundations of OR (Ibrahim, Chapter 1)
8/25 – Nature and the Spiritual Life (Ibrahim, Chapter 2)
    Outdoor Recreation Activities (Ibrahim, Chapter 15)
    Assignment #1 - Exam of Outdoor Recreation Activity
8/27 – Psychology and the Natural Environment (Chap. 4 Pp. 61-64)
    The Social Aspects of Outdoor Rec. (Chapter 5)
    Assignment #2 – Research projects
9/1 – Visionaries and Pioneers (Ibrahim, Chapter 3)
    Champions of the Land (Video)
9/3 – Benefits of Outdoor Recreation
    Assignment #1 due
9/8 – Assignment #1 (Continued)
9/10 – Test #1
9/15 – Federal Resources (Ibrahim, Chapter 7)
9/17 – Federal Resources (Ibrahim, Chapter 7)
9/22 – Federal Resources (Ibrahim, Chapter 7)
9/24 – State Resources (Ibrahim, Chapter 8)
    NC SCORP
9/29 – Local Resources (Ibrahim, Chapter 9)
    Other Outdoor Recreation Resources (Ibrahim, Chapter 10)
10/1 – Management Policies (Ibrahim, Chapter 12)
    Management Procedures (Ibrahim, Chapter 13)
10/6 – The Economics of Outdoor Pursuits (Ibrahim, Chapter 6)
10/8 – Wilderness Management
10/13 – Fall Break (No classes)
10/15 – Fall Break (No classes)
10/20 – Risk
    Adventure Recreation
10/22 – Statistics
10/27 – Advising Day (No Classes)
10/29 – Test #2
11/3 – Research in Outdoor Recreation
    (Manning Chapters 1, 2, 3)
11/5 – Research (Continued)
(Manning Chapters 4, 5, 6)

11/10 – Research (Continued)

(Manning Chapters 7, 8, 9)

11/12 – Research (Manning Chapters 10, 11, 12, 13)

11/17 – Assignment #2 meetings

11/19 – Current Research in Outdoor Recreation

11/24 – Assignment #2 reports

11/26 – No Class (Thanksgiving)

12/1 – Assignment #2 reports

12/3 – Current Research in Outdoor Recreation

   Review for Final Exam

12/9 (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.
Appendix 3.3.18 PRM 430: Entrepreneurship & Commercial Recreation

PRM 430: Entrepreneurship & Commercial Recreation
Parks & Recreation Management Department of Human Services
Fall 2015

Course # & Title: Entrepreneurship & Commercial Recreation, PRM 430 (3 credit hours)
Class Times: Tuesday/Thursday: 2:00-3:15pm
Location: Reid 109
Instructor: Debby Singleton, M.A., Instructor
Office: Reid 122J
Office Hours: Mondays & Wednesdays 10:00am-12:00noon or by appointment
                           Tuesdays, Thursdays, & Fridays by appointment
Phone #: 227-3971 (office)     E-mail: singleton@wcu.edu

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.

Required Resources:
• Student Resource Notebook. Vergstegen, L. (2008), 2nd Edition; Institute for Excellence in Writing, LLC. (available as a PDF on Bb)

• Access to Blackboard is required to submit assignments.

Suggested Resources:
• The Right Brain Business Plan; Lee, J. (2011); New World Library. (available on Amazon)
Learning Objectives:

8. Gain a better understanding of the history, components, programming options, and business opportunities in commercial recreation through class discussions, readings, and assignments.

9. To individually assess themselves as a potential business owner through self-evaluation of personal characteristics, demands, experience, and management experience.

10. Develop the ability to determine concept feasibility in terms of defining their business idea, refining it, and defining their market through research.

11. 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 through the completion of key chapters of a business plan.

12. Gain an understanding of business financing such as; start-up investment requirements, cash flow projections, balance sheets, income statements, and break-even analysis through the hands on creation of a financial analysis for a comprehensive business plan.

13. Create a comprehensive business plan utilizing the concepts presented in the class either individually or with peers.

14. Gain experience in organizing a professional presentation to showcase their business plan.

15. Exposure to entrepreneurs in the area of recreation and the opportunity to learn from their experiences through presentations and field trips.

16.

GRADE DISTRIBUTION

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**100% A+ 92-100% A 90-91.9% A- 88-89.9% B+ 82-87.9% B 80-81.9% B- 78-79.9% C+ 72-77.9% C 70-71.9% C- 68-69.9% D+ 62-67.9% D 60-61.9% D- <60% F**

**A variety of extra credit options are made available throughout the semester related to PRM 430, therefore the final grade percentages are NOT rounded up.**
<table>
<thead>
<tr>
<th>COURSE ASSIGNMENTS</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Worksheet #1: Assess yourself and reflection</td>
<td>50</td>
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<td>Worksheet #2: Feasibility</td>
<td>50</td>
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<tr>
<td>BP Chapter 1</td>
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<td>BP Chapter 2</td>
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<td>BP Chapter 6</td>
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<tr>
<td>BP Chapter 7, cover page, table of contents</td>
<td>50</td>
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<tr>
<td>BP Executive Summary</td>
<td>50</td>
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<tr>
<td>Final Business Plan (the whole enchilada revised)</td>
<td>500</td>
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<tr>
<td>Presentation of Business Plan</td>
<td>200</td>
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<tr>
<td>Homework, assignments, quizzes, readings, participation</td>
<td>100</td>
</tr>
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<td><strong>Total</strong></td>
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• For each assignment, a link in Bb will provide instructions, detailed assignment description, grading rubric, due date and submission requirements. The instructor will go over each assignment in class but it is your responsibility to read the assignment and ask questions if you do not understand something.

**Brief Explanation of ASSIGNMENTS:**

• **Worksheet #1:** A self-analysis and reflection 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 7 chapters, an Executive Summary, a cover page, and table of contents. 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 4 or less. Due to class size, I will not be allowing individual business plans this semester.

The class is structured so that each part of the business plan is discussed in detail. Chapters are due throughout the semester with ample time to revise them before the final draft is due at the end of the semester. The first round of Chapters is worth 500 points. Your final, revised, Business Plan is worth 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.

*Helpful Sources:*

- **Southwestern Community College’s Small Business Center:** [https://www.southwesterncc.edu/workforce-innovations/small-business-center](https://www.southwesterncc.edu/workforce-innovations/small-business-center)
  Information on business plan guides (we use their template) and other useful resources.


- **NC Small Business Administration:** [http://www.sba.gov/about-offices-content/2/3127](http://www.sba.gov/about-offices-content/2/3127)

  Answers to starting your own business questions.

- **Inc. Magazine Website** with information for start-up entrepreneurs. [http://www.inc.com/](http://www.inc.com/)

- **Entrepreneur.com** with great resources and articles on starting a business, also includes handy dandy forms. ([http://entrepreneur.com/](http://entrepreneur.com/))

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**Writing & Learning Commons (WaLC)**

The Writing and Learning Commons (WaLC) is a free student service, located in BELK 207, providing course tutoring, writing tutoring, academic skills consultations, international student consultations, graduate and professional exam preparation resources, and online writing and learning resources for all students. To schedule tutoring appointments, visit the WaLC homepage ([http://walc.wcu.edu](http://walc.wcu.edu)) or call 828-227-2274.
Math Tutoring:
The Mathematics Tutoring Center provides tutoring in all lower-division math and many CS courses (455 Stillwell, http://mathlab.wcu.edu, 828-227-3830), help with mathematical concepts in other disciplines, and workshops on study skills specific to mathematics courses. Tutoring is available on a drop-in basis, 9 am – 5 pm and 6 - 9 pm Monday-Thursday, and 9 am – 5 pm on Friday.

These are FREE services for WCU students!

**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 10 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)

**Current Powerpoints of class lectures will be posted on Blackboard 12-24 hours prior to that particular class.** (Past semester ppt’s are available up until the new ones are updated. Please do NOT print off ppt’s until you know they are the current ones.) 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 from a classmate, the Technology Commons (http://www.wcu.edu/academics/campus-academic-resources/it/get-help/technology-commons/technology-support/index.asp) or make an appointment with the instructor.

• **For each assignment, a link in Bb will provide instructions, detailed assignment description, grading rubric, due date and submission requirements. The instructor will go over each assignment in class but it is your responsible to read the assignment and ask questions if you do not understand something.**
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. This policy includes weekend days.*

9. Please staple multiple page assignments together before handing them in.
10. Most of your assignments will be submitted via Blackboard.
11. Please type all assignments in a legible, easy to read font. Not typed? A deduction of 10% of overall grade.
12. Use your spell-check, grammar, and thesaurus tools, which are provided in all word document software. I deduct points for errors, PROOF YOUR WORK!
13. Assignments will either be due in Blackboard or handed in on paper in class. Emailed assignments will NOT be accepted.
14. 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 course schedule posted in Blackboard for the most current information. *The Schedule is “Fluid”, meaning that the topics for discussion may change depending upon student participation and interest; assignment dates may change due to student input or university scheduling; or unique opportunities may present themselves and be added. Students will be notified in a timely manner of schedule changes.*

Course Evaluation Schedule:

Students will be asked to participate in an online evaluation of this course. An email will be sent to students reminding them to complete the online course evaluations. The evaluations are scheduled to be available starting early NOVEMBER THROUGH early DECEMBER

COURSE POLICIES:

Attendance Policy:

This class is an upper level PRM requirement, so it is imperative that you make every effort to attend every class.

This policy is primarily in place to encourage students to attend class and be 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.”

**Attendance is required in my classes.** When a student enrolls in my course, you implicitly accept the responsibility of participating in the classroom educational experience. Actual physical presence and participation is a key component to understanding the material.

The attitude that "I paid my money -- I have the right to skip class if I want" betrays a "consumerism" approach to education rather than the cooperative, interactive process that education has been traditionally seen to be. In general, courses in parks & recreation management tend to be participatory in nature. It is hard to gain valuable insight into the content material for this course if you have an “attendance is optional” attitude. I am not here to “entertain you” (although my lame joke of the day is always a crowd pleaser). I am here to share with you years of experience. It is my goal to be an active educator and an active participant in learning as well.

There are many legitimate reasons for missing a class -- illness, family crisis, transportation problems, wintry weather issues. However, skipping class to study for a midterm in another class or to complete an assignment is a sign of poor time management and poor planning and is not considered a legitimate excuse by most instructors. “I need a mental health day”, is also not an accepted excuse for missing this class.

**So here is the beta on attendance…**

**Singleton’s PRM 430 Attendance Policy:** If you miss 3 or more classes, your grade in this class may suffer. Work missed due to absences, such as quizzes or in class assignments, can NOT be made up without an university excused absence or a 24 hour pre-absence email to the instructor explaining the nature of your intended absence. **If you miss 4 or more classes, for each absence, 3 points will be deducted from your overall final grade.**
If a **student exceeds 5 absences in the class** an email will be sent to the student notifying them of their delinquent attendance and a request to meet with the instructor personally to discuss options. Students may be asked to withdraw from the course or complete an action plan for course work.

Students may be asked to attend off campus field trips to participate in opportunities to visit local recreation based businesses. Transportation will not be provided, students are encouraged to car pool. Extra credit will be provided for attendance and participation.

**Summary of Attendance Policy:**

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<tr>
<th>Absences Level</th>
<th>Penalty</th>
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<tr>
<td>3 absences or less</td>
<td>No Penalty</td>
</tr>
<tr>
<td>4 or more absences</td>
<td>3 points for EACH ABSENCE deducted from overall final grade</td>
</tr>
<tr>
<td>5 or more absences</td>
<td>Email from instructor, meet to discuss options</td>
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</tbody>
</table>

It is recognized that students may have legitimate excused absences. As noted in WCU’s attendance policy: The current University Class Attendance Policy is located at: [http://catalog.wcu.edu/content.php?catoid=20&navoid=346#clas_atte_poli](http://catalog.wcu.edu/content.php?catoid=20&navoid=346#clas_atte_poli).

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 Blackboard.

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 an assignment late, please refer to the penalties in the “assignment guidelines” section.

**Tardiness:**

"Better late than never" is **not** the operative proverb that justifies coming to class late and entering the classroom after the instructor has begun the class lecture or activity. It may be permitted to be "socially late," at some informal gatherings that you frequent, yet most rules of
behavior applicable to professional situations (e.g., medical appointments, job interviews, college classes, etc.) consider tardiness as *unacceptable behavior*.

I realize that you cannot control every circumstance such as your car breaking down or if your preceding class runs late. Normally, however, students should plan on arriving *on time, and in some cases, 5 minutes early*. *This is an excellent opportunity to practice your professional, job-ready skills!*

Entering the classroom after the instructor's presentation has started can be distracting both to the instructor as well as to other students, especially if the person arriving late walks across the length of the classroom between the instructor and the assembled students. Those who come late should seat themselves as close to the door as possible and avoid any sort of disruption.

Students who arrive late should consult other students about any announcements made at the beginning of class.

**Each tardy will be recorded in the instructor’s attendance log. Three tardies will equate to ONE absence.**

**E-mail Etiquette:** Electronic mail to and from your “@catamount.wcu.edu” address is the preferred method of communication. Please follow common e-mail rules:

1. Use your @catamount.wcu.edu email address
2. Use a short and accurate subject header
3. Use a proper salutation (Hello, Good Morning, Greetings, etc.)
4. Introduce yourself in the first paragraph (if needed)
5. The message body should be written in a concise and clear manner. Please do not BS or ramble. Get to the point.
6. Leave-taking (departing farewell) should be appropriate. (Respectfully, Yours sincerely, Take care, etc.)
7. Sign your email with your full (First and Last) name
8. Proofread for content, spelling and grammar.

*For the visual learners…*
If you need additional information, read this article:
https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay

**Class Disturbances:**
The standard class period (for Tuesday, Thursday classes) is 75 minutes. Please do not start putting books away, closing up notebooks, and zipping up book-bags 5 minutes before the official end of class. This can be disruptive and distracting to both the instructor and classmates. WCU provides ample time for you to get from one class to another. The campus can be easily navigated by a brisk walk in 10 minutes or less.

Students should not normally leave or re-enter the classroom during the class period. Doing this can be distracting, and can give the impression that you do not respect the educational process taking place.

The 75 minute class period is of such a length that it should be rare for someone to have to leave because of physiological needs. If illness or medication has affected your digestive rhythm or kidney functioning, and you realize that it may be necessary for you to leave during a class period, please arrive early enough to sit close to a door so that you may leave and return with a minimum of disturbance.
All attention during class should be focused on the instruction/lecture/activity. iPods and/or iPads (tablets) should not be used to check email, FaceBook, Twitter, Tumbler, SnapChat, Instagram or the latest cat video on YouTube. Cell-phones or pagers should be turned to silent. **NO TEXT MESSAGING. **There may be classroom learning opportunities involving electronics. When that does occur, the instructor will notify students and ask for participation via cell phone, computer or tablet.

**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. Texting in class will make it more difficult for you to concentrate on the material being discussed and your grade may suffer. See the following article for more information:  [http://www.sciencedaily.com/releases/2012/04/120404101822.htm](http://www.sciencedaily.com/releases/2012/04/120404101822.htm)
  ✓ Actively listen during class discussions. Listening is not just hearing. It also involves thinking about and understanding what is being said. Doing your homework for another class, texting (which isn’t allowed), or reading for another class will distract from your ability to actively listen. *On the other hand, doodling has been shown to assist with active listening.* 😊
  ✓ 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, but removed if guest speakers or other PRM-HS faculty attend class to observe.
  ✓ Dress appropriate for the class. Occasionally we have guest speakers and this is a great opportunity to network. Your appearance on those days should be “recreational professional”.
  ✓ 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. The classroom door will be CLOSED once class begins.

✓ 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. Repeatedly falling asleep (more than 3 times in a one month period) will require a meeting with the instructor to discuss your sleep behavior and strategies to increase your restorative sleep time and your ability to stay alert during class.
✓ Repeated disregard for these norms will result in removal from the class.

• 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 Blackboard.

• 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 in the syllabus).

• Smoking policy: Students will not be allowed to smoke or dip during class (including activity or off campus sessions). Smoking is not permitted within 50 yards of any entrance into Reid Gym.

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 Integrity Policy & Reporting Policy

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

This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.

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

I. General:

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

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

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

II. Definitions:

25. Cheating – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
26. Fabrication – Creating and/or falsifying information or citation in any academic exercise.
27. Plagiarism – Representing the words or ideas of someone else as one’s own in any academic exercise.
28. Facilitation – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination)
29. .
III. Undergraduate and Graduate Academic Integrity Process:

67. Within five (5) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, s/he will inform his/her department head (or associate Dean of the graduate school when applicable) in writing of the allegation and proposed sanction(s).

68. Within ten (10) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform the student of the allegation, including the proposed sanction(s), in writing. In the written notification, the instructor will inform the student of his/her right to request a meeting with the instructor. During the meeting, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form. If the student does not request a meeting with the instructor within five (5) business days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanction(s) outlined by the instructor in the written allegation. If the student does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

69. Within five (5) business days of meeting with the instructor, the student shall either appeal the decision to the department head or mutually resolve the matter by accepting the allegation and proposed sanction(s). No action by the student within five (5) business days of the meeting with the instructor shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the instructor, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

70. Within five (5) business days of receiving a student’s appeal, the department head must schedule a meeting with the student. The instructor may be present during the meeting. During the meeting, the department head shall complete the Academic Integrity Violation Department Head Resolution Form. Only information submitted during the meeting with the student, or in the meeting between the instructor and the student, may be considered by the department head. The evidentiary standard for making a decision shall be preponderance of the evidence. The department head may agree or disagree with the allegation(s) of the instructor. The department head may also approve, overturn, or modify the sanction(s) proposed by the instructor. If the student does not attend the scheduled meeting with the department head, the matter will be heard in absentia and shall not be subject to further review and/or appeal.

71. Within five (5) business days of meeting with the department head, the student shall either appeal the decision to an Academic Integrity Board or mutually resolve the matter by accepting the allegation and proposed sanction(s). The student must submit an appeal to the academic Dean listed on the Academic Integrity Violation Department Head Resolution Form. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the department head, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

72. Within seven (7) business days of receiving a student’s appeal, the appropriate academic Dean must schedule an Academic Integrity Board hearing with the
student. The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. The instructor may be present during the hearing. Only information submitted during the hearing, or in the meetings between the instructor/department head and the student, may be considered by the hearing board. The evidentiary standard for making a decision shall be preponderance of the evidence. The hearing board may agree or disagree with the allegation(s) of the instructor. The hearing board may also approve, overturn, or modify the sanction(s) proposed by the instructor and/or department head. If the student does not attend the scheduled hearing, the matter will be heard in absentia and shall not be subject to further review and/or appeal. Within ten (10) business days of the hearing, the appropriate academic Dean shall review pertinent records and send the student written notification of the decision of the Academic Integrity Board.

73. Within five (5) business days of receiving written notification of the decision of the Academic Integrity Board the student may accept the findings and sanctions of the board or submit an appeal to the designated academic Dean. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the Academic Integrity Board, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

74. If the student elects to file an appeal of the decision of the Academic Integrity Board, she must submit a written appeal within five (5) business days of receiving written notification of the decision of the Academic Integrity Board to the designated academic Dean. An appeal to an academic Dean must be limited to the following grounds: 1) a violation or due process or 2) a material deviation from Substantive and Procedural Standards by the UNC Board of Governors (as set forth in the UNC Manual 700.4.1).

75. If an appeal is heard by an academic Dean, s/he shall review pertinent records within ten (10) business days of receiving a valid appeal. The academic Dean may agree or disagree with the allegation(s) of the instructor. The academic Dean may also approve, overturn, or modify the sanction(s) proposed by the instructor, department head, and or Academic Integrity Board. Within five (5) days of making a decision, the academic Dean shall provide the student with a written decision. The decision of the academic Dean shall be final.

76. The student must remain enrolled in the course related to the case, and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.

77. Upon resolution of each level of the case (no matter the outcome), the instructor, department head, and academic Dean must provide the Department of Student Community Ethics with all materials and documents related to the case (i.e. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form, Department Head Resolution Form, Academic Integrity Board decision letter, academic Dean decision letter, etc…). The Department of Student Community Ethics shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy.
IV. Academic Integrity Board:

The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. Students and faculty members serving on boards for each college will be selected by each college Dean. The Department of Student Community Ethics will train all board members prior to their service on a hearing board. Each academic Dean will convene hearing boards as necessary, and will determine a faculty member to serve as chair prior to a hearing.

V. Sanctions:

The instructor, department head, Academic Integrity Board, and/or academic Dean may impose academic sanctions permitted by the institution (not to exceed receiving a grade of “F” for the course). The instructor, department head, Academic Integrity Board, and/or academic Dean may not permanently remove the student from the course or suspend/expel the student from a program or the University. Student behavior of the magnitude to warrant consideration for permanently removal from the course or suspension/expulsion from a program or the University must be referred to the Department of Student Community Ethics.

VI. Habitual Violations of the Academic Integrity Policy:

Upon receipt of materials associated with violations of the Academic Integrity Policy, the Department of Student Community Ethics will determine if a student has previous violations of University policies. Students with a prior record of violations, or who commits a gross and/or egregious violation of the Academic Integrity Policy, will be referred to the Department of Student Community Ethics for consideration of being subject to hearing proceedings as a habitual violator. Students with three or more violations of the Academic Integrity Policy will automatically be subject to hearing proceedings as a habitual violator. Students in this category are subject to course-related sanctions imposed by the instructor, department head, Academic Integrity Board, and/or academic Dean and University-level sanctions imposed by the Department of Student Community Ethics for habitual violations of University policies.

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

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

Accommodations for Students with Disabilities:

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

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

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

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

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


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

**Writing & Learning Commons (WaLC)**
The Writing and Learning Commons (WaLC) is a free student service, located in BELK 207, providing course tutoring, writing tutoring, academic skills consultations, international student consultations, graduate and professional exam preparation resources, and online writing and learning resources for all students. To schedule tutoring appointments, visit the WaLC homepage (http://walc.wcu.edu) or call 828-227-2274.

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

**Drop/Add** courses through MyCat until **Friday, August 21st at 5:00 pm**. The withdrawal period begins Monday, August 24th. To "Withdraw from a course, access the Course Withdrawal Form on-line at www.wcu.edu/registrar under "Forms & Resources". Complete and submit to the One-Stop, 1st floor, Killian Annex or fax to 828-227-7217 for processing. To "Withdraw" from the University (All Classes) contact the Advising Center at (828-227-7753) or visit 2nd floor, Killian Annex. **The last date to drop with a W is Monday, October 19th.** Please be advised of WCU’s Finish in Four and the UNC Board of Governor’s Fostering Candidate Success Initiative which update policies pertaining to academic standing, course withdrawal and grade replacement. To be brief, beginning in the fall of 2014 candidates must complete 67% of their attempted semester hours; candidates may withdraw from 16 hours maximum. Any withdrawals beyond the limit will result in a WF which will affect the semester and cumulative GPA as if it were an F; and candidates may repeat a maximum of 16 credit hours. Please see http://www.wcu.edu/about-wcu/leadership/office-of-the-provost/candidate-success/Finish-In-Four/Academic-Progress-Policies.asp for the full policy description.

**Grading and Quality Point System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per</th>
<th>Grade</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quality Points per</td>
<td>Semester Hour</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>4.0</td>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>B-</td>
<td></td>
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<td>Audit</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</td>
<td>NC</td>
<td>No Credit</td>
</tr>
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<tr>
<td>C-</td>
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<td>1.67</td>
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<td></td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D       Poor       1.0
D-      .67
F       Failure    0

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

**Academic Calendar:** includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at: [http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp](http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp).

**Final Exam:** The university final exam schedule can be found here: [http://www.wcu.edu/registrar/calendars/fall_final_exam.pdf](http://www.wcu.edu/registrar/calendars/fall_final_exam.pdf)

**Important Dates:**

First day of Fall classes at WCU: Monday, August 17, 2015
Drop/Add: Monday, August 17, 2015 to Friday, August 21, 2015
University closed: Monday, September 7, 2015
Fall break: Monday, October 12, 2015 to Sunday, October 18, 2015
Last day to withdrawal with a grade of W: Monday, October 19, 2015 at 5 pm
Advising day (no classes): Tuesday, October 27, 2015
Thanksgiving break: Wednesday, November 25, 2015 to Friday, November 27, 2015
Last day of Fall classes at WCU: Friday, December 4, 2015
Final Exams: Saturday December 5, 2015 to Friday, December 11, 2015
Grades due to the Registrar: Monday, December 14, 2015

Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.
Appendix 3.3.19 PRM 434 High Adventure Travel

PRM 434-01: High Adventure Travel  Spring 2015
Parks & Recreation Management: Human Services Department

Course # & Title: High Adventure Travel, PRM 430  (3 credit hours)
Class Times & Location: Tuesday and Thursday; 12:30-2:15pm
Instructor: Debby Singleton, M.A., PRM and HPE Instructor
Office: Reid 122-J
Office Hours: Monday and Wednesday: 10:00-11:30am
Tuesday, Thursday, and Friday: by appointment
Phone #: 227-3971 (office)  E-mail: singleton@email.wcu.edu

Rental Text at Bookstore
• Adventure Tourism Management, Ralf Buckley; Butterworth-Heinemann; 2010.

Scanned Text in Blackboard (selected chapters)
• Adventure Travel reading selection: Each student will be required to read an Adventure Travel book, preferably non-fiction, during the semester as part of a class assignment. See reading list for suggestions.

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.

Library Resources: WCU’s Hunter Library has a wealth of adventure travel books to be used for your assignments and research projects. http://www.wcu.edu/hunter-library/index.asp

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.
Course Learning Objectives:

1. Identify the fundamental components and characteristics of adventure tourism through class discussions, readings, and guest speakers.
2. Recognize the global scope of adventure tourism through readings, class discussions, guest speakers, and an online discussion forum.
3. Compare and define typologies of adventure tourism through class discussion, readings, and class projects.
4. Define historical themes and future trends related to adventure travel through readings, assignments, discussion, and guest speakers.
5. Identify who the adventure tourist is through class discussions, readings, research for projects and guest speakers.
6. Discuss the adventure tourism market, destinations and venues and implement marketing strategies in group projects.
7. Recognize, plan and evaluate adventure travel risk management practices through class discussions, guest speakers, and implementation in class projects.
8. Explore ethical issues facing adventure tourists and travel operators through readings, research and in class debates.
9. Be exposed to a variety of “real-life” adventurers through readings, guest speakers, videos, online blogs, and slide shows.
10. Evaluate, research, plan and complete a group project related to the one of the following: Whee Adventure Guides, Digital Humanities, NC: Our State Our Time campus theme, Trail Guide Mobile App project with CIS, Trail Magic on the AT, etc.
11. Design, plan, organize, execute, evaluate and present a personal adventure trip during the semester.
12. Design and plan an international commercial adventure trip.
13. Be exposed to great adventures, expeditions and travel writers through reading, reflection, online discussion and the successful completion of a book review.

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<thead>
<tr>
<th>GRADE DISTRIBUTION</th>
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<th>GRADE DISTRIBUTION</th>
<th>POINTS</th>
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</thead>
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<tr>
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<td>1001+</td>
<td>90-91.9% A-</td>
<td>900-919</td>
</tr>
<tr>
<td>92-100% A</td>
<td>920-1000</td>
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</tr>
<tr>
<td>88-89.9% B+</td>
<td>880-899</td>
<td>78-79.9% C+</td>
<td>780-799</td>
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<td>800-819</td>
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<td>720-779</td>
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<tr>
<td>68-69.9% D+</td>
<td>680-699</td>
<td>&lt;60% F</td>
<td>599 &amp; below</td>
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<tr>
<td>60-61.9% D-</td>
<td>600-619</td>
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</tbody>
</table>

**I do not round up FINAL grades at the end of the semester.**
### COURSE ASSIGNMENTS

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<tr>
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<th>Points</th>
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<tr>
<td>Book Review</td>
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</tr>
<tr>
<td>Personal Adventure Trip: 3 parts</td>
<td>200</td>
</tr>
<tr>
<td>International Adventure Travel Project (Group Trip Proposal)</td>
<td>200</td>
</tr>
<tr>
<td>Homework Assignments &amp; Guest Speaker Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Debates</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000</td>
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</tbody>
</table>

### Projects:

1. **Book Review and Book Club Discussion (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. A Discussion Forum will be created to allow students to share ideas, thoughts, and question prompts.

2. **Personal Adventure Trip (200 points)**
   This project can be done as an individual, with a partner, or in a small group (up to 4). You must plan, execute, and evaluate an adventure during the semester. The trip must be for at least 2 nights and 2 days, so spring break or Easter holiday are prime options. The trip must include a form of human powered outdoor recreation. You will be required to submit a trip proposal prior to your adventure, write a “travel article” about the trip, and then present your travels to the class. Detailed information will be provided on Bb.

3. **International Adventure Travel Project (200 points)**
   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. Due: April 16.
4. Homework, In Class Assignments, and Guest Speaker Quizzes (100 points)
Throughout the semester you will be assigned homework related to the topics we are discussing. Most of them will be due on Blackboard, some will be turned in during class. There will be a variety of guest speakers and you may be asked to complete quizzes based on their presentations.

5. Debates (200 points)
Adventure travel can spark debate concerning the environment, socioeconomic situations, commercialism, cultural degradation, and other ethical issues. As a class focus, we will debate some of the hot button topics. Students will be divided into debate teams and randomly select topics to research and then debate in class. Detailed instructions will be locate on Bb.

6. Final Exam (200 points)
Students will complete a comprehensive final exam, which will consist of essay/discussion questions that require synthesis of course information, skills, and knowledge. The final exam period is Thursday, May 7, 3:00-5:3pm.

Learning Strategies in My Courses:

**Current Powerpoints of class lectures will be posted on Blackboard 12-24 hours prior to that particular class. (Past semester ppt’s are available up until the new ones are updated. Please do NOT print off ppt’s until you know they are the current ones.) 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 from a classmate, the Technology Commons (http://www.wcu.edu/academics/campus-academic-resources/it/get-help/technology-commons/technology-support/index.asp) or make an appointment with the instructor.

**On Monday (or over the weekend), an Announcement will be posted in Bb (and emailed to the class) describing and outlining the schedule for the upcoming weekend. Information and reminders will be posted.
• For each assignment, a link in Bb will provide instructions, detailed assignment description, grading rubric, due date and submission requirements. The instructor will go over each assignment in class but it is your responsibility to read the assignment and ask questions if you do not understand something.

**Assignment Guidelines:**

1. 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. This policy includes weekend days.*

2. Please **staple** multiple page assignments together before handing them in.

3. Most of your assignments will be submitted via Blackboard.

4. Please type all assignments in a legible, easy to read font. Not typed? A deduction of 10% of overall grade. **There may be some in class assignments that will be hand-written.**

5. Use your spell-check, grammar, and thesaurus tools, which are provided in all word document software. I deduct points for errors, PROOF YOUR WORK!

6. 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!!**

7. 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 Blackboard.

The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring, and online writing and learning resources for all students. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (http://walc.wcu.edu/) or call 828-227-2274. All tutoring sessions take place in the WaLC or in designated classrooms on campus. 

**This is a FREE service for WCU students!**

**Attendance Policy:**

This class is an upper level PRM requirement, so it is imperative that you make every effort to attend every class. This policy is primarily in place to encourage students to attend class and be 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.”

**Attendance is required in my classes.** When a student enrolls in my course, you implicitly accept the responsibility of participating in the classroom educational experience. Actual physical presence and participation is a key component to understanding the material.

The attitude that "I paid my money -- I have the right to skip class if I want" betrays a "consumerism" approach to education rather than the cooperative, interactive process that education has been traditionally seen to be. In general, courses in parks and recreation management tend to be experiential in nature. It is hard to gain valuable insight into leadership, management, human resources, marketing, fiscal management, decision making, risk management, and legal issues if you have an “attendance is optional” attitude. I am not here to “entertain you” (although my lame joke of the day is always a crowd pleaser). I am here to share with you years of experience. It is my goal to be an active educator and an active participant in learning as well.

There are many legitimate reasons for missing a class -- illness, family crisis, transportation problems, wintry weather issues. However, skipping class to study for a midterm in another class or to complete an assignment is a sign of poor time management and poor planning and is not considered a legitimate excuse by most instructors. “I need a mental health day”, is also not an accepted excuse for missing this class.

**So here is the beta on attendance...**

**Singleton’s PRM 434 Attendance Policy:** If you miss 4 or more classes, your grade in this class may suffer. Work missed due to absences, such as quizzes or in class assignments, can NOT be made up without an university excused absence or a 24 hour pre-absence email to the
instructor explaining the nature of your intended absence. If you miss 4 or more classes, for each absence, 3 points will be deducted from your overall final grade.

If a student exceeds 5 absences in the class an email will be sent to the student notifying them of their delinquent attendance and a request to meet with the instructor personally to discuss options. Students may be asked to withdraw from the course or complete an action plan for course work.

Students may be asked to attend off campus events and programs. Transportation will not be provided, students are encouraged to car pool. Extra credit will be provided for attendance and participation.

**Summary of Attendance Policy:**

<table>
<thead>
<tr>
<th>Absences</th>
<th>Penalty Description</th>
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<tbody>
<tr>
<td>3 absences or less</td>
<td>No Penalty</td>
</tr>
<tr>
<td>4 or more absences</td>
<td>3 points for EACH ABSENCE deducted from overall final grade</td>
</tr>
<tr>
<td>5 or more absences</td>
<td>Email from instructor, meet to discuss options</td>
</tr>
</tbody>
</table>

It is recognized that students may have legitimate excused absences. As noted in WCU’s attendance policy: The current University Class Attendance Policy is located at: http://catalog.wcu.edu/content.php?catoid=20&navoid=346#clas_atte_poli.

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 Blackboard.

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 an assignment late, please refer to the penalties in the “assignment guidelines” section.
Tardiness:
"Better late than never" is not the operative proverb that justifies coming to class late and entering the classroom after the instructor has begun the class lecture or activity. It may be permitted to be "socially late," at some informal gatherings that you frequent, yet most rules of behavior applicable to professional situations (e.g., medical appointments, job interviews, college classes, etc.) consider tardiness as unacceptable behavior.

I realize that you cannot control every circumstance such as your car breaking down or if your preceding class runs late. Normally, however, students should plan on arriving on time, and in some cases, 5 minutes early.

Entering the classroom after the instructor's presentation has started can be distracting both to the instructor as well as to other students, especially if the person arriving late walks across the length of the classroom between the instructor and the assembled students. Those who come late should seat themselves as close to the door as possible and avoid any sort of disruption.

Students who arrive late should consult other students about any announcements made at the beginning of class.

Each tardy will be recorded in the instructor’s attendance log. Three tardies will equate to ONE absence.

E-mail Etiquette: Electronic mail to and from your “@catamount.wcu.edu” address is the preferred method of communication. Please follow common e-mail rules:
1. Use your @catamount.wcu.edu email address
2. Use a short and accurate subject header
3. Use a proper salutation (Hello, Good Morning, Greetings, etc.)
4. Introduce yourself in the first paragraph (if needed)
5. The message body should be written in a concise and clear manner. Please do not BS or ramble. Get to the point.
6. Leave-taking (departing farewell) should be appropriate. (Respectfully, Yours sincerely, Take care, etc.)
7. Sign you email with your full (First and Last) name
8. Proofread for content, spelling and grammar.
Class Disturbances:
The standard class period (for TTH) is 75 minutes. Please do not start putting books away, closing up notebooks, and zipping up book-bags 5 minutes before the official end of class. This can be disruptive and distracting to both the instructor and classmates. WCU provides ample time for you to get from one class to another. The campus can be easily navigated by a brisk walk in 10 minutes or less.

Students should not normally leave or re-enter the classroom during the class period. Doing this can be distracting, and can give the impression that you do not respect the educational process taking place.

The 75 minute class period is of such a length that it should be rare for someone to have to leave because of physiological needs. If illness or medication has affected your digestive rhythm or kidney functioning, and you realize that it may be necessary for you to leave during a class period, please arrive early enough to sit close to a door so that you may leave and return with a minimum of disturbance.

All attention during class should be focused on the instruction/lecture/activity. iPods and/or iPads (tablets) should not be used to check email, FaceBook, Twitter, Instagram or the latest cat video on YouTube. Cell-phones or pagers should be turned to silent. NO TEXT MESSAGING. **There may be classroom learning opportunities involving electronics. When that does occur, the instructor will notify students and ask for participation via cell phone, computer or tablet.**

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.
- Laptops can only be used in specific classes with instructor permission.
- NO TEXT MESSAGING IN CLASS. Texting in class will make it more difficult for you to concentrate on the material being discussed and your grade may suffer. See the
following article for more information:

http://www.sciencedaily.com/releases/2012/04/120404101822.htm

✓ Please turn off and put away all portable music players, and take ear buds OUT of ears.
✓ Headsets are not allowed during class.
✓ Smokeless tobacco is DEFINITELY NOT ALLOWED during class. Please spit it out prior to class.
✓ E-cigarettes or vapor cigarettes are DEFINITELY NOT ALLOWED during class.
✓ 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 keep “sidebar” conversations to a minimum.
✓ 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 below).

• 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 in Blackboard.

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.
CEAP Conceptual Framework:

The professional education program at Western Carolina University is a community of learners based on knowledge, values, and experiences. We teach our students to use their knowledge of both human development and their disciplines to effectively teach all students to solve problems. Appropriate values and dispositions are central to excellent teaching. We model collaborative, caring, and intellectually stimulating learning communities so our teacher education students will create environments for all their students that encourage curiosity, foster motivation, and promote achievement of rigorous state and professional standards. We require our students to use state-of-the-art technology in their courses and in their field experiences.

Academic Integrity Policy

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

Violations of the Academic Integrity Policy include:

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

Faculty members have the right to determine the appropriate sanction(s) for violations of the Academic Integrity Policy within their courses, up to and including a final grade of “F” in the course. Within five (5) days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform his/her department head (Associate Dean of the Graduate School when the student is a graduate student) in writing of the allegation and proposed sanction(s).
**Students who are caught cheating, fabricating, plagiarizing or facilitating academic dishonesty, will receive a grade of F in this course.**

Students will be notified, in writing, of any Academic Integrity Policy allegation and have the right to respond to the allegation. The full text of the WCU Academic Integrity Policy, Process, and the Faculty Reporting Form can be found online at: academicintegrity.wcu.edu.

Please visit studysmart.wcu.edu for further information.

**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. Please refer to the WCU website for more information on Discrimination and Harassment Policy: [http://www.wcu.edu/about-wcu/leadership/office-of-the-chancellor/university-policies/numerical-index/university-po](http://www.wcu.edu/about-wcu/leadership/office-of-the-chancellor/university-policies/numerical-index/university-po)

**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) 227-3886, website: [http://www.wcu.edu/academics/campus-academic-resources/disability-services/](http://www.wcu.edu/academics/campus-academic-resources/disability-services/), email Ms. Wesley J. Satterwhite wsatterwhite@wcu.edu, or visit 135 Killian Annex.

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

**Drop/Add** courses through MyCat until Friday, January 16 at 5:00 pm. The withdrawal period begins Monday, January 19. To "Withdraw from a course, access the Course Withdrawal Form on -line at www.wcu.edu/registrar under "Forms & Resources". Complete and submit to the One-Stop, 1st floor, Killian Annex or fax to 828-227-7217 for processing. To "Withdraw" from the University (All Classes) contact the Advising Center at (828-227-7753) or visit 2nd floor, Killian Annex. The last date to drop with a W is Monday, March 16. Please be advised of
WCU’s *Finish in Four* and the UNC Board of Governor’s Fostering Candidate Success Initiative which update policies pertaining to academic standing, course withdrawal and grade replacement. To be brief, beginning in the fall of 2014 candidates must complete 67% of their attempted semester hours; candidates may withdraw from 16 hours maximum. Any withdrawals beyond the limit will result in a WF which will affect the semester and cumulative GPA as if it were an F; and candidates may repeat a maximum of 16 credit hours. Please see http://www.wcu.edu/about-wcu/leadership/office-of-the-provost/candidate-success/Finish-In-Four/Academic-Progress-Policies.asp for the full policy description.

**Grading and Quality Point System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
<th>Grade</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>4.0</td>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.33</td>
<td>NC</td>
<td>No Credit</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.
Appendix 3.3.20 PRM 461 Management and Administration of Parks and Recreation

PRM 461-01: Management & Administration of Parks and Recreation Programs

WCU Human Services Department

Course # & Title: PRM 461-01: Management & Administration of Parks and Recreation Programs

Class Time & Location: MWF: 9:05-9:55am; Reid 109

Instructor: Debby Singleton, M.A., Instructor PRM & HPE

Office: Reid 122-J

Office Hours: Monday & Wednesday 10:00-11:30am
Tuesday, Thursday, Friday by appointment only

Phone #: 227-3971 (office) E-mail: singleton@wcu.edu

PRM Major Website: http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/humanserv/prm/index.asp

Catalog Description:
Management, organization, and supervision in recreation and leisure service administration. Includes entre/intrapreneurship, planning processes, marketing, fiscal strategies, human services, evaluation, and research.

Required Text:

Supplemental Text:
Suggested Text for NRPA Certified Parks and Recreation Professional exam prep:
http://www.nrpa.org/Store/detail.aspx?id=OFFICIAL03

NRPA Candidate Handbook:

Online Resources:
National Recreation and Park Association: http://www.nrpa.org/
North Carolina Recreation and Park Association: http://ncrpa.net/
American Camp Association: http://www.acacamps.org
PlaySafe, LLC Recreational Consulting Services: http://www.play-safe.com/
National Trails Training Partnership (grant resources):
http://www.americantrails.org/resources/funding/
NRPA (funding resources, grants): http://www.nrpa.org/fundraising-resources/

Other Resources:
• Access to Blackboard.
• Access to a computer, printer, ink cartridges for the printer, paper for the printer, internet access, current browser software, pen, pencil, notebook, paper, stapler.

Course Goals: A good way to think about this course is that it should help you answer the following questions:

1. What is recreation management?
2. What are the key processes, policies, and procedures tied to effective recreation management?
Course Objectives:

1. Identify and describe management competencies, theories, process, and roles of recreation service managers.
2. Demonstrate knowledge of various sectors (public, private, profit, and non-profit) in leisure services and their respective organizational structure, policy making and legal requirements.
3. Develop an understanding of personnel policy as related to recruitment, hiring, compensation, performance, rewards, incentives, staff development, management style, employee motivation and professional behavior.
4. Examine risk management issues as it relates to legal issues, negligence, employee rights, security.
5. Analyze and develop a comprehensive evaluation of an existing risk management plan.
6. Develop an understanding of planning and decision making used in recreational settings as it relates to strategic planning, programming, and ethical decision making.
7. Demonstrate knowledge of marketing, public relations, promotions, and communication through analysis of existing plans and the creation of a marketing analysis.
8. Demonstrate knowledge of fiscal management such as the budget process, cost analysis, fundraising, and sponsorships through analysis of existing plans, budgeting exercises, and the creation of a financial analysis.
9. Develop an understanding of grant writing skills to serve recreational organization needs through research, analysis of existing grants, and the creation of a grant for a local project.
10. Demonstrate knowledge of various evaluation tools and techniques used in recreation organizations through analysis of existing evaluation tools and the creation of an assessment for a recreation program or organization.
11. Design, organize, implement, and evaluate a recreation program and/or event as a class. The event will encompass the following elements of the course; personnel, risk management, planning/decision making, marketing, communication, financial analysis, and evaluation.

Alignment with PRM Standards

#1: Leadership and Decision Making. Students will have the ability to apply leadership and decision-making theory to include: ethics, intra/entrepreneurship, management of human behavior, group dynamics, and face-to-face leadership.
#2: Program Planning. Students will have the skills to plan programs to include: proposal writing, the planning process, risk management, budgeting and marketing.

#3: Administration. Students will develop abilities in the following administrative functions: facilities, financial analysis, strategic planning, risk management, legal issues, policies, boards, and supervision.

#6: Communication. Students will be able to communicate in the following ways: written, verbal, facilitation, through computer use, and comprehensive reading of the professional literature.

#7: Career search. Students will demonstrate the steps to becoming employable as a recreational professional by successfully using the career search techniques of: resume and application letter writing, interview techniques, creating and updating a professional online presence and by receiving references for internships completed while at WCU.

**PRM Learning Outcomes; January 2014.**

**Course Requirements:**

1. Join the NC Recreation and Park Association. (25 points)
   
   There is no cost for students, you can register at this site: [http://ncrpa.net/registernewmembers.cfm](http://ncrpa.net/registernewmembers.cfm)

   *If you are already a member, bring a record of membership to instructor for verification.

   *Due January 28, 2015

   **10 points extra credit: Join NRPA, student membership is $50. [http://www.nrpa.org/student/](http://www.nrpa.org/student/)

2. Overall Class Project: Special Event (200 points)
   
   The class will select an event to create, organize, implement and evaluate. Students will be divided into work teams to accomplish the project. Grading will be a combination of meeting task deadlines, peer evaluations, program assessment report, and a reflective evaluation essay. This event could be a fundraiser for the PRM Club, a service event for the community, a 5K race, an outdoor sport demonstration/instruction event, etc.
3. **In Class Assignments and Homework: (@275 points)**

Students will be given the opportunity to complete assignments in class and for homework, which apply the concepts covered in class discussions and chapter readings. These assignments may include a facility schedule, budget/financial exercise, mock interviews, grant writing, risk management analysis and plans, assessment tools, debates, personal assessments, etc.

4. **Applied Learning Assignments (300 points)**

Students will have the opportunity to apply skills, knowledge and tools developed in the course to complete an applied learning assignment, which requires selecting a project or program and then completing the following tasks:

** Students will be asked to commit to a designated project or program no later than February 6, 2015. To secure your assignment, please submit a one page letter addressing the following points:

1. Why you are interested in this assignment
2. Your current skills and knowledge base that make you uniquely qualified for this assignment
3. What you hope to gain from this assignment

Please include your resume with the letter. These will be submitted in class.

**Grading for the ALA will consist of the following:**

1. Letter of intent and resume (50 points) *due February 6, 2015
2. Assignment proposal (100 points) *due February 20, 2015
3. A reflective evaluation and a final product for the assignment (paper, report, proposal, event synopsis, presentation, etc.) (100 points) *due May 1, 2015

5. **Final Comprehensive Exam (200 points)**

There will be a comprehensive final exam for this class. This exam will help prepare students for the PRM Senior Seminar comprehensive exam and the NRPA Certified Parks and Recreation Professional exam. For more information about the NRPA exam:

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>&gt;101%</td>
<td>1001+</td>
<td>C</td>
<td>73-76.9%</td>
<td>730-769</td>
</tr>
<tr>
<td>A</td>
<td>93-100%</td>
<td>930-1000</td>
<td>A-</td>
<td>90-92%</td>
<td>900-929</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>900-929</td>
<td>C-</td>
<td>70-72.9%</td>
<td>700-729</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
<td>870-899</td>
<td>D+</td>
<td>67-69.9%</td>
<td>670-699</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
<td>830-869</td>
<td>D</td>
<td>63-66.9%</td>
<td>630-669</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
<td>800-829</td>
<td>D-</td>
<td>60-62.9%</td>
<td>600-629</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
<td>770-799</td>
<td>F</td>
<td>Below 60%</td>
<td>599 or below</td>
</tr>
</tbody>
</table>

**I do not round up FINAL grades at the end of the semester.**

**Course Schedule:** Please refer to the course schedule posted in Blackboard for the most current information. *The Schedule is “Fluid”, meaning that the topics for discussion may change depending upon student participation and interest; assignment dates may change due to student input or university scheduling; or unique opportunities may present themselves and be added. Students will be notified in a timely manner of schedule changes.*

**Course Evaluation Schedule:** All students are expected to complete the course evaluation via the CoursEval system. CoursEval is generally open from early April through early May. Information for log in is located at: [http://www.wcu.edu/8356.asp](http://www.wcu.edu/8356.asp).

**Learning Strategies in My Courses:**

**Current Powerpoints of class lectures will be posted on Blackboard 12-24 hours prior to that particular class. (Past semester ppt’s are available up until the new ones are updated. Please do NOT print off ppt’s until you know they are the current ones.) 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 from a classmate, the Technology Commons ([http://www.wcu.edu/academics/campus-academic-resources/it/get-help/technology-commons/technology-support/index.asp](http://www.wcu.edu/academics/campus-academic-resources/it/get-help/technology-commons/technology-support/index.asp)) or make an appointment with the instructor.
**On Friday (or over the weekend), an Announcement will be posted in Bb (and emailed to the class) describing and outlining the schedule for the upcoming weekend. Information and reminders will be posted.

• For each assignment, a link in Bb will provide instructions, detailed assignment description, grading rubric, due date and submission requirements. The instructor will go over each assignment in class but it is your responsible to read the assignment and ask questions if you do not understand something.

Assignment Guidelines:

1. 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. This policy includes weekend days.

2. Please staple multiple page assignments together before handing them in.

8. Most of your assignments will be submitted via Blackboard.
9. Please type all assignments in a legible, easy to read font. Not typed? A deduction of 10% of overall grade. **There may be some in class assignments that will be hand-written.
10. Use your spell-check, grammar, and thesaurus tools, which are provided in all word document software. I deduct points for errors, PROOF YOUR WORK!
11. 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!!
12. 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 Blackboard.

The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring, and online writing and learning resources for all students. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (http://walc.wcu.edu/) or call 828-227-2274. All tutoring sessions take place in the WaLC or in designated classrooms on campus.

This is a FREE service for WCU students!
**Attendance Policy:**

This class is an upper level PRM requirement, so it is imperative that you make every effort to attend every class. This policy is primarily in place to encourage students to attend class and be 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.”

**Attendance is required in my classes.** When a student enrolls in my course, you implicitly accept the responsibility of participating in the classroom educational experience. Actual physical presence and participation is a key component to understanding the material.

The attitude that "I paid my money -- I have the right to skip class if I want" betrays a "consumerism" approach to education rather than the cooperative, interactive process that education has been traditionally seen to be. In general, courses in parks and recreation management tend to be experiential in nature. It is hard to gain valuable insight into leadership, management, human resources, marketing, fiscal management, decision making, risk management, and legal issues if you have an “attendance is optional” attitude. I am not here to “entertain you” (although my lame joke of the day is always a crowd pleaser). I am here to share with you years of experience. It is my goal to be an active educator and an active participant in learning as well.

There are many legitimate reasons for missing a class -- illness, family crisis, transportation problems, wintery weather issues. However, skipping class to study for a midterm in another class or to complete an assignment is a sign of poor time management and poor planning and is
not considered a legitimate excuse by most instructors. “I need a mental health day”, is also not an accepted excuse for missing this class.

So here is the beta on attendance…

**Singleton’s PRM 461 Attendance Policy**: If you miss 5 or more classes, your grade in this class may suffer. Work missed due to absences, such as quizzes or in class assignments, can NOT be made up without an university excused absence or a 24 hour pre-absence email to the instructor explaining the nature of your intended absence. **If you miss 5 or more classes, for each absence, 3 points will be deducted from your overall final grade.**

If a **student exceeds 6 absences in the class** an email will be sent to the student notifying them of their delinquent attendance and a request to meet with the instructor personally to discuss options. Students may be asked to withdraw from the course or complete an action plan for course work.

Students may be asked to attend off campus events and programs. Transportation will not be provided, students are encouraged to car pool. Extra credit will be provided for attendance and participation.

**Summary of Attendance Policy:**

<table>
<thead>
<tr>
<th>Absences</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 absences or less</td>
<td>No Penalty</td>
</tr>
<tr>
<td>5 or more absences</td>
<td>3 points for EACH ABSENCE deducted from overall final grade</td>
</tr>
<tr>
<td>6 or more absences</td>
<td>Email from instructor, meet to discuss options</td>
</tr>
</tbody>
</table>

It is recognized that students may have legitimate excused absences. As noted in WCU’s attendance policy: The current University Class Attendance Policy is located at: [http://catalog.wcu.edu/content.php?catoid=20&navoid=346#clas_atte_poli](http://catalog.wcu.edu/content.php?catoid=20&navoid=346#clas_atte_poli).

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 Blackboard.
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 an assignment late, please refer to the penalties in the “assignment guidelines” section.

**Tardiness:**
"Better late than never" is **not** the operative proverb that justifies coming to class late and entering the classroom after the instructor has begun the class lecture or activity. It may be permitted to be "socially late," at some informal gatherings that you frequent, yet most rules of behavior applicable to professional situations (e.g., medical appointments, job interviews, college classes, etc.) consider tardiness as **unacceptable behavior.**

I realize that you cannot control every circumstance such as your car breaking down or if your preceding class runs late. Normally, however, students should plan on arriving **on time, and in some cases, 5 minutes early.**

Entering the classroom after the instructor’s presentation has started can be distracting both to the instructor as well as to other students, especially if the person arriving late walks across the length of the classroom between the instructor and the assembled students. Those who come late should seat themselves as close to the door as possible and avoid any sort of disruption.

Students who arrive late should consult other students about any announcements made at the beginning of class.

Each tardy will be recorded in the instructor’s attendance log. **Three tardies will equate to ONE absence.**

**E-mail Etiquette:** Electronic mail to and from your “@catamount.wcu.edu” address is the preferred method of communication. Please follow common e-mail rules:

1. Use your @catamount.wcu.edu email address
2. Use a short and accurate subject header
3. Use a proper salutation (Hello, Good Morning, Greetings, etc.)
4. Introduce yourself in the first paragraph (if needed)
5. The message body should be written in a concise and clear manner. Please do not BS or ramble. Get to the point.
6. Leave-taking (departing farewell) should be appropriate. (Respectfully, Yours sincerely, Take care, etc.)
7. Sign your email with your full (First and Last) name
8. Proofread for content, spelling and grammar.

**Class Disturbances:**
The standard class period (for MWF classes) is 50 minutes. Please do not start putting books away, closing up notebooks, and zipping up book-bags 5 minutes before the official end of class. This can be disruptive and distracting to both the instructor and classmates. WCU provides ample time for you to get from one class to another. The campus can be easily navigated by a brisk walk in 10 minutes or less.

Students should not normally leave or re-enter the classroom during the class period. Doing this can be distracting, and can give the impression that you do not respect the educational process taking place.

The 50 minute class period is of such a length that it should be rare for someone to have to leave because of physiological needs. If illness or medication has affected your digestive rhythm or kidney functioning, and you realize that it may be necessary for you to leave during a class period, please arrive early enough to sit close to a door so that you may leave and return with a minimum of disturbance.

All attention during class should be focused on the instruction/lecture/activity. iPods and/or iPads (tablets) should not be used to check email, FaceBook, Twitter, Instagram or the latest cat video on YouTube. Cell-phones or pagers should be turned to silent. **NO TEXT MESSAGING.** **There may be classroom learning opportunities involving electronics. When that does occur, the instructor will notify students and ask for participation via cell phone, computer or tablet.**
**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.
  - Laptops can only be used in specific classes with instructor permission.
  - NO TEXT MESSAGING IN CLASS. Texting in class will make it more difficult for you to concentrate on the material being discussed and your grade may suffer. See the following article for more information: [http://www.sciencedaily.com/releases/2012/04/120404101822.htm](http://www.sciencedaily.com/releases/2012/04/120404101822.htm)
  - Please turn off and put away all portable music players, and take ear buds OUT of ears.
  - Headsets are not allowed during class.
  - Smokeless tobacco is DEFINITELY NOT ALLOWED during class. Please spit it out prior to class.
  - E-cigarettes or vapor cigarettes are DEFINITELY NOT ALLOWED during class.
  - 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 keep “sidebar” conversations to a minimum.
  - 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 below).

- **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 in Blackboard.
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.

Additional Course Information

CEAP Conceptual Framework:
The professional education program at Western Carolina University is a community of learners based on knowledge, values, and experiences. We teach our students to use their knowledge of both human development and their disciplines to effectively teach all students to solve problems. Appropriate values and dispositions are central to excellent teaching. We model collaborative, caring, and intellectually stimulating learning communities so our teacher education students will create environments for all their students that encourage curiosity, foster motivation, and promote achievement of rigorous state and professional standards. We require our students to use state-of-the-art technology in their courses and in their field experiences.

Academic Integrity Policy

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

Violations of the Academic Integrity Policy include:

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

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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. Please refer to the WCU website for more information on Discrimination and Harassment Policy: http://www.wcu.edu/about-wcu/leadership/office-of-the-chancellor/university-policies/numerical-index/university-po

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) 227-3886, website: http://www.wcu.edu/academics/campus-academic-resources/disability-services/, email Ms. Wesley J. Satterwhite wsatterwhite@wcu.edu, or visit 135 Killian Annex.

**If you do require accommodations for this class, it is YOUR RESPONSIBILITY to schedule them with Student Support Services.
**Drop/Add** courses through MyCat until Friday, January 16 at 5:00 pm. The withdrawal period begins Monday, January 19. To "Withdraw from a course, access the Course Withdrawal Form on -line at www.wcu.edu/registrar under "Forms & Resources". Complete and submit to the One-Stop, 1st floor, Killian Annex or fax to 828-227-7217 for processing. To "Withdraw" from the University (All Classes) contact the Advising Center at (828-227-7753) or visit 2nd floor, Killian Annex. The last date to drop with a W is Monday, March 16. Please be advised of WCU’s *Finish in Four* and the UNC Board of Governor’s Fostering Candidate Success Initiative which update policies pertaining to academic standing, course withdrawal and grade replacement. To be brief, beginning in the fall of 2014 candidates must complete 67% of their attempted semester hours; candidates may withdraw from 16 hours maximum. Any withdrawals beyond the limit will result in a WF which will affect the semester and cumulative GPA as if it were an F; and candidates may repeat a maximum of 16 credit hours. Please see http://www.wcu.edu/about-wcu/leadership/office-of-the-provost/candidate-success/Finish-In-Four/Academic-Progress-Policies.asp for the full policy description.

**Grading and Quality Point System**

<table>
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<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
<th>Grade</th>
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<tr>
<td>A+</td>
<td>Excellent</td>
<td>4.0</td>
<td>I</td>
<td>Incomplete</td>
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<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
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<td>B+</td>
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<td>Audit</td>
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<td>C+</td>
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<td>NC</td>
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<td>C</td>
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Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.
Capstone Internship
Manual
PRM 483
PRM 480
Parks and Recreation Management
Human Services
Western Carolina University
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<td>Letter of Understanding</td>
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<td>Special project</td>
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<td>Management Questions information</td>
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<td>Video/PowerPoint</td>
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<tr>
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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

<table>
<thead>
<tr>
<th>Project</th>
<th>Grade (%)</th>
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</thead>
<tbody>
<tr>
<td>1. A letter of understanding for the internship (total job description)</td>
<td>20</td>
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<tr>
<td>2. Completion of a special project that is documented by a major paper</td>
<td>40</td>
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<tr>
<td>3. Completion of a set of management questions</td>
<td>20</td>
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<tr>
<td>4. A six minute video or PowerPoint of the internship</td>
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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 understanding. 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 1st. 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: Seymore Parks
Recreation Coordinator
Student Intern

Recreation Department – Great Smoky Mountains National Park

Mr. Parks is assigned the following job responsibilities as he assumes the position of Recreation Coordinator in Great Smoky Mountains National Park for the summer session. It is our understanding that this Park position is included as an internship for Western Carolina University.

His job will involve working with a staff of three people, and service to approximately three hundred and twenty five employees. His job performance will be monitored and evaluated by the personnel manager.

The specific tasks to be performed by Mr. Parks will include the following:

14. Scheduling of recreational events to involve a total staff of three hundred and twenty five employees in four different locations in Great Smoky Mountains National Park.
15. 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.
16. Collecting, evaluating, and incorporating employee suggestions relating to recreation programming.
17. Setting up and maintaining the recreation halls for employee use.
18. Organizing and supervising employee film nights in four park locations. Evaluating employee participation and completing nightly cash and attendance reports.
19. Planning, organizing, and supervising employee tournaments (volleyball, ping pong, backgammon, etc.) in four park locations.
20. 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).

21. Scheduling the recreation staff, ensuring coverage for the employee recreation hall and employee events.

22. Completing and maintaining an inventory of recreation equipment ensuring that budgets are maintained within set guidelines.

23. 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.

24. Creating new ideas within the employee recreation field, exhibiting an active concern for day-to-day productivity.

25. Compiling and revising the recreation manual that is used by the staff and department as a reference.

26. 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.

27. Other related tasks as appropriate.

28. Send required internship paperwork back to the university on time.

______________________________  _____________________  
Ralph Welcomen, Personnel Manager  Date

Great Smoky Mountains National Park
North Carolina
Phone number

______________________________  _____________________  
Seymore Parks, Recreation Coordinator  Date
and Student Intern, General Delivery
Great Smoky Mountains National Park
Phone number

______________________________  _____________________  
Ben Tholkes/Andrew Bobilya/Debby Singleton/  Date
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
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 of are they not functional in any way?
52. Do the facilities appeal to participants?
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.

7. Abide by all personnel policies and practices established by both the university and the agency where I do my internship.

8. Be prompt and conscientious in fulfilling all internship requirements established by both the university and the agency where I am doing the internship.

9. Alert my university supervisor and/or agency supervisor to any problems that affect my overall performance, as soon as possible.

10. Represent the university and agency in a manner that reflects well on all parties involved with the internship.

11. Complete, in a timely fashion, all internship requirements, as outlined in this package and/or my agency supervisor.

12. 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. Ben Tholkes   Andrew Bobilya   Debby Singleton
     Reid 122I   Reid 122D   Reid 102
     Work   227-3843   227-3326   227-3545
     Home   293-7134   545-1506   586-5252
     [cell (828) 508-1736]

During the summer, we are best reached at home or by cell phone

IV. Objectives:
11. To develop leadership characteristics
12. To learn about planning and organizing
13. To become familiar with various management functions
14. To become familiar with various leisure service delivery systems
15. To gain knowledge and skills in how such organizations operate
16. To study professional role models and learn from mentors
17. To understand roles and contributions of volunteerism
18. To grow as an aspiring professional
19. 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:**
9. Establish a schedule by the end of the first week of how you will invest the required number of hours
10. Complete the hours before the end of the last day of classes
11. Analyze your experiences through the “Accomplishment Log”.
12. Receive a satisfactory agency evaluation
13. Receive a satisfactory letter of recommendation on agency letterhead
14. 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.
WCU PARKS AND RECREATION MANAGEMENT
INTERNSHIP ACCOMPLISHMENT LOG

EXPERIENCES

SKILLS

REACTIONS TO THE INTERNSHIP
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WCU PARKS AND RECREATION MANAGEMENT

INTERNSHIP EXPERIENCE LOG (duplicate this form as necessary)

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Student Name______________________________

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**WCU PARKS AND RECREATION MANAGEMENT**

**INTERNSHIP EXPERIENCE LOG** (duplicate this form as necessary)

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<tr>
<th>Date</th>
<th>Description of tasks</th>
<th>Hours</th>
<th>Initials</th>
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# WCU PARKS AND RECREATION MANAGEMENT

**INTERNSHIP EXPERIENCE LOG** (duplicate this form as necessary)

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<th>Supervisor</th>
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Student Name__________________________________________
## CCMC PARKS AND RECREATION MANAGEMENT

**INTERNSHIP EXPERIENCE LOG** (duplicate this form as necessary)

<table>
<thead>
<tr>
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<th>Hours</th>
<th>Initials</th>
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</table>

Supervisor

Student Name_____________________________
WCU PARKS AND RECREATION MANAGEMENT
INTERNSHIP EVALUATION BY THE AGENCY SUPERVISOR

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.

<table>
<thead>
<tr>
<th>Attitude Toward Work</th>
<th>Relationships with Co-workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ highly enthusiastic</td>
<td>___ attracts others</td>
</tr>
<tr>
<td>___ interested</td>
<td>___ satisfactory</td>
</tr>
<tr>
<td>___ sometimes indifferent</td>
<td>___ has some difficulty getting along</td>
</tr>
<tr>
<td>___ not interested</td>
<td>___ doesn’t get along</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ability to Work</th>
<th>Reaction to Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ learns very quickly</td>
<td>___ seeks guidance</td>
</tr>
<tr>
<td>___ average for his/her level</td>
<td>___ adjusts to criticism</td>
</tr>
<tr>
<td>___ below average for his/her level</td>
<td>___ some resentment shown</td>
</tr>
<tr>
<td>___ learns slowly</td>
<td>___ fails to profit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student’s College Preparation</th>
<th>Punctuality</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ well prepared for his/her job</td>
<td>___ never late</td>
</tr>
<tr>
<td>___ prepared for his/her job</td>
<td>___ sometimes late</td>
</tr>
<tr>
<td>___ lacking in areas</td>
<td>___ often late</td>
</tr>
<tr>
<td>___ not adequately prepared</td>
<td>___ usually late</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Quality of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ always acceptable</td>
<td>___ superior</td>
</tr>
<tr>
<td>___ sometimes questionable</td>
<td>___ good</td>
</tr>
<tr>
<td>___ often questionable</td>
<td>___ satisfactory</td>
</tr>
<tr>
<td>___ rarely acceptable</td>
<td>___ unacceptable</td>
</tr>
</tbody>
</table>
### 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, NC 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 or email us immediately if problems come up.

(828) 293-7134  (Home) Ben

(828) 545-1506  (Home) Andrew

(828) 586-5252  (Home) Debby [cell (828) 508-1736]
Appendix 3.3.22 PRM 495 Seminar in Park and Recreation Management

Seminar in Park and Recreation Management
PRM 495
Fall 2015

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 – MWF – 10:00 – 11:00
T Th – 11:00 – 12:00

Meeting Day, Time, and Classroom - Wednesday
12:20 – 1:10
Reid 122H

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 ---------------------------------- 150 points
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 and you will write a one page essay on the topic for the day.

Academic Integrity Policy and Reporting Process:

This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).
I. General:
This policy addresses academic integrity violations of undergraduate and graduate students. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to including a final grade of “F” in the course in which the violation occurs.

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

III. Undergraduate and Graduate Academic Integrity Process:
1. Within five (5) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, s/he will inform his/her department head (or associate Dean of the graduate school when applicable) in writing of the allegation and proposed sanction(s).
2. Within ten (10) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform the student of the allegation, including the proposed sanction(s), in writing. In the written notification, the instructor will inform the student of his/her right to request a meeting with the instructor. During the meeting, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form. If the student does not request a meeting with the instructor within five (5) business days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanction(s) outlined by the instructor in the written allegation. If the student does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
3. Within five (5) business days of meeting with the instructor, the student shall either appeal the decision to the department head or mutually resolve the matter by accepting the allegation and proposed sanction(s). No action by the student within five (5) business days of the meeting with the instructor shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the instructor, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
4. Within five (5) business days of receiving a student’s appeal, the department head must schedule a meeting with the student. The instructor may be present during the meeting. During the meeting, the department head shall complete the Academic Integrity Violation Department Head Resolution Form. Only information submitted during the meeting with the student, or in the meeting between the instructor and the student, may be considered by the department head. The evidentiary standard for making a decision shall be preponderance of the evidence. The department head may agree or disagree with the allegation(s) of the instructor. The department head may also approve, overturn, or modify the sanction(s) proposed by the instructor. If the student does not attend the scheduled meeting with the department head, the matter will be heard in absentia and shall not be subject to further review and/or appeal.
5. Within five (5) business days of meeting with the department head, the student shall either appeal the decision to an Academic Integrity Board or mutually resolve the matter by accepting the
allegation and proposed sanction(s). The student must submit an appeal to the academic Dean listed on the Academic Integrity Violation Department Head Resolution Form. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the department head, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

6. Within seven (7) business days of receiving a student’s appeal, the appropriate academic Dean must schedule an Academic Integrity Board hearing with the student. The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. The instructor may be present during the hearing. Only information submitted during the hearing, or in the meetings between the instructor/department head and the student, may be considered by the hearing board. The evidentiary standard for making a decision shall be preponderance of the evidence. The hearing board may agree or disagree with the allegation(s) of the instructor. The hearing board may also approve, overturn, or modify the sanction(s) proposed by the instructor and/or department head. If the student does not attend the scheduled hearing, the matter will be heard in absentia and shall not be subject to further review and/or appeal. Within ten (10) business days of the hearing, the appropriate academic Dean shall review pertinent records and send the student written notification of the decision of the Academic Integrity Board.

7. Within five (5) business days of receiving written notification of the decision of the Academic Integrity Board the student may accept the findings and sanctions of the board or submit an appeal to the designated academic Dean. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the Academic Integrity Board, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.

8. If the student elects to file an appeal of the decision of the Academic Integrity Board, she must submit a written appeal within five (5) business days of receiving written notification of the decision of the Academic Integrity Board to the designated academic Dean. An appeal to an academic Dean must be limited to the following grounds; 1) a violation or due process or 2) a material deviation from Substantive and Procedural Standards by the UNC Board of Governors (as set forth in the UNC Manual 700.4.1).

9. If an appeal is heard by an academic Dean, s/he shall review pertinent records within ten (10) business days of receiving a valid appeal. The academic Dean may agree or disagree with the allegation(s) of the instructor. The academic Dean may also approve, overturn, or modify the sanction(s) proposed by the instructor, department head, and or Academic Integrity Board. Within five (5) days of making a decision, the academic Dean shall provide the student with a written decision. The decision of the academic Dean shall be final.

10. The student must remain enrolled in the course related to the case, and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.

11. Upon resolution of each level of the case (no matter the outcome), the instructor, department head, and academic Dean must provide the Department of Student Community Ethics with all materials and documents related to the case (i.e. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form, Department Head Resolution Form, Academic Integrity Board decision letter, academic Dean decision letter, etc…). The Department of Student Community Ethics shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy.

IV. Academic Integrity Board:
The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. Students and faculty members serving on boards for each college will be selected by each college Dean. The Department of Student Community Ethics will train all board members prior to their service on a hearing board. Each academic Dean will convene hearing boards as necessary, and will determine a faculty member to serve as chair prior to a hearing.

V. Sanctions:
The instructor, department head, Academic Integrity Board, and/or academic Dean may impose academic sanctions permitted by the institution (not to exceed receiving a grade of “F” for the course). The instructor, department head, Academic Integrity Board, and/or academic Dean may not permanently remove the student from the course or suspend/expel the student from a program or the University. Student behavior of the magnitude to warrant consideration for permanently removal from the course or suspension/expulsion from a program or the University must be referred to the Department of Student Community Ethics.

VI. Habitual Violations of the Academic Integrity Policy:
Upon receipt of materials associated with violations of the Academic Integrity Policy, the Department of Student Community Ethics will determine if a student has previous violations of University policies. Students with a prior record of violations, or who commits a gross and/or egregious violation of the Academic Integrity Policy, will be referred to the Department of Student Community Ethics for consideration of being subject to hearing proceedings as a habitual violator. Students with three or more violations of the Academic Integrity Policy will automatically be subject to hearing proceedings as a habitual violator. Students in this category are subject to course-related sanctions imposed by the instructor, department head, Academic Integrity Board, and/or academic Dean and University-level sanctions imposed by the Department of Student Community Ethics for habitual violations of University policies.

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

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

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

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

Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking (http://www.wcu.edu/academics/edoutreach/distance-online-programs/student-resources/services-for-distance-students.asp) and the WaLC’s online resources.

Math Tutoring Center:

The Mathematics Tutoring Center provides tutoring in all lower-division math and many CS courses (455 Stillwell, http://mathlab.wcu.edu, 828-227-3830), help with mathematical concepts in other disciplines, and workshops on study skills specific to mathematics courses. Tutoring is available on a drop-in basis, 9 am – 5 pm and 6 - 9 pm Monday-Thursday, and 9 am – 5 pm on Friday.

Blackboard Support:

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

Course Schedule

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

8/19 – Course orientation
   Identification of current issues in park and recreation

8/26 – Employment opportunities in park and recreation
   Graduate school requirements
   Portfolio Review

9/2 – Assignment #1

9/9 – Assignment #1

9/16 – Assignment #1

9/23 – Assignment #1

9/30 – Midterm Evaluations due

10/7 – Assignment #1
10/14 – Fall Break (No Classes)

10/21 – Portfolio due

10/28 – Assignment #1

11/4 – Assignment #1

11/11 – Assignment #1

11/18 – Assignment #1

11/25 – Thanksgiving Break (No Classes)

12/2 – Review for final evaluation

12/8 – Tuesday - Final Evaluation (3:00 – 5:30)

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.
## Appendix 3.4 Frequency of PRM Course Offerings and Mean Class Size

<table>
<thead>
<tr>
<th>PRM Course Offerings</th>
<th>Mean Class Size</th>
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</thead>
<tbody>
<tr>
<td>PRM-250 (3) Foundations of Parks and Recreation (Fall, Spring)</td>
<td>30</td>
</tr>
<tr>
<td>PRM-252 (2) Wilderness First Aid (Summer, Spring)</td>
<td>12</td>
</tr>
<tr>
<td>PRM-254 (4) Introduction to Outdoor Pursuits (Fall, Spring)</td>
<td>18</td>
</tr>
<tr>
<td>PRM-270 (3) Leadership and Group Dynamics (Fall, Spring)</td>
<td>24</td>
</tr>
<tr>
<td>PRM-321 (3) Interpretation and Environmental Education (Spring)</td>
<td>24</td>
</tr>
<tr>
<td>PRM 333 (4) Outdoor Instruction</td>
<td>20</td>
</tr>
<tr>
<td>PRM 340 (3) Challenge Course Facilitation (Fall)</td>
<td>12</td>
</tr>
<tr>
<td>PRM 350 (1) University &amp; Career Planning (Fall)</td>
<td>30</td>
</tr>
<tr>
<td>PRM-352 (3) Beginning/Intermediate Canoe and Kayak (Summer)</td>
<td>16</td>
</tr>
<tr>
<td>PRM-356 (4) Outdoor First Aid (Fall)</td>
<td>12</td>
</tr>
<tr>
<td>PRM-361 (4) Program Planning and Evaluation (Fall)</td>
<td>30</td>
</tr>
<tr>
<td>PRM-370 (1) Internship Orientation (Spring)</td>
<td>25</td>
</tr>
<tr>
<td>PRM-383 (1, repeat 3 times) Internship in PRM (Fall, Spring, Summer)</td>
<td>15</td>
</tr>
<tr>
<td>PRM-420 (3) Admin. and Leadership of Outdoor Pursuits (Spring)</td>
<td>18</td>
</tr>
<tr>
<td>PRM-425 (3) Land-based Outdoor Pursuits Education (Spring)</td>
<td>12</td>
</tr>
<tr>
<td>PRM-426 (4) Water-based Outdoor Pursuits Education (Fall)</td>
<td>12</td>
</tr>
<tr>
<td>PRM-427 (3-6) Wilderness Education (Summer)</td>
<td>15</td>
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<td>PRM-430 (3) Entrepreneurship and Commercial Rec. (Fall)</td>
<td>30</td>
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<tr>
<td>PRM-433 (3) Outdoor Recreation (Fall)</td>
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<tr>
<td>PRM-434 (3) High Adventure Travel and Outfitting (Spring)</td>
<td>30</td>
</tr>
<tr>
<td>PRM-461 (3) Management and Administration of PRM (Spring)</td>
<td>30</td>
</tr>
<tr>
<td>PRM-480 (3) Independent Study (Fall, Spring, Summer)</td>
<td>10</td>
</tr>
<tr>
<td>PRM-483 (6) Capstone Internship in PRM (Fall, Spring, Summer)</td>
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<td>PRM 484 (3) Internship in PRM (Fall, Spring, Summer)</td>
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<tr>
<td>PRM 485 (3) Internship in PRM (Fall, Spring, Summer)</td>
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<tr>
<td>PRM-486 (3) Field Experience (Fall, Spring, Summer)</td>
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<tr>
<td>PRM-495 (1) Senior Seminar in PRM (Spring, Fall)</td>
<td>13</td>
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</table>
Appendix 3.5 Number of Junior/Senior PRM Majors During the Past Five Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>41</td>
<td>N A</td>
<td>23</td>
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<td>2014</td>
<td>46</td>
<td>9</td>
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<tr>
<td>2015</td>
<td>42</td>
<td>6</td>
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Appendix 3.6 Time to Degree for PRM Graduates

Time to Degree Completion

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<th>Year</th>
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Appendix 3.7 Course Sequence for 4 Year Graduation: The 8 Semester Plan

B.S., Parks and Recreation Management

All Concentrations

8-semester plan

(updated 7/15)

<table>
<thead>
<tr>
<th>Freshman Year</th>
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<tr>
<td><strong>Fall Semester – 15 Credit Hours</strong></td>
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<tr>
<td>ENGL 101</td>
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<tr>
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<tr>
<td>P1</td>
<td>COMM 201</td>
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<tr>
<td>HEAL 123 or HEAL 111</td>
<td>ENGL 202</td>
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<tr>
<td>First-Year Seminar</td>
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<thead>
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<th>Sophomore Year – At least one course in perspectives must be in upper division</th>
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<tr>
<td><strong>Fall Semester – 14 Credit Hours</strong></td>
<td><strong>Spring Semester – 13 Credit Hours</strong></td>
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<tr>
<td>P4</td>
<td>C5</td>
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<tr>
<td>P0</td>
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</tr>
<tr>
<td>PRM 254</td>
<td>PRM 270</td>
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<td>PRM 254</td>
<td>RTH 250</td>
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<thead>
<tr>
<th>Junior Year</th>
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<td><strong>Fall Semester – 13 Credit Hours</strong></td>
<td><strong>Spring Semester – 13 Credit Hours</strong></td>
<td></td>
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<tr>
<td>PRM 252 or PRM 356 or HEAL 250</td>
<td>PRM 383</td>
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<td>PRM 350</td>
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<td>PRM 361</td>
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<td>PRM 383</td>
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<tr>
<th>Senior Year</th>
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<td><strong>Fall Semester – 13 Credit Hours</strong></td>
<td><strong>Spring Semester – 14 Credit Hours</strong></td>
<td></td>
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<tr>
<td>PRM 430</td>
<td>PRM 370</td>
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<td>PRM 433</td>
<td>PRM 461</td>
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<td>PRM 383</td>
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**Summer Session – 9 Credit Hours**

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<tbody>
<tr>
<td>PRM 480</td>
<td>PRM 483</td>
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**TOTAL CREDIT HOURS FOR PROGRAM: 120**

**Notes:** PRM 383 mini-internships can also be scheduled for summer sessions. PRM 370 must be taken the Spring before you do your capstone internship (PRM 480 and PRM 483). PRM 495 (Senior Seminar) should be taken your last semester. PRM 350 needs to be taken in conjunction with PRM 361.
Appendix 3.8 PRM Annual Assessment Reports

Appendix 3.8.1 2010-2011 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 2010 – May 2011

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 2010-2011**

**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 138 points, and the average score was 126. We had 22 PRM seniors take the examination during 2010-2011. 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 2010 - 2011

Q1. How would you rate your overall satisfaction with the Parks and Recreation Management Program at WCU?

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<thead>
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<td>13</td>
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Q2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor?

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<tbody>
<tr>
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Q3. How would you rate your satisfaction with faculty-student interactions in the PRM program?

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Q4. Which parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?

- PRM 250 it was one of the earlier classes I took that made me decide that I wanted to be a PRM major. I enjoyed Debbie’s 430 class, except for the budget, but it was pertinent. Rhett’s 461 is a very informative class.
- Program Planning and mini-internships
- PRM 420 is a very educational course if one applies oneself.
- The program planning and business planning course. Also the foundation of PRM because a lot of the information from that class I still use/talk about at my internship at the Great Smoky Mountains National Park.
- The mini-internships, program planning, 461 management, challenge course facilitation, leadership (420).
- I think the smaller class size and the interaction with the professors. The professors were always open to help and would go out of their way to help me out on anything.
- Group dynamics with Paula DeMonet’s, entrepreneurship, land based experiences, internships, field trips with Maurice’s class, where we learned to work in groups and learn to roll a kayak and climb in Pantherton.
- PRM 361 was very eye opening. It was a hard class, however I learned a lot. PRM 430, I am not going to start my own business-ever. I enjoyed the class, but I felt as if I didn’t do 110% because it wasn’t something that I personally cared for. I am currently taking PRM 461 and I enjoy the class. I feel as if it is a 1st year class because of the quiz format. I am
learning a lot. I really enjoyed the swift water class, high ropes, and PRM 254 with Todd Murdock.

- The course that I felt were valuable was PRM 361, program planning-I learned a lot about what it takes to put together a good program proposal as well as looking and planning for risks that may happen. I also enjoyed group dynamics taught by Debbie Singleton. It was great to learn about planning for different age groups and personalities.
- Leadership and Group Dynamics, Program Planning, Business Planning-Entrepreneurship, Outdoor Recreation and Interpretation.
- Courses-PRM 250, 361, 430, 461, 495, 370. I thought the aspect of programming (assessment of needs, implementation, evaluation) was very helpful. I learned so much from Debbie’s class where we learned/made a business plan.
- 270, because I learned how to be in front of the class. PRM 254, was interesting because of the skills I learned.
- Most of the business classes because I feel I will use them more on an everyday basis in my career choice.
- Internships, senior seminar, undergraduate research expo.
- I enjoyed the PRM 420 course. It was an in-depth look at leadership and we put it to use in the field.
- The technical side such as rope work really helped me. I enjoyed everything done in the field. I did find the managerial classes helpful but I know they are necessary.
- The most valuable courses to me were Maurice’s Program Planning, Debbie’s entrepreneurship class and Ben’s Recreation Resource class. I like these classes because they gave me a skill that I didn’t have.
- I liked learning the business aspects that went towards some of our courses. The challenges were nice and the memories made are the most valuable.
- Program Planning and PRM 430-Both of these courses will help me in community recreation.
- I thought all the classes were helpful. I really enjoyed Debbie's business class, she is a good teacher. I also really enjoyed having Ben as an advisor. He is calm and very helpful, I thought I could come to him if I had any questions.
- The courses I have recently taken in my past year here at WCU have been valuable. Program evaluation management, skiing class, outdoor recreation. I have had experiences with this major here at WCU. I can use all the courses I am currently in now to my benefit in life.

Q5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?

- I think there should be an aspect of outdoor recreation along with emergency care that could be a major option.
- The management and administration class should be more experimental and not so much short term memorization. As an outdoor leadership concentration, I feel that I need more practice with hard skills. More trips to parks and other outdoor recreation areas.
- We should add a course just for marketing. I am still having problems in that field. Also, making a data base where students can talk to each other freely to exchange new information about the job market or changes and new experiences. Also, using the e-
briefcase for final projects would help students. And last, during the foundations class if he could hand out the check sheet for portfolio.

- Community Recreation-Need more classes for concentration. Outdoor Recreation-go outdoors.
- I think the PRM 461 class is very effective but I don’t like the power points. They are wordy like novels and don’t give us a chance to take full notes. It would be nice to have a link on the PRM website that shows current jobs for internships.
- I believe we need more hands on opportunities and maybe a revision of some of the courses to keep up with the times.
- More hands on experience. More field trips in all classes. Take out required classes like PRM 461, PRM 361.
- The internships should be required to be more relevant to the profession. Classes offered spring or fall only is a drag!!
- I would hope that there could be more classes to take that deal with the interaction of HPER and Hospitality side of Parks and Recreation.
- More certification would be nice: LNT, WFR, etc. It’s nice that we have instructors that come and help us. I’ve learned a lot from Todd Murdock, Earl Davis, and Sam Fowlkes. Debbie’s 430 should be a 400 level class. It’s a lot of work and needs more credits.
- None for me.
- More in-field experience like that required in PRM 361 and 321. It helps gain experience and gain valuable contacts.
- I believe that the papers/projects should be up to date formatting for example, resume, needs a better format.
- The GPA requirement should be a program GPA not overall like other majors at WCU. Also time schedules for some classes. Maurice’s 361 should be shorter.
- I think there should be an additional course on recreation therapy. Maybe offer options for those courses that are only offered in the spring or fall semester.
- I think there should be an emphasis on the natural environment. It should lean towards NRM and some other sciences.
- I think there should be more recreation resources management courses. Like what to do when you have too many people coming to an area.
- I think we should do more things other than outdoor leadership. The commercial part of our major has been left in the corner. I think that would attract more students that don’t want to be full on hospitality students.
- We need to have more courses focused around community recreation.
- I wish Maurice could still take students to the Grand Tetons because I would have loved to gone. I think it would have been a great experience.
- No

Q6. Have you any other comments related to your experiences as a Parks and Recreation Management major at WCU?

- Ben has been incredibly helpful.
- Hope I find a job with the meta-skills I have made here at WCU.
- I believe we need more resources to be available to us for our own use.
- Good program for the resources available. Hopefully more funding will allow more options with in the program.
I would do it all again. I believe that the teaching staff and the material we learn has gotten me ready. The internships were an amazing idea.

I like having all my classes in Reid. It’s nice because there is always someone in the “green room” for help. The magazines are great to read and learn more information from. The PRM board in the hallway has good information for students. I like seeing the new stuff. RTH 250 with Jennifer Hinton is a lot of work. It should be a 300 level class.

I enjoyed my classes and most of my time here. Thank you.

Teachers are very friendly and a helpful academic advisor is great.

It was a great experience. This major has a lot of opportunities to explore and I’m grateful I am a PRM major.

I have been extremely satisfied by the professionalism of our professors. Their experience in the field is what makes them great leaders. The stories complement the teaching. We are fortunate to have Ben, Debby, and Maurice!

I’ve really enjoyed it. I wish that as a transfer student there would be a way to include essay question that we could write about our previous outdoor education. The final senior exam doesn’t seem as fair to transfers.

I have enjoyed the program. I am very glad I got involved with it.

We need more outdoor classes, maybe a ropes course or something.

I loved it, wish I had gotten in the major sooner to have more time in it.

A job fair would be beneficial also more outings.

I enjoyed my time in the outdoor playground and my years in the program.

I love this major and the experience I have had.

The only regret I have is not being more involved with the PRM Club. If we could somehow do more with it I believe it would be more appealing for students to join and participate in.

I loved my time here and I am sad to leave.

I have been asked how I like the major by my friends. I have told them that it is a good major. If you enjoy the outdoors and hands on tasks it is fun. I have told my friends about my canoeing and skiing course and how much fun it was!

Discussion of the survey and round table:

The above information was based on 22 senior surveys completed in PRM 495 – Senior Seminar. During the 2010-2011 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 will continue to teach 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. Even though students do not appreciate the value of this course when they are taking PRM 350, Dr. Phipps and Dr. Tholkes see the value of the course in other courses. Students in PRM 495 – Senior Seminar also told us that they felt PRM 350 was a valuable course for them once they had completed it. 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 continue offering Challenge Course Facilitation (PRM 340) and Water-based Outdoor Pursuits (PRM 426) even though adjunct professor funding is always in doubt. 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 three 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
- Asheville Parks and Recreation
- Camp Weed Conference Center
- Covenant Heights Camp and Retreat Center
- Craters of the Moon National Park
- Fontana Village Resort
- Gaston County Family YMCA
Great Smoky Mountains National Park
High Hampton Inn
Iredell Count Parks and Recreation
Jerry Long YMCA
Lake Norman YMCA
Mountain Top Golf Club
Nashua Park and Recreation Department
Oaks Country Club
Triangle Rock Club
Twin City Youth Soccer Association
Wildcat Country Club
U.S. Forest Service
U.S. National White Water Center

PRM 484 and PRM 485 are 3-credit elective internships requiring 150 hour of work with an agency. PRM 484 and PRM 485 internships were completed at:

- Balltown Bee Farm
- Cataloochee Ski Area
- Carolina Panthers
- East Lincoln High School

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:
Andrews High School
Basecamp Cullowhee
Boy Scouts of America
Cataloochee Ski Area
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
Nantahala Outdoor Center
Reid Pool
Sapphire Valley Resort
Smoky Mountain Center
Tuckasegee River Clean-up
U.S. Forest Service
Waynesville Recreation Center
Water-based Outdoor Pursuits Teaching Assistant
WCU Adopt-A-Trail
WCU Campus Recreation Center
WCU Fitness Center
WCU Intramurals
WCU Talent Search Program
WCU Track and Field Team
Windy Gap Young Life Camp
We feel that the PRM internship program 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:
- Rescue 3 International Whitewater Technician Level 1 – 12 students
- American Canoe Association Level 5 Swiftwater Rescue – 12 students
- American Canoe Association Level 4 Whitewater Canoe – 12 students
- American Canoe Association Level 2 River Kayak – 12 students
- National Ski Patrol Outdoor Emergency Care – 11 students
- American Red Cross Professional Rescuer CPR – 11 students
- American Red Cross Community CPR – 11 students
- Project WILD – 22 students
- National Ski Patrol Mountain Travel and Rescue 1 – 11 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. The additional work that students so on their portfolio in PRM 350 has greatly improved the quality of their portfolios.
Expedition Courses

Wilderness Education Association (WEA) courses were taught through the program in the past. Students now are encouraged to take WEA, National Outdoor Leadership, or Outward Bound expedition course if they intend to go into the outdoor leadership area. PRM credits are available for these students through PRM 486 – Field Experience.

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 five 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 2 students 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.

Program Review
This year for the first time, we were asked to complete a PRM Program Review. The PRM Program Review document consisted of over 500 pages of information pertinent to the PRM program. Our Program Review document was examined by a team consisting of one internal reviewer and two external reviewers. We spent three days with the review team and received their findings at an exit interview. The result of the program review process was our PRM Program Development Plan which can be found in Appendix E. Overall, the PRM Program Review was a
difficult process, but the recommendations of the review team will strengthen our program.
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
### Goals

<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
</tr>
</thead>
</table>
| 1. Leadership and decision-making | 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  
WEA type field experiences  
Face to Face - 270/465/420 + 383/483/434/313 (internships etc) |

**Measurement**

Evaluation of performance in internships  
Tests in courses and a standardized exam as part of selected different finals  
Lab report (leadership self analysis)

| 2. Program Planning | Proposal Writing - 361/461  
Planning Processes - 361/461  
Risk Management Plans - 361/461/SM 415  
Marketing - 461/361 | Classwork  
LAB  
Lab report (written program/grant proposal); report - Marketing Plan |

**Measurement**

Lab report (written program/grant proposal); report - Marketing Plan  
Evaluation of performance in internships

| 3. Administration | Facilities Management - SM 435  
Budgets - 461/360/430/314/ACC 161  
Strategic Planning - 461  
Risk Management - 361/SM 415  
Legal Issues - 461/361/250/314/SM 415  
Policies - 461/361/430/330/314/483  
Boards - 461/361/314  
Supervision - 461/430/314 | Classwork  
Internships |

---
Measurement
Tests in courses and a standardized examination questions as part of selected different finals
Reports - Business plan, strategic plan, and risk management plan

<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Research &amp; Evaluation</td>
<td>Needs Assessment - 361</td>
<td>Classwork</td>
</tr>
<tr>
<td></td>
<td>Experimental Research - 361/250/433/461</td>
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<td></td>
<td>Descriptive Research - 361/250/433/461</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluative Research - 361/461</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Prospectus - 433</td>
<td></td>
</tr>
</tbody>
</table>

Measurement
Tests in courses and a standardized exam as part of selected different finals
Research Prospectus
Evaluation report for a program

<table>
<thead>
<tr>
<th>5. Outdoor Leadership &amp; Instruction</th>
<th>Experiential Education - 425/426/254/465/420/481</th>
<th>Classwork</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outdoor Emeg. Care – 252/265</td>
<td>Exp. Field Trips</td>
</tr>
<tr>
<td></td>
<td>Outdoor Living Skills - 321/465</td>
<td>LABS</td>
</tr>
<tr>
<td></td>
<td>Outdoor Leadership Skills - 420/427/493</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rescue Skills - 425/426</td>
<td></td>
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<tr>
<td></td>
<td>Adaptive Skills – RTH350/425/426</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpretive Skills - 433/321</td>
<td></td>
</tr>
</tbody>
</table>

Measurement
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

<table>
<thead>
<tr>
<th>6. Communication</th>
<th>Written Skills-professional writing</th>
<th>Classwork</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Verbal Skills-presentations and Exams</td>
<td></td>
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<tr>
<td></td>
<td>Public speaking - 361/495/350</td>
<td>Cooperative Learning</td>
</tr>
</tbody>
</table>
Facilitation Skills - 433/420/465/RTH470

Presentations of Proposals

Computer Skills - all classes  Seminar Presentations

Professional Reading Comprehension - all classes

PERT/Research Spreadsheets

Leader Analysis C. Programs

**Measurement**

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

<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interview Skills - 370 + Career Services/461</td>
<td>Intern/Job search</td>
</tr>
<tr>
<td></td>
<td>Job/Intern Search Skills - 350/370</td>
<td></td>
</tr>
</tbody>
</table>

**Measurement**

Career Search, Portfolio and job placement

<table>
<thead>
<tr>
<th>8. Foundations</th>
<th>Social Functions - 250</th>
<th>Classwork</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Historical Aspects - 250</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Government Roles - 250</td>
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</tr>
<tr>
<td></td>
<td>Tourism - 250/426/440</td>
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<tr>
<td></td>
<td>Philosophy - 250</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Definitions - 250</td>
<td></td>
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<tr>
<td></td>
<td>Specialized Services - 250</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Natural Resources - 250/321/433</td>
<td></td>
</tr>
</tbody>
</table>

**Measurement**

Tests in courses and a standardized exam as part of selected different finals.
Use of Outcomes Assessment

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 C
PRM Senior Survey 2011

1=Extremely Satisfied (ES)
2=Somewhat Satisfied (SS)
3=Somewhat Unsatisfied (SU)
4=Extremely Unsatisfied (EU)

<table>
<thead>
<tr>
<th>ES</th>
<th>SS</th>
<th>SU</th>
<th>EU</th>
</tr>
</thead>
</table>
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?
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.

Unit/Timeframe Covered by the Plan

Programs should clearly identify the unit(s) covered by the plan and the timeframe covered by the plan.

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:

Modify the mission statement
## Appendix A. QEP Assessment Plan Matrix

<table>
<thead>
<tr>
<th>QEP Outcome</th>
<th>Program SLOs</th>
<th>Delivery Points in Curriculum/Services/Program ming</th>
<th>Capture Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate Effectively and Responsibly</td>
<td>See outcome #8 Communication, p.2</td>
<td>PRM 270, PRM 370, PRM 361, PRM 430, PRM 321</td>
<td>During classes and internships</td>
</tr>
<tr>
<td>Integrate Information from a Variety of Contexts</td>
<td>Application of theories learned in classes through labs and projects</td>
<td>433, 361 430 – presentations at the Undergraduate Research Symposium, 361 – Program planned, completed and evaluated 420 leadership practiced on a field trip</td>
<td>Professional documents in the portfolio</td>
</tr>
<tr>
<td>Practice Civic Engagement</td>
<td>As part of the mini-internships, three 50 hour experiences</td>
<td>PRM 383s -three different semesters in different organizations</td>
<td>Evaluation by agency supervisors at the end of the 50 hours</td>
</tr>
</tbody>
</table>
| 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 |
Appendix E
PRM Program Development Plan

Program: Parks and Recreation Management  Department: Health, Physical Education, and Recreation (PRM)

Date: TBD

Strengths: The PRM program …

- faculty do an excellent job of delivering their program by
  - creating opportunities for faculty and students to interact with one another
  - encouraging cooperative learning among students
  - using experiential or active learning to deliver course work
  - communicating high expectations
  - respecting diverse talents and learning styles
- faculty teach a full complement of courses and spend a large amount of time mentoring, advising, and meeting with students
- use of adjunct instructors provides flexibility to the faculty and provides additional teaching resources to teach specific courses on an as-needed basis

Resources needed
C = current
R = reallocation
N = new

Costs  Person(s)  Date of Review

Recommendations  Strategic Action

Shared recommendations

3.1. FACULTY
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Resources needed</th>
<th>Person(s) Responsible</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hire one tenure track faculty to facilitate transition, teach required courses, and pursue NRPA Accreditation</td>
<td>Discuss with Dean and Department Head</td>
<td>New</td>
<td>TBD</td>
<td>Dr. Tholkes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Phipps</td>
<td>Dr. Phipps</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dean Schoon</td>
<td>Fall 2011</td>
</tr>
</tbody>
</table>

3.2. CURRICULUM DEVELOPMENT AND PROGRAM “NICHE”

| 2. Revise PRM mission statement to align with University mission and vision, reflect the strengths and unique attributes of the program (i.e., outdoor leadership and recreation resource management), the QEP, and the resources of the region. | Revise mission statement | Current | Dr. Phipps | Fall 2011 |

| 3. Access NRPA Accreditation Standards and begin aligning the Program and all course syllabi with the NRPA 8.0 Professional Competency Standards (see NRPA 2013 Accreditation Standards. | Contact NRPA | Current, possibly new | Dr. Tholkes | Debby Singleton | Fall 2011 |

Resources needed
- C = current
- R = reallocation
- N = new

Costs
- TBD
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Resources needed</th>
<th>Person(s) Responsible</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Revise current curriculum and remove formal concentrations.</td>
<td>Write AA6’s</td>
<td>None</td>
<td>Dr. Tholkes</td>
<td>Summer 2011</td>
</tr>
<tr>
<td>(3.2.C CURRICULUM, P. 6)</td>
<td></td>
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</tr>
<tr>
<td>5. Expand the core curriculum and use guided electives to emphasize outdoor</td>
<td>At this point, we are considering dropping all of our concentration area.</td>
<td>None</td>
<td>Dr. Tholkes</td>
<td>Summer 2011</td>
</tr>
<tr>
<td>recreation leadership and recreation resource management (Note: this does not</td>
<td></td>
<td></td>
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<tr>
<td>eliminate the possibility of a student using guided electives to pursue studies</td>
<td></td>
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<tr>
<td>relevant to community recreation and commercial and resort recreation).</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>(3.2.D CURRICULUM, P. 6)</td>
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<td></td>
</tr>
<tr>
<td>6. Establish formal memorandums of agreement with Student Affairs to share</td>
<td>Meet with Josh (Basecamp Cullowhee)</td>
<td>None</td>
<td>Dr. Phipps</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>climbing wall and Base Camp Cullowhee resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3.2.E CURRICULUM, P. 6)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Costs</td>
<td>Person(s)</td>
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</tr>
<tr>
<td>7. Create a formal advisory committee composed of alumni and local professionals in the industry to review current and future curriculum. (3.2.F CURRICULUM, P. 6)</td>
<td>Contact alumni and professionals</td>
<td>C = current</td>
<td></td>
<td>Dr. Tholkes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R = reallocation</td>
<td></td>
<td>Dr. Phipps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N = new</td>
<td>$150/year</td>
<td>Dr. Tholkes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dr. Phipps</td>
</tr>
<tr>
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</tr>
<tr>
<td>8. Advise students to complete Math 170 - Applied Statistics as a LS math requirement and begin scheduling PRM 360 - Recreation Research. (3.2.G CURRICULUM, P. 6)</td>
<td>Review current curriculum and consider offering PRM 360 if faculty changes,</td>
<td></td>
<td>TBD</td>
<td>Dr. Tholkes</td>
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</tr>
<tr>
<td>9. Review and increase the science requirements to 3 courses with at least 2 of the three courses in environmental biology, natural resource management, environmental health, or other appropriate area. (3.2.H CURRICULUM, P. 6)</td>
<td>Review curriculum. This change may not apply to all focus areas.</td>
<td></td>
<td>Reallocation</td>
<td>Dr. Tholkes</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s) Responsible</td>
<td>Date of Review</td>
</tr>
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<td>-----------------</td>
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</tr>
<tr>
<td>10.</td>
<td>Advertise relevant PRM courses to encourage across campus enrollments to increase SCH (e.g., a course such as PRM 434 High Adventure Travel and outfitting could attract at least 40 students per semester). (3.2.I CURRICULUM, P. 6)</td>
<td>Consider offering a Liberal Studies course.</td>
<td>New faculty member.</td>
<td>TBD Dr. Tholkes Debby Singleton</td>
</tr>
<tr>
<td>11.</td>
<td>Partner with Southwest Community College to provide Wilderness First Responder (WFR) course or see qualification of one faculty member to teach the WFR course. (Note: the existing course PRM 356 Outdoor First Aid could be revised to cover WFR content.) (3.2.J CURRICULUM, P. 7)</td>
<td>Contact Paul Wolf, SCC Outdoor Leadership program director.</td>
<td>Current, possibly new if offering WFR at WCU is recommended</td>
<td>Dr. Tholkes</td>
</tr>
<tr>
<td>12.</td>
<td>Require students participating in the capstone internship to purchase University liability insurance. (3.2.K CURRICULUM, P. 7)</td>
<td>Contact appropriate WCU personnel.</td>
<td>None</td>
<td>None to WCU/PRM</td>
</tr>
</tbody>
</table>

### 3.3. PROGRAM RESOURCES AND MANAGEMENT
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Resources needed</th>
<th>Person(s) Responsible</th>
<th>Date of Review</th>
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</thead>
<tbody>
<tr>
<td>13. The Department should annually appropriate a specific portion of funding to the PRM program based on student enrollment so that PRM Faculty may complete an annual budget and long range planning process for the acquisition of supplies, equipment, and for equipment maintenance. (3.3.A CURRICULUM, P. 7)</td>
<td>Review status of current equipment and plan for equipment replacement as needed.</td>
<td>Current (lab fees) plus new.</td>
<td>Current lab fee $1600 plus new $3000-$5000. Work Study?</td>
<td>Dean Department Head</td>
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<td>14. Both full-time PRM Faculty will be eligible for retirement in the next two to five years. It is essential for the future stability of this viable and growing academic program that another full-time faculty member be hired to facilitate the transition. (3.3.B CURRICULUM, P. 7)</td>
<td>Plan for retirement and transition of new faculty.</td>
<td>New</td>
<td>TBD</td>
<td>Dean Department Head</td>
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<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s)</td>
<td>Date of Review</td>
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| 15. Develop an internal monitoring and data collection process for student learning outcomes, alumni employment, retention, and graduation rates and report these metrics in the Program’s Annual Assessment Report. *(3.3.C CURRICULUM, P. 7)* | Review current annual PRM assessment, set up format for staying in contact with alumni, measure retention and graduation rates. | Current plus new for administrative costs. | TBD | Dr. Tholkes  
Dr. Phipps  
Debby Singleton | Fall 2011 and Spring 2012 |
| 16. Develop a one-page internal Program Profile that is updated annually with accomplishments, strengths, program orientation, and distribute across campus and regionally. This should include student and alumni profiles and stories from the Program’s current newsletter “Tent Peg.” *(3.3.D CURRICULUM, P. 7)* | Discuss with RTH faculty. | Current | $200 per year (printing costs) | Dr. Tholkes  
Debby Singleton | Summer 2011 |
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<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Resources needed</th>
<th>Person(s) Responsible</th>
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<td>17. Continue to pursue external funding opportunities for demonstration, expansion, and equipment acquisition. (3.3.E CURRICULUM, P. 7)</td>
<td>Examine possible funding sources.</td>
<td>Current</td>
<td>Dr. Tholkes</td>
<td>Spring 2012</td>
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<td></td>
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<td></td>
<td>Dr. Phipps</td>
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<td></td>
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<td></td>
<td>Debby Singleton</td>
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<tr>
<td>18. Update Program Website to emphasize outdoor leadership and resource recreation management. (3.3.F CURRICULUM, P. 7)</td>
<td>Seek assistance for Website update. (Carla Parrish?)</td>
<td>Current</td>
<td>None?</td>
<td>Fall 2011</td>
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<td>Dr. Tholkes with help from Office Assistant</td>
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<tr>
<td>19. Require electronic portfolios with student reflections on artifacts and personalized information such as internship projects and personal experience photos. (3.3.G CURRICULUM, P. 7)</td>
<td>Implement in PRM 350, PRM 370 and PRM 495 and assistance from Faculty Commons.</td>
<td>Current</td>
<td>None</td>
<td>Fall 2011</td>
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<td>Dr. Tholkes</td>
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<td>Dr. Phipps</td>
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Western Carolina University

Parks and Recreation Management

Human Services

Education and Allied Professions

Annual Assessment Report for

May 2011 – May 2012

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 WCU Undergraduate Expo and at the regional 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 and Jackson County Schools.

**Parks and Recreation Management**

**Student Learning Outcomes**

**Assessed in 2011-2012**

**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 138 points, and the average score was 126. We had 20 PRM seniors take the examination during 2011-2012. 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 2011 - 2012

Q1. How would you rate your overall satisfaction with the Parks and Recreation Management Program at WCU?

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Q2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor?

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Q3. How would you rate your satisfaction with faculty-student interactions in the PRM program?

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Q4. Which parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?

- Community Rec Class, Internship Class, Debbie’s 400 Land Class
- PRM 361, 321, 425
- PRM Entrepreneurship. Creating a business plan was not only challenging but very useful. It made me feel ready for an aspect of the real world.
- PRM 250, PRM 361, PRM 356, PRM 270, plus mini-internships and the capstone internship
• I love how close all the students are with each other. We all get along and everyone is more than willing to help each other out. The most valuable course to me I would say is senior seminar because it gives a chance to reflect on all the other courses and what we’ve learned.
• The most valuable classes were probably the ones I dreaded the most. Creating Risk Management Plans, Program proposals, budgets, activity books and logs have all been very valuable. Learning how to properly write/create official documents has been hugely helpful.
• PRM 420 Expedition Leadership, PRM 254, OEC, PRM 250, PRM 433, PRM 440
• The courses with certifications were most valuable to me and what I plan to do.
• All of the internship experience and networking facilitated by the PRM program has created valuable relationships going forward. The networking has fostered both business and personal relationships for the future. It has also allowed me to refine a skill set, preparing me for the industry that I want to work in.
• PRM 361; PRM 430
• Experiential teaching was beneficial; internships were great; portfolio was extremely beneficial to bring everything together.

Q5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?

• More on community recreation if you are going to have that as a concentration
• PRM 460 needs to be revised
• I have really enjoyed my time in the Parks and Recreation Management program and the current program worked for me as a student. I hope that the program would be able to grow and take on new adventures as they come.
• I feel student involvement should increase but that is mainly the student’s responsibility.
• Advertise the major to undecided students.
• More girls need to be pulled in. Teaching methods for non-PRM professors should be changed. For example, reading straight from the book to class
• The expedition aspect seems to be going the way of the dodo bird. It would be nice to see that emphasized more. Research and how to utilize places like the library is something I only learned extensively in other classes. An
emphasis on how to research, use the archives, the referenced material in appendices of texts, etc. is something not focused upon.

- Not sure.
- PRM 461 and community recreation, but a 4th teacher will change that.
- Encourage keeping recreational logs and get students included in an active outdoor lifestyle. It seems that few majors really recreate or have little direction in which they want to head. 3.0 should be minimum requirement; it would increase the caliber of students. Teach WFR.
- PRM 461

Q6. Have you any other comments related to your experiences as a Parks and Recreation Management major at WCU?

- It has been a beneficial experience I plan to continually use.
- The teachers make the program what it is and I believe that every single teacher in the department has done an amazing job relaying the course information to the students as well as providing personal experiences.
- Thank you for all the advice and the outcome for my portfolio. It helped get me a job.
- PRM is a great major. I thoroughly enjoyed my time as a PRM major. With all the changes occurring in the next couple years, it makes me wish I was sticking around. I’ve learned a lot and feel confident in my abilities of gaining employment after graduation. Thank you.
- I think it is a great program and I believe the students of the program should always try to be kept close during the time at WCU because you learn more from each other and always have someone to ask for help from.
- What a wonderful experience and location. This time here has made me want to change direction in my life and recommend this to many more people. I would like to see the club grow and work more with other outdoor clubs and schools.
- Thank you for all the help!
- Loved it.
- The program was great. Thanks for encouraging my passion.
- Really enjoyed the courses and the hands on experience I got.
Discussion of the survey and round table:

The above information was based on 20 senior surveys completed in PRM 495 – Senior Seminar. During the 2011-2012 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 43 – 45 credits in the program major, 12 hours in a focus area, and 33 - 35 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 will continue to teach 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. Even though some students do not appreciate the value of this course when
they are taking PRM 350, Dr. Phipps and Dr. Tholkes see the value of the course in other courses. Students in PRM 495 – Senior Seminar also told us that they felt PRM 350 was a valuable course for them once they had completed it. 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 continue offering Challenge Course Facilitation (PRM 340) and Water-based Outdoor Pursuits (PRM 426) even though adjunct professor funding is always in doubt. We feel these changes addressed 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. With the addition of our newest faculty member, 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. Fortunately, we have now added a full-time tenure track person to teach in the community recreation area of our program. This will also address 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 needed to increase our number of full-time faculty members. The addition of our new faculty member has addressed our student’s concern in this area and may 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. We do want to maintain these “hands-on” courses and the students find them most valuable. Also, due to funding issues, we sometimes are 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 three 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 Adventure Treks
Asheville Parks and Recreation
Basecamp Cullowhee
Balltown Bee Farm
Blue Ridge Parkway
Great Smoky Mountains National Park
High Hampton Inn
Iredell Count Parks and Recreation
Jerry Long YMCA
Mountaintop Golf Club
Mount Snow, Vermont
Nantahala Gorge Canopy Tours
Oaks Country Club
Outward Bound
Screaming Eagle Outfitters
World Kayak
Wildwater (Chattooga)
Yosemite National Park
U.S. Forest Service
U.S. National White Water Center

PRM 484 and PRM 485 are 3-credit elective internships requiring 150 hours of work with an agency. PRM 484 and PRM 485 internships were completed at:
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:

Andrews High School
Basecamp Cullowhee
Boy Scouts of America
Cataloochee Ski Area
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
Nantahala Outdoor Center
Reid Pool
Sapphire Valley Resort
Smoky Mountain Center
Tuckasegee River Clean-up
We feel that the PRM internship program 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:
- Rescue 3 International Whitewater Technician Level 1 – 12 students
- American Canoe Association Level 5 Swiftwater Rescue – 12 students
- American Canoe Association Level 4 Whitewater Canoe – 12 students
- American Canoe Association Level 2 River Kayak – 12 students
- National Ski Patrol Outdoor Emergency Care – 11 students
- American Red Cross Professional Rescuer CPR – 11 students
- American Red Cross Community CPR – 11 students
- Project WILD – 18 students
- National Ski Patrol Mountain Travel and Rescue 1 – 13 students
- American Red Cross Wilderness First Aid – 12 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. The additional work that students do on their portfolio in PRM 350 has greatly improved the quality of their portfolios.

Expedition Courses

Wilderness Education Association (WEA) courses were taught through the program in the past. Students now are encouraged to take WEA, National Outdoor Leadership, or Outward Bound expedition course if they intend to go into the outdoor leadership area. PRM credits are available for these students through PRM 486 – Field Experience.

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 five 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 two PRM student completing a year in Ireland with another one students 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.

Changes made to the QEP planning

The PRM program is already meeting most of the goals of the QEP. There are some changes that we have made to increase the effectiveness of the process.

Changes

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 to follow up on this.

Another “capture point” was 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 was instigated – PRM 350 Career Planning. This is where the students write their resumes, begin planning their capstone internships, begin their portfolio, and write their self-analysis of where they are and where they are going. They also study the Student Handbook and get a review of Cooperative Learning and Ethical Decision-making. One change has been made here though regarding the Electronic Briefcase (EB). After the orientation to this and the struggle to complete it, we noticed how de-motivating it was to everyone as it is not in any way an intuitive process. We gave up on this except for two volunteers.
who undertook completing the electronic briefcase as an independent study. Their feedback afterwards was that the system as it not user-friendly. We have decided to hold off on the EB until it is easy to use. We will continue to use the hard copy interview portfolio that has been very successful for us.

The final “capture point” for completing QEP goals is the Orientation to Internship Course (PRM 370) and the Senior Seminar (PRM 495). This is when the EB materials are finalized, the capstone internship/job application package completed and the “Where I’m going” presentations are done. Research presentations are completed as part of the Undergraduate Research Expo and the Regional Adventure Education Conference.

Impact

We think that the QEP has an enormous impact on our students’ learning as it enables actual application of theories learned. This application (experiential work), done in class, labs, and extra-curricular involvement however does increase the workload of faculty tremendously and this is at odds with the research time expected of faculty at WCU. We fear that the involvement of new faculty in the QEP is in jeopardy when traditional publications are expected. The reality is that the perceived standard for tenure and hence the one that will be used by faculty at WCU is a set number of traditional publications even though WCU voices Boyer. We do feel that we achieve our stated goals and the goals of the QEP. We do realize that the one aspect that we have a problem with is the eBriefcase. We think that like the original computers before MACs and Windows, it won’t “catch on” until it is easy and intuitive to use. In the future, employers will expect an eBriefcase and so we suggest enabling a user-friendly one as soon as possible.
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 changes 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.

Program Review

In 2011, for the first time, we were asked to complete a PRM Program Review. The PRM Program Review document consisted of over 500 pages of information pertinent to the PRM program. Our Program Review document was examined by
a team consisting of one internal reviewer and two external reviewers. We spent three days with the review team and received their findings at an exit interview. The result of the program review process was our PRM Program Development Plan which can be found in Appendix E. Overall, the PRM Program Review was a thorough process, and the recommendations of the review team will strengthen our program.
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
- Leadership self-analysis document
- 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**

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<th>Goals</th>
<th>Courses</th>
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<td><strong>1. Leadership and decision-making</strong></td>
<td>Committees - 461/361</td>
<td>Classwork</td>
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<td>Ethics - 250/461/433/321/270</td>
<td>Cooperative Learning Techniques</td>
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<td></td>
<td>Entre/intrapreneurship - 430/461/360/485/BA 133</td>
<td>Internships</td>
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<td></td>
<td>Managerial - 270/461/420/314/SM 435</td>
<td>WEA type field experiences</td>
</tr>
<tr>
<td></td>
<td>Group Dynamics - 270/420/433/321</td>
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<tr>
<td></td>
<td>Face to Face - 270/465/420 + 383/483/434/313 (internships etc)</td>
<td></td>
</tr>
</tbody>
</table>

**Measurement**

Evaluation of performance in internships
Tests in courses and a standardized exam as part of selected different finals
Lab report (leadership self analysis)

| **2. Program Planning** | Proposal Writing - 361/461 | Classwork |
| | Planning Processes - 361/461 | LAB |
| | Risk Management Plans - 361/461/SM 415 | |
| | Marketing - 461/361 | |

**Measurement**

Lab report (written program/grant proposal); report - Marketing Plan
Evaluation of performance in internships

| **3. Administration** | Facilities Management - SM 435 | Classwork |
| | Budgets - 461/360/430/314/ACC 161 | Internships |
| | Strategic Planning - 461 | |
| | Risk Management - 361/SM 415 | |
| | Legal Issues - 461/361/250/314/SM 415 | |
| | Policies - 461/361/430/330/314/483 | |
| | Boards - 461/361/314 | |
| | Supervision - 461/430/314 | |
**Measurement**

Tests in courses and a standardized examination questions as part of selected different finals

Reports - Business plan, strategic plan, and risk management plan

<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Research &amp; Evaluation</td>
<td>Needs Assessment - 361</td>
<td>Classwork</td>
</tr>
<tr>
<td></td>
<td>Experimental Research - 361/250/433/461</td>
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<td></td>
<td>Descriptive Research - 361/250/433/461</td>
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<tr>
<td></td>
<td>Evaluative Research - 361/461</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Prospectus - 433</td>
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</tbody>
</table>

**Measurement**

Tests in courses and a standardized exam as part of selected different finals

Research Prospectus

Evaluation report for a program

<table>
<thead>
<tr>
<th>5. Outdoor Leadership &amp; Instruction</th>
<th>Experiential Education - 425/426/254/465/420/481</th>
<th>Classwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>Outdoor Emeg. Care – 252/265</td>
<td>Exp. Field Trips</td>
</tr>
<tr>
<td>&amp; Instruction</td>
<td>Outdoor Living Skills - 321/465</td>
<td>LABS</td>
</tr>
<tr>
<td></td>
<td>Outdoor Leadership Skills - 420/427/493</td>
<td></td>
</tr>
</tbody>
</table>
Rescue Skills - 425/426
Adaptive Skills – RTH350/425/426
Interpretive Skills - 433/321

Measurement
Outdoor Emergency Care (OEC)/CPR certification
Log/journal recording system to document other certifications and experience
Personal Leadership Analysis
Evaluation of performance in internships

6. Communication
Written Skills-professional writing  Classwork
Verbal Skills-presentations and Exams
Public speaking - 361/495/350  Cooperative Learning
Facilitation Skills - 433/420/465/RTH470
Presentations of Proposals
Computer Skills - all classes  Seminar Presentations
Professional Reading Comprehension - all classes
PERT/Research Spreadsheets
Leader Analysis C.Programs

Measurement
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
<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interview Skills - 370 + Career Services/461</td>
<td>Job/Intern Search Skills- 350/370</td>
</tr>
<tr>
<td>Measurement</td>
<td>Career Search, Portfolio and job placement</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
</tr>
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<tr>
<td>8. Foundations</td>
<td>Social Functions - 250</td>
<td>Classwork</td>
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<tr>
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<td>Historical Aspects - 250</td>
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<td></td>
<td>Government Roles - 250</td>
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<td></td>
<td>Tourism - 250/426/440</td>
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<td></td>
<td>Philosophy - 250</td>
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<td></td>
<td>Definitions - 250</td>
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<td></td>
<td>Specialized Services - 250</td>
<td></td>
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<tr>
<td></td>
<td>Natural Resources - 250/321/433</td>
<td></td>
</tr>
<tr>
<td>Measurement</td>
<td>Tests in courses and a standardized exam as part of selected different finals.</td>
<td></td>
</tr>
</tbody>
</table>

Use of Outcomes Assessment

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 First Aid
Outdoor Emergency Care
Mountain Travel and Rescue
Project WILD
Swiftwater Rescue (American Canoe Association)
Ropes Course Facilitation
American Red Cross (First Aid/CPR/AED)
Professional Rescuer CPR/AED
Appendix C
PRM Senior Survey 2012

1=Extremely Satisfied (ES)
2=Somewhat Satisfied (SS)
3=Somewhat Unsatisfied (SU)
4=Extremely Unsatisfied (EU)

3. How would you rate your overall satisfaction with the Parks and Recreation Management program at WCU.  

4. How would you rate your satisfaction with the academic advisement you received from your PRM advisor.  

3. How would you rate your satisfaction with faculty-student interactions in the PRM program.  

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.

Unit/Timeframe Covered by the Plan

Programs should clearly identify the unit(s) covered by the plan and the timeframe covered by the plan.

Section II. Alignment Information

4. 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:

5. Integration of QEP and Program Objectives: Programs should outline the timeframe 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:

6. **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:

   f. Include at least one direct measure of student learning
   g. Relates to the outcome (i.e., measures what it is meant to measure)
   h. Specifies what data will be collected, from what sources, using what methods, by whom, in what approximate timeframe
   i. Likely to yield relevant information to make (co)curricular or programmatic change
   j. 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:

Modify the mission statement
## Appendix A. QEP Assessment Plan Matrix

<table>
<thead>
<tr>
<th>QEP Outcome</th>
<th>Program SLOs</th>
<th>Delivery Points in Curriculum/Services/Program ming</th>
<th>Capture Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate Effectively and Responsibly</td>
<td>See outcome #8, Communication, p.2</td>
<td>PRM 270, PRM 370, PRM 361, PRM 430, PRM 321, Actually most classes see pages 3-7</td>
<td>During classes and internships</td>
</tr>
<tr>
<td>Integrate Information from a Variety of Contexts</td>
<td>Application of theories learned in classes through labs and projects</td>
<td>433, 361 430 – presentations at the Undergraduate Research Symposium, 361 – Program planned, completed and evaluated, 420 leadership practiced on a field trip</td>
<td>Professional documents in the portfolio</td>
</tr>
<tr>
<td>Practice Civic Engagement</td>
<td>As part of the mini-internships, three 50 hour experiences</td>
<td>PRM 383s -three different semesters in different organizations</td>
<td>Evaluation by agency supervisors at the end of the 50 hours</td>
</tr>
<tr>
<td>Clarify Purpose and Values</td>
<td>Student strategic plan Being added in the new “QEP” seminar (PRM****) Being added to PRM 495 Senior Seminar</td>
<td>Strategic plan – prior to declaration of major after essay New QEP Seminar PRM 350 fall Junior Year</td>
<td>New QEP Seminar PRM 350 fall Junior Year</td>
</tr>
</tbody>
</table>
Appendix E
PRM Program Development Plan

Program: Parks and Recreation Management  Department: Health, Physical Education, and Recreation

Date: TBD

Strengths: The PRM program …

- faculty do an excellent job of delivering their program by
  - creating opportunities for faculty and students to interact with one another
  - encouraging cooperative learning among students
  - using experiential or active learning to deliver course work
  - communicating high expectations
  - respecting diverse talents and learning styles
- faculty teach a full complement of courses and spend a large amount of time mentoring, advising, and meeting with students
- use of adjunct instructors provides flexibility to the faculty and provides additional teaching resources to teach specific courses on an as-needed basis

Resources needed

C = current
R = reallocation
N = new

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Person(s)</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shared recommendations</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>3.1. FACULTY</strong></td>
<td></td>
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<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s) Responsible</td>
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</tr>
<tr>
<td>20. Hire one tenure track faculty to facilitate transition, teach required courses, and pursue NRPA Accreditation</td>
<td>Discuss with Dean and Department Head</td>
<td>New</td>
<td>TBD</td>
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<tr>
<td><strong>3.2. CURRICULUM DEVELOPMENT AND PROGRAM “NICHE”</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>21. Revise PRM mission statement to align with University mission and vision, reflect the strengths and unique attributes of the program (i.e., outdoor leadership and recreation resource management), the QEP, and the resources of the region.</td>
<td>Revise mission statement</td>
<td>Current</td>
<td>Dr. Phipps</td>
</tr>
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</tr>
<tr>
<td>22. Access NRPA Accreditation Standards and begin aligning the Program and all course syllabi with the NRPA 8.0 Professional Competency Standards (see NRPA 2013 Accreditation Standards.)</td>
<td>Contact NRPA</td>
<td>Current, possibly new</td>
<td>Dr. Tholkes, Debby Singleton</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s) Responsible</td>
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</table>
| 23. Revise current curriculum and remove formal concentrations.  
(3.2.C CURRICULUM, P. 6) | Write AA6’s | None | Dr. Tholkes | Summer 2011 |
| 24. Expand the core curriculum and use guided electives to emphasize outdoor recreation leadership and recreation resource management (Note: this does not eliminate the possibility of a student using guided electives to pursue studies relevant to community recreation and commercial and resort recreation).  
(3.2.D CURRICULUM, P. 6) | At this point, we are considering dropping all of our concentration area. | None | Dr. Tholkes | Summer 2011 |
| 25. Establish formal memorandums of agreement with Student Affairs to share climbing wall and Base Camp Cullowhee resources.  
(3.2.E CURRICULUM, P. 6) | Meet with Josh (Basecamp Cullowhee) | None | Dr. Phipps | Fall 2011 |
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Resources needed</th>
<th>Costs</th>
<th>Person(s) Responsible</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Create a formal advisory committee composed of alumni and local professionals in the industry to review current and future curriculum. (3.2.F CURRICULUM, P. 6)</td>
<td>Contact alumni and professionals</td>
<td>New (funds for a meeting/hospitality meal)</td>
<td>$150/year</td>
<td>Dr. Tholkes Dr. Phipps</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>27. Advise students to complete Math 170 - Applied Statistics as a LS math requirement and begin scheduling PRM 360 - Recreation Research. (3.2.G CURRICULUM, P. 6)</td>
<td>Review current curriculum and consider offering PRM 360 if faculty changes,</td>
<td>New faculty member</td>
<td>TBD</td>
<td>Dr. Tholkes</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>28. Review and increase the science requirements to 3 courses with at least 2 of the three courses in environmental biology, natural resource management, environmental health, or other appropriate area. (3.2.H CURRICULUM, P. 6)</td>
<td>Review curriculum. This change may not apply to all focus areas.</td>
<td>Reallocation</td>
<td></td>
<td>Dr. Tholkes</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s) Responsible</td>
<td>Date of Review</td>
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<tr>
<td>29. Advertise relevant PRM courses to encourage across campus enrollments to increase SCH (e.g., a course such as PRM 434 High Adventure Travel and outfitting could attract at least 40 students per semester).</td>
<td>Consider offering a Liberal Studies course.</td>
<td>New faculty member.</td>
<td>TBD</td>
<td>Dr. Tholkes/ Debby Singleton</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>30. Partner with Southwest Community College to provide Wilderness First Responder (WFR) course or see qualification of one faculty member to teach the WFR course. (Note: the existing course PRM 356 Outdoor First Aid could be revised to cover WFR content.)</td>
<td>Contact Paul Wolf, SCC Outdoor Leadership program director.</td>
<td>Current, possibly new if offering WFR at WCU is recommended.</td>
<td>Dr. Tholkes</td>
<td>Spring 2012</td>
<td></td>
</tr>
<tr>
<td>31. Require students participating in the capstone internship to purchase University liability insurance.</td>
<td>Contact appropriate WCU personnel.</td>
<td>None</td>
<td>None to WCU/PRM</td>
<td>Dr. Tholkes</td>
<td>Spring 2012</td>
</tr>
</tbody>
</table>

3.3. PROGRAM RESOURCES AND MANAGEMENT
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Costs</th>
<th>Person(s)</th>
<th>Date of Review</th>
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</thead>
<tbody>
<tr>
<td>32.</td>
<td>The Department should annually appropriate a specific portion of funding to the PRM program based on student enrollment so that PRM Faculty may complete an annual budget and long range planning process for the acquisition of supplies, equipment, and for equipment maintenance.</td>
<td>Current (lab fees) plus new.</td>
<td>Current lab fee $1600 plus new $3000-5000. Work Study?</td>
<td>Dean Department Head Fall 2011</td>
</tr>
<tr>
<td></td>
<td>Review status of current equipment and plan for equipment replacement as needed.</td>
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<tr>
<td>33.</td>
<td>Both full-time PRM Faculty will be eligible for retirement in the next two to five years. It is essential for the future stability of this viable and growing academic program that another full-time faculty member be hired to facilitate the transition.</td>
<td>New</td>
<td>TBD</td>
<td>Dean Department Head Fall 2011</td>
</tr>
<tr>
<td></td>
<td>Plan for retirement and transition of new faculty.</td>
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<td></td>
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<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s) Responsible</td>
<td>Date of Review</td>
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</tbody>
</table>
| 34. Develop an internal monitoring and data collection process for student learning outcomes, alumni employment, retention, and graduation rates and report these metrics in the Program’s Annual Assessment Report. (3.3.C CURRICULUM, P. 7) | Review current annual PRM assessment, set up format for staying in contact with alumni, measure retention and graduation rates. | Current plus new for administrative costs. | TBD | Dr. Tholkes  
Dr. Phipps  
Debby Singleton | Fall 2011  
and Spring 2012 |
| 35. Develop a one-page internal Program Profile that is updated annually with accomplishments, strengths, program orientation, and distribute across campus and regionally. This should include student and alumni profiles and stories from the Program’s current newsletter “Tent Peg.” (3.3.D CURRICULUM, P. 7) | Discuss with RTH faculty. | Current | $200 per year (printing costs) | Dr. Tholkes  
Debby Singleton | Summer 2011 |
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Resources needed</th>
<th>Person(s) Responsible</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>36. Continue to pursue external funding opportunities for demonstration, expansion, and equipment acquisition. (3.3.E CURRICULUM, P. 7)</td>
<td>Examine possible funding sources.</td>
<td>Current</td>
<td>Dr. Tholkes, Dr. Phipps, Debby Singleton</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>37. Update Program Website to emphasize outdoor leadership and resource recreation management. (3.3.F CURRICULUM, P. 7)</td>
<td>Seek assistance for Website update. (Carla Parrish?)</td>
<td>Current</td>
<td>None?</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>38. Require electronic portfolios with student reflections on artifacts and personalized information such as internship projects and personal experience photos. (3.3.G CURRICULUM, P. 7)</td>
<td>Implement in PRM 350, PRM 370 and PRM 495 and assistance from Faculty Commons.</td>
<td>Current</td>
<td>None</td>
<td>Fall 2011</td>
</tr>
</tbody>
</table>
Western Carolina University

Parks and Recreation Management

Human Services

Education and Allied Professions

Annual Assessment Report for

May 2012 – May 2013

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 WCU Undergraduate Expo and at the regional 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
Parks and Recreation Management

Student Learning Outcomes

Assessed in 2012-2013

Assessment Plan (See Appendix A & B for details)

The eight educational goals for the program are as follows:

17. Leadership and decision-making
18. Program Planning
19. Administration
20. Research
21. Outdoor Leadership and Instruction
22. Communication
23. Career Search
24. 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 143 points, and the average score was 133. We had 27 PRM seniors take the examination during 2012-2013. 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 SPRING 2012 - 2013**

**Q1. How would you rate your overall satisfaction with the Parks and Recreation Management Program at WCU?**

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<thead>
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<tbody>
<tr>
<td>14</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Q2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor?**

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<tr>
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</thead>
<tbody>
<tr>
<td>16</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

**Q3. How would you rate your satisfaction with faculty-student interactions in the PRM program?**

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<tr>
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</thead>
<tbody>
<tr>
<td>16</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Q4. Which parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?**

- PRM 252, PRM 250 (2), PRM 383, PRM 433 (2), PRM 361
- Business Plan, OEC, Leadership & Group dynamics. Introduction to Outdoor Pursuits.
250 was a great starter class. I also really enjoyed 254. It was a great introduction to the topics we discussed on a regular basis. 433’s research also helped me to better understand what is required in PRM research.

PRM 420 because we got real hands-on experience practicing the skills we learned in class.

Challenge Course Facilitation, Water-based, Group dynamics

PRM 254, PRM 420

All experiential classes. Land-based, Water-based, Introduction to Outdoor Pursuits, High Ropes.

All of the administration based classes were very valuable to me. These classes are what will get up upper level jobs in the outdoor field. The skills based classes were really fun as well though. I have really learned a lot from being a PRM major at WCU.

PRM 430. Debbie’s business plan class, PRM 361, PRM 383 (s) all were hands on experience.

I liked the experiential classes. It allowed me to work on my skill sets. Swift water rescue was a great class that helped me out.

PRM 430 with Debbie was extremely beneficial from a business standpoint. PRM 361 can definitely be used in a vast amount of jobs in our field. I like the opportunities we have to get certifications as well.

Ones that were more “hands on” like PRM 254, 433, 461. That got us more involved.

The internships were very valuable to me since they gave me hands on experience.

PRM 254, PRM 420
• PRM 430 is very valuable to me even though it was a major challenge. Creating a business plan was beneficial and taught me a great deal. I feel as if all PRM courses are valuable in different ways.
• The practical ones where we got to practice actual skills. Program planning with Maurice- a lot of work but valuable learning and skills.
• I really liked Debby Singleton’s Entrepreneurship class, Career Planning, the ropes course, and Introduction to Outdoor pursuits
• Having such an excellent faculty has been the most valuable to me
• The “how to” classes liked OEC, program planning, challenge course facilitation, etc
• Ones that were more “hands on” like PRM 254, 433, 461. That got us more involved.
• OEC, all classes that offer certifications, 321-education aspects
• 426-425
• My overall feeling regarding the program was that all of the classes were somewhat important as applied to real world applications. That said, many aspects of the program were tainted with overly capitalistic business oriented logic to keep students at the university longer than necessary.
• OEC has been one of my favorite and most beneficial classes since I have been in PRM. It gave me an abundant amount of hands on activity that will help benefit me throughout any career choice.

Q5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?
• Additional courses for community recreation.
• Rec. therapy class shouldn’t be mandatory to graduate. Although, it’s helpful, don’t really learn much by reading; taking tests.
• PRM 461 could have been a good useful class with a good teacher. We need more business and management training. Bring back statistics. It is an easy class and the students should take it.
• As someone who is currently in RTH 250, I believe this class can be cut out. Everything we’ve discussed in the class should be common sense to any prudent individual.
• Have students take PRM 350 by sophomore or junior year because making a resume/starting the portfolio would be more useful to have earlier instead of senior year.
• PRM 461 needs to be revamped. This includes the teacher and the curriculum.
• Prerequisites for PRM 494- program planning, entrepreneurship, and
Prerequisites for order of kayak instruction- 254, summer-beginner & intermediate kayak, swift water rescue
• The program planning class should be structured better
• Debbie should teach more PRM classes.
• PRM 350 should be taken sooner
• It would have been nice to have a more logical progression in the PRM course plan. Instead of enrolling in any available class. An immersion semester would be nice as well.
• Having the opportunity to go outdoors would be great! Being a student that works through school I don’t get much time to be outdoors and learning there are classes but they are limited to the audience and field.
• I agree with the experimental learning semester which Andrew discusses. It would help to compile the more lengthy classes into one semester in order to make the scheduling process easier.
• I don’t believe that certain classes should be required such as PRM 430. If someone is not interested in running his own business taking that class is not helpful.
• I enjoyed the entire program. PRM 461 class could be changed to help focus it.
• PRM 461 needs to be more student friendly.
• I think it is great. If I had to choose anything to change it would be to have more experimental opportunities. We have some now but I think it would be great to be able to get that outdoor experience.
• PRM 350 - management, it is needing more time for what’s due
• I think each concentration should have more specific classes that relate to them. For example, commercial and resort recreation should include some marketing classes.
• Have seniors become more involved in teaching classes- mainly teaching hard skills to freshman/new majors
• More hands on, bring back expedition course
• Focus on knowledge and skills pertinent to career choices that are realistic. As much as I hate to admit it, private and community recreation is all that remains truly viable at this point. Government recreation opportunities are failing and should not be encouraged at this point.
• The biggest issue I had was 461. I felt like that class was a complete waste of time because he just made us memorize huge lists and then quiz/test us on them. There didn’t seem to be any real quality to him teaching it.
Q6. Have you any other comments related to your experiences as a Parks and Recreation Management major at WCU?
• The program is awesome, wanted more info on community recreation.
• n/a
•  Ben and Debby are the best teachers ever!
•  As a PRM major I’m always told that I have the easiest major- we have to change that!
•  Overall great program, plenty of certifications available within the program. A great learning experience.
•  Start your internships sophomore summer.
•  I have greatly enjoyed my time in the PRM program.
•  Maurice is a dream crusher. Ben is awesome- should teach more classes. Debbie is easy to work for, with, and learn from.
•  It was an amazing experience, thank you guys!
•  Since my enrollment in the PRM program I have felt nothing but welcomed and supported by the faculty. Coming to Western and this program has been one of my best decisions! Thank you all very much!
•  Y’all are amazing!!! Incredibly happy with declaring PRM, have met some amazing people
•  I love how the group (students & teachers) were so tight knit, and I like how my classes allowed for hands-on experience which helped me build my resume.
•  My experience at Western has been very positive. All staff have been professional and done an excellent job.
•  It was a great 3 ½ years. Thanks
•  Loved every minute of it
•  I had a great time as a PRM major. I learned a lot of new things and made a lot of new friends. I appreciate the personal relationships that are made between instructors and students, it makes our time here feel valued. Thanks.
•  I’ve loved every second of this major. It has everything.
• All of the instructors are very respectable and make college less stressful
• Very good faculty, thank you for all your help and advice
• Advise students to pursue realistic goals rather than facilitating flawed logic which will likely lead to career hardships and failure
• I just wish the field of PRM could be better known. I did not realize this was a profession field until actually came here to Western.

**Discussion of the survey and round table:**

The above information was based on 21 senior surveys completed in PRM 495 – Senior Seminar. During the 2012-2013 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, Foundations 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 eliminate our concentration areas. Students are now required to take 43 – 45 credits in the program major and 33 - 35 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 also encourage our students to take course work in a career path by offering four focus areas. We will continue to teach 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. Even though some students do not appreciate the value of this course when they are taking PRM 350, Dr. Phipps and Dr. Tholkes see the value of the course in other courses. Students in PRM 495 – Senior Seminar also told us that they felt PRM 350 was a valuable course for them once they had completed it.

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 continue offering Challenge Course Facilitation (PRM 340) and Water-based Outdoor Pursuits (PRM 426) even though adjunct professor funding is always in doubt. We feel these changes addressed many of the student concerns voiced in the senior survey and senior round table and strengthen our entire program.

Previous student surveys 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. With the addition of our newest faculty member, 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. Unfortunately, we have lost our full-time tenure track person who was hired to teach in the community recreation area of our program. This will also cause us to reassess our plan for accreditation of our program. In order for our program to be accredited by the National Recreation and Parks Association (NRPA), we need to increase our number of full-time faculty members. The addition of a new faculty member would addressed our student’s concern in this area and may 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. We do want to maintain these “hands-on” courses and the students
find them most valuable. Also, due to funding issues, we sometimes are unable to visit our summer interns due to lack of travel funds.

**Internships**

All Parks and Recreation Management students are required to complete a combination of three 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 – Internship Orientation. Our students compete with other university students throughout the country for the capstone internship sites. The capstone internship consists of a 400 hour work experience that allows a student to practice theories learned in classes. The capstone internship is also a full-time position that is a “stepping stone” to a career. Our student numbers for PRM internships are as follows:

**Fall 2012**
- PRM 383 – 16 students
- PRM 480 – 3 students
- PRM 483 – 1 student
- PRM 484 – 1 student

**Summer 2012**
- PRM 383 – 33 students
- PRM 480 – 18 students
- PRM 483 – 17 students
- PRM 484 – 2 students
- PRM 485 – 2 students
- PRM 486 – 2 students

**Spring 2013**
- PRM 383 – 16 students
PRM 480 – 3 students
PRM 483 – 2 student
PRM 484 – 3 student
Major (capstone) internships were completed at:
Ash County Parks and Recreation
Basecamp Cullowhee
Blue Ridge Parkway
Cataloochee Ski Area
Fox Mountain Guides
Friends of Panthertown
Frontier Culture Museum
4H of North Carolina
Girl Scouts of Western Washington
Great Smoky Mountains National Park
Highland Lake Inn Flat Rock
Jackson County Recreation and Parks
Mountaintop Country Club
Myrtle Beach State Park
Nantahala Outdoor Center
Navitat Canopy Adventures
NCWRC Fish Hatchery
New River State Park
Screaming Eagle Outfitters
Waynesville Park and Recreation
Whalehead club
YMCA of Winston-Salem
U.S. National White Water Center
PRM 484 and PRM 485 are 3-credit elective internships requiring 150 hours of work with an agency. PRM 484 and PRM 485 internships were completed at:
Cashiers/Glennville Recreation Center
YMCA Camp Shady Brook
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:
Adventure Education Conference
Basecamp Cullowhee
Cashiers/Glennville Recreation Center
Cataloochee Ski Area
Department of Intercultural Affairs
Great Smoky Mountains National Park
Hooker’s Fly Shop
Jackson County Recreation and Parks
Lake Lure Tours
Nantahala Outdoor Center
Reid Pool
Sapphire Valley Resort
Tuckasegee River Clean-up
U.S. Forest Service
Waynesville Recreation Center
Water-based Outdoor Pursuits Teaching Assistant
WCU Adopt-A-Trail
WCU Athletic Department
WCU Campus Recreation Center
WCU Canoe Slalom
WCU Intramurals
WCU Talent Search Program

We feel that the PRM internship program 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:
Rescue 3 International Whitewater Technician Level 1 – 9 students
American Canoe Association Level 4 Whitewater Open Canoe – 8 students
American Canoe Association Level 2 River Kayak – 8 students
National Ski Patrol Outdoor Emergency Care – 12 students
American Red Cross Professional Rescuer CPR – 19 students
American Red Cross Community CPR – 10 students
Project WILD – 16 students
National Ski Patrol Mountain Travel and Rescue 1 – 9 students
American Red Cross Wilderness First Aid – 12 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. The additional work that students do to begin their portfolio in PRM 350 has greatly improved the quality of their portfolios.

Expedition Courses

Wilderness Education Association (WEA) courses were taught through the program in the past. Students now are encouraged to take WEA, National Outdoor Leadership, or Outward Bound expeditions course if they intend to go into the outdoor leadership area. PRM credits are available for these students through PRM 486 – Field Experience.

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 five 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 three students scheduled to go to Ireland next year.
PRM involvement in QEP

The PRM Program was a pilot program for the QEP. 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. A copy of the PRM QEP Assessment has been completed and can be found in Appendix D.

Changes made to the QEP planning

The PRM program is already meeting most of the goals of the QEP. There are some changes that we have made to increase the effectiveness of the process.

Changes

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 to follow up on this.

Another “capture point” was 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 was instigated – PRM 350 Career Planning. This is where the students write their resumes, begin planning their capstone internships, begin their portfolio, and write their self-analysis of where they are and where they are going. They also study the Student Handbook and get a review of Cooperative Learning and Ethical Decision-making. One change has been made here though regarding the Electronic
Briefcase (EB). After the orientation to this and the struggle to complete it, we noticed how de-motivating it was to everyone as it is not in any way an intuitive process. We have decided to hold off on the EB until it is easy to use. We will continue to use the hard copy interview portfolio that has been very successful for us.

The final “capture point” for completing QEP goals is the Orientation to Internship Course (PRM 370) and the Senior Seminar (PRM 495). This is when the EB materials are finalized, the capstone internship/job application package completed and the “Where I’m going” presentations are done. Research presentations are completed as part of the Undergraduate Research Expo and the Regional Adventure Education Conference.

Impact

We think that the QEP has an enormous impact on our students’ learning as it enables actual application of theories learned. This application (experiential work), done in class, labs, and extra-curricular involvement however does increase the workload of faculty tremendously and this is at odds with the research time expected of faculty at WCU. We fear that the involvement of new faculty in the QEP is in jeopardy when traditional publications are expected. The reality is that the perceived standard for tenure and hence the one that will be used by faculty at WCU is a set number of traditional publications even though WCU voices Boyer. We do feel that we achieve our stated goals and the goals of the QEP. We do realize that the one aspect that we have a problem with is the eBriefcase. We think that like the original computers before MACs and Windows, it won’t “catch on” until it is easy and intuitive to use. In the future, employers will expect an eBriefcase and so we suggest enabling a user-friendly one as soon as possible.
**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 changes 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.
Program Review

In 2011, for the first time, we were asked to complete a PRM Program Review. The PRM Program Review document consisted of over 500 pages of information pertinent to the PRM program. Our Program Review document was examined by a team consisting of one internal reviewer and two external reviewers. We spent three days with the review team and received their findings at an exit interview. The result of the program review process was our PRM Program Development Plan which can be found in Appendix E. Overall, the PRM Program Review was a thorough process, and the recommendations of the review team, when fully integrated, will strengthen our program.
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
- Leadership self-analysis document
- 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

<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
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<tbody>
<tr>
<td><strong>1. Leadership</strong></td>
<td>Committees - 461/361</td>
<td>Classwork</td>
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<tr>
<td><strong>and decision-making</strong></td>
<td>Ethics - 250/461/433/321/270, Cooperative Learning Techniques</td>
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<td>Entre/intrapreneurship-430/461/360/485/BA 133, Internships</td>
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<td>Managerial - 270/461/420/314/SM 435, WEA type field experiences</td>
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<td>Group Dynamics - 270/420/433/321</td>
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<td>Face to Face - 270/465/420 + 383/483/434/313 (internships etc)</td>
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<tr>
<td><strong>Measurement</strong></td>
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<td></td>
<td>Evaluation of performance in internships</td>
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<td>Tests in courses and a standardized exam as part of selected different finals</td>
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<td>Lab report (leadership self analysis)</td>
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<td><strong>2. Program</strong></td>
<td>Proposal Writing - 361/461</td>
<td>Classwork</td>
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<td><strong>Planning</strong></td>
<td>Planning Processes - 361/461</td>
<td>LAB</td>
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<td>Risk Management Plans - 361/461/SM415</td>
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<td>Marketing - 461/361</td>
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<td><strong>Measurement</strong></td>
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<td>Lab report (written program/grant proposal); report - Marketing Plan</td>
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<td>Evaluation of performance in internships</td>
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<td><strong>3. Administration</strong></td>
<td>Facilities Management - SM435</td>
<td>Classwork</td>
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<td>Budgets - 461/360/430/314/ACC161</td>
<td>Internships</td>
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<td>Strategic Planning - 461</td>
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<td>Risk Management - 361/SM 415</td>
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<td>Legal Issues - 461/361/250/314/SM415</td>
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<td>Policies - 461/361/430/330/314/483</td>
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<td>Boards - 461/361/314</td>
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<td>Supervision - 461/430/314</td>
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Measurement
Tests in courses and a standardized examination questions as part of selected different finals
Reports - Business plan, strategic plan, and risk management plan

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<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
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<tr>
<td>4. Research &amp; Evaluation</td>
<td>Needs Assessment - 361</td>
<td>Classwork</td>
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<td>Experimental Research - 361/250/433/461</td>
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<td>Descriptive Research - 361/250/433/461</td>
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<td>Evaluative Research - 361/461</td>
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<td>Research Prospectus - 433</td>
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Measurement
Tests in courses and a standardized exam as part of selected different finals
Research Prospectus
Evaluation report for a program

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<th>Goals</th>
<th>Courses</th>
<th>Method</th>
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<td>5. Outdoor Leadership &amp; Instruction</td>
<td>Experiential Education - 425/426/254/465/420/481</td>
<td>Classwork</td>
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<td></td>
<td>Outdoor Emeg. Care – 252/265</td>
<td>Exp. Field Trips</td>
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<td>Outdoor Living Skills - 321/465</td>
<td>LABS</td>
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<tr>
<td></td>
<td>Outdoor Leadership Skills - 420/427/493</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rescue Skills - 425/426</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adaptive Skills – RTH350/425/426</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpretive Skills - 433/321</td>
<td></td>
</tr>
</tbody>
</table>

Measurement
Outdoor Emergency Care (OEC)/CPR certification
Log/journal recording system to document other certifications and experience
Personal Leadership Analysis
Evaluation of performance in internships

<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Communication</td>
<td>Written Skills-professional writing</td>
<td>Classwork</td>
</tr>
<tr>
<td></td>
<td>Verbal Skills-presentations and Exams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Public speaking - 361/495/350</td>
<td>Cooperative Learning</td>
</tr>
</tbody>
</table>
Facilitation Skills - 433/420/465/RTH470
Presentations of Proposals
Computer Skills - all classes Seminar Presentations
Professional Reading Comprehension - all classes
PERT/Research Spreadsheets
Leader Analysis C.Programs

Measurement
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

<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interview Skills - 370 + Career Services/461</td>
<td>Intern/Job search</td>
</tr>
<tr>
<td></td>
<td>Job/Intern Search Skills– 350/370</td>
<td></td>
</tr>
</tbody>
</table>

Measurement
Career Search, Portfolio and job placement

<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Foundations</td>
<td>Social Functions - 250</td>
<td>Classwork</td>
</tr>
<tr>
<td></td>
<td>Historical Aspects - 250</td>
<td></td>
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<tr>
<td></td>
<td>Government Roles - 250</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tourism - 250/426/440</td>
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<tr>
<td></td>
<td>Philosophy - 250</td>
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<tr>
<td></td>
<td>Definitions - 250</td>
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<td></td>
<td>Specialized Services - 250</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Natural Resources - 250</td>
<td></td>
</tr>
</tbody>
</table>

Measurement
Tests in courses and a standardized exam as part of selected different finals.
Use of Outcomes Assessment

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 First Aid

      Outdoor Emergency Care

      Mountain Travel and Rescue

      Project WILD

      Swiftwater Rescue (American Canoe Association)

      Ropes Course Facilitation

      American Red Cross (First Aid/CPR/AED)

      Professional Rescuer CPR/AED
Appendix C
### PRM Senior Survey 2012

1=Extremely Satisfied (ES)
2=Somewhat Satisfied (SS)
3=Somewhat Unsatisfied (SU)
4=Extremely Unsatisfied (EU)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>ES</td>
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<tr>
<td>SS</td>
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<td>SU</td>
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<tr>
<td>EU</td>
<td></td>
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</tr>
</tbody>
</table>

5. How would you rate your overall satisfaction with the Parks and Recreation Management program at WCU.  

6. How would you rate your satisfaction with the academic advisement you received from your PRM advisor.  

3. How would you rate your satisfaction with faculty-student interactions in the PRM program.  

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
Changes made to the QEP planning
The PRM program is already meeting most of the goals of the QEP. There are some changes that we have made to increase the effectiveness of the process.

Changes
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 to follow up on this.

Another “capture point” was 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 was instigated – PRM 350 Career Planning. This is where the students write their resumes, begin planning their capstone internships, begin their portfolio, and write their self-analysis of where they are and where they are going. They also study the Student Handbook and get a review of Cooperative Learning and Ethical Decision-making. One change has been made here though regarding the Electronic Briefcase (EB). After the orientation to this and the struggle to complete it, we noticed how de-motivating it was to everyone as it is not in any way an intuitive process. We gave up on this except for two volunteers who undertook completing the electronic briefcase as an independent study. Their feedback afterwards was that the system as it not user-friendly. We have decided to hold off on the EB until it is easy to use. We will continue to use the hard copy interview portfolio that has been very successful for us.
The final “capture point” for completing QEP goals is the Orientation to Internship Course (PRM 370) and the Senior Seminar (PRM 495). This is when the EB materials are finalized, the capstone internship/job application package completed and the “Where I’m going” presentations are done. Research presentations are completed as part of the Undergraduate Research Expo and the Regional Adventure Education Conference.

**Impact**

We think that the QEP has an enormous impact on our students’ learning as it enables actual application of theories learned. This application (experiential work), done in class, labs, and extra curricular involvement however does increase the workload of faculty tremendously and this is at odds with the research time expected of faculty at WCU. We fear that the involvement of new faculty in the QEP is in jeopardy when traditional publications are expected. The reality is that the perceived standard for tenure and hence the one that will be used by faculty at WCU is a set number of traditional publications even though WCU voices Boyer.

We do feel that we achieve our stated goals and the goals of the QEP. We do realize that the one aspect that we have a problem with is the Ebriefcase. We think that like the original computers before MACs and Windows, it won’t “catch on” until it is easy and intuitive to use. In the future, employers will expect an Ebriefcase and so we suggest enabling a user-friendly one as soon as possible.
## Appendix A. QEP Assessment Plan Matrix

<table>
<thead>
<tr>
<th>QEP Outcome</th>
<th>Program SLOs</th>
<th>Delivery Points in Curriculum/Services/Programming</th>
<th>Capture Points</th>
</tr>
</thead>
</table>
| 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 |
| 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 |
| 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  
420 leadership practiced on a field trip | Professional documents in the portfolio |
| 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 |
| Clarify Purpose and Values | Student strategic plan  
Being added in the new “QEP” seminar (PRM 350)  
Being added to PRM 495 Senior Seminar | Strategic plan – prior to declaration of major after essay  
New QEP Seminar PRM 350 fall Junior Year | QEP Seminar PRM 350 fall Junior Year |
Appendix E
PRM Program Development Plan

Program: Parks and Recreation Management  Department: Human Services  Date: TBD (PRM)

Strengths: The PRM program …

- faculty do an excellent job of delivering their program by
  - creating opportunities for faculty and students to interact with one another
  - encouraging cooperative learning among students
  - using experiential or active learning to deliver course work
  - communicating high expectations
  - respecting diverse talents and learning styles
- faculty teach a full complement of courses and spend a large amount of time mentoring, advising, and meeting with students
- use of adjunct instructors provides flexibility to the faculty and provides additional teaching resources to teach specific courses on an as-needed basis

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Person(s)</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources needed</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C = current</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R = reallocation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>N = new</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Shared recommendations

3.1. FACULTY
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Resources needed</th>
<th>Person(s) Responsible</th>
<th>Date of Review</th>
</tr>
</thead>
</table>
| 39. Hire one tenure track faculty to facilitate transition, teach required courses, and pursue NRPA Accreditation | Discuss with Dean and Department Head | C = current  
R = reallocation  
N = new  
Costs  
Person(s)  
Date of Review | Dr. Tholkes  
Dr. Phipps  
Dean Carpenter | Fall 2013 |

### 3.2. Curriculum Development and Program “Niche”

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Resources needed</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>40. Revise PRM mission statement to align with University mission and vision, reflect the strengths and unique attributes of the program (i.e., outdoor leadership and recreation resource management), the QEP, and the resources of the region.</td>
<td>Revise mission statement</td>
<td>Current</td>
<td>Dr. Phipps</td>
</tr>
</tbody>
</table>

Review as needed
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Resources needed</th>
<th>Person(s) Responsible</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>41. Access NRPA Accreditation Standards and begin aligning the Program and all course syllabi with the NRPA 8.0 Professional Competency Standards (see NRPA 2013 Accreditation Standards. (3.2.B CURRICULUM, P. 6)</td>
<td>Contact NRPA</td>
<td>Current, possibly new</td>
<td>Dr. Tholkes Debby Singleton</td>
<td>Fall 2014 Linked with new faculty member</td>
</tr>
<tr>
<td>42. Revise current curriculum and remove formal concentrations. (3.2.C CURRICULUM, P. 6)</td>
<td>Write AA6’s</td>
<td>None</td>
<td>Dr. Tholkes</td>
<td>Completed Fall 2012</td>
</tr>
<tr>
<td>43. Expand the core curriculum and use guided electives to emphasize outdoor recreation leadership and recreation resource management (Note: this does not eliminate the possibility of a student using guided electives to pursue studies relevant to community recreation and commercial and resort recreation). (3.2.D CURRICULUM, P. 6)</td>
<td>At this point, we are considering dropping all of our concentration area.</td>
<td>None</td>
<td>Dr. Tholkes</td>
<td>Completed Fall 2012</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Costs</td>
<td>Person(s) Responsible</td>
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</tr>
<tr>
<td>44. Establish formal memorandums of agreement with Student Affairs to share climbing wall and Base Camp Cullowhee resources. (3.2.E CURRICULUM, P. 6)</td>
<td>Meet with Josh (Basecamp Cullowhee)</td>
<td>None</td>
<td></td>
<td>Dr. Phipps</td>
</tr>
<tr>
<td>45. Create a formal advisory committee composed of alumni and local professionals in the industry to review current and future curriculum. (3.2.F CURRICULUM, P. 6)</td>
<td>Contact alumni and professionals</td>
<td>New (funds for a meeting/hospitality meal)</td>
<td>$150/year</td>
<td>Dr. Tholkes Dr. Phipps</td>
</tr>
<tr>
<td>46. Advise students to complete Math 170 - Applied Statistics as a LS math requirement and begin scheduling PRM 360 - Recreation Research. (3.2.G CURRICULUM, P. 6)</td>
<td>Review current curriculum and consider offering PRM 360 if faculty changes,</td>
<td>New faculty member</td>
<td>TBD</td>
<td>Dr. Tholkes</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Costs</td>
<td>Person(s)</td>
<td>Date of Review</td>
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<td>-------------------------------------------------------------------------------</td>
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</tbody>
</table>
| 47. Review and increase the science requirements to 3 courses with at least 2 of the three courses in environmental biology, natural resource management, environmental health, or other appropriate area. | Review curriculum.  
This change may not apply to all focus areas. | Reallocation   | Dr. Tholkes          | Spring 2014       |
| (3.2.H CURRICULUM, P. 6)                                                      |                                                                              |                |                       |                |
| 48. Advertise relevant PRM courses to encourage across campus enrollments to increase SCH (e.g., a course such as PRM 434 High Adventure Travel and outfitting could attract at least 40 students per semester). | Consider offering a Liberal Studies course.  
Talk to WCU advising and marketing. | New faculty member. | TBD                   | Dr. Tholkes    |
<p>| (3.2.I CURRICULUM, P. 6)                                                      |                                                                              |                | Debby Singleton       | Spring 2014     |</p>
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Resources needed</th>
<th>Person(s) Responsible</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>49. Partner with Southwest Community College to provide Wilderness First Responder (WFR) course or see qualification of one faculty member to teach the WFR course. (Note: the existing course PRM 356 Outdoor First Aid could be revised to cover WFR content.) (3.2.1 CURRICULUM, p. 7)</td>
<td>Contact Paul Wolf, SCC Outdoor Leadership program director.</td>
<td>Current, possibly new if offering WFR at WCU is recommended.</td>
<td>Dr. Tholkes</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>50. Require students participating in the capstone internship to purchase University liability insurance. (3.2.6 CURRICULUM, p. 7)</td>
<td>Contact appropriate WCU personnel.</td>
<td>None</td>
<td>Dr. Tholkes</td>
<td>Spring 2014</td>
</tr>
</tbody>
</table>

3.3. PROGRAM RESOURCES AND MANAGEMENT
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Costs</th>
<th>Person(s) Responsible</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>51. The Department should annually appropriate a specific portion of funding to the PRM program based on student enrollment so that PRM Faculty may complete an annual budget and long range planning process for the acquisition of supplies, equipment, and for equipment maintenance. <em>(3.3.A CURRICULUM, P. 7)</em></td>
<td>Review status of current equipment and plan for equipment replacement as needed.</td>
<td>Current (lab fees) plus new.</td>
<td>Current lab fee $1600 plus new $3000-5000. Work Study?</td>
<td>Dean Department Head</td>
</tr>
<tr>
<td>52. Both full-time PRM Faculty will be eligible for retirement in the next two to five years. It is essential for the future stability of this viable and growing academic program that another full-time faculty member be hired to facilitate the transition. <em>(3.3.B CURRICULUM, P. 7)</em></td>
<td>Plan for retirement and transition of new faculty.</td>
<td>New</td>
<td>TBD</td>
<td>Dean Department Head</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s) Responsible</td>
<td>Date of Review</td>
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</tr>
<tr>
<td>53. Develop an internal monitoring and data collection process for student learning outcomes, alumni employment, retention, and graduation rates and report these metrics in the Program’s Annual Assessment Report. (3.3.C CURRICULUM, P. 7)</td>
<td>Review current annual PRM assessment, set up format for staying in contact with alumni, measure retention and graduation rates.</td>
<td>Current plus new for administrative costs.</td>
<td>TBD</td>
<td>Dr. Tholkes Dr. Phipps Debby Singleton</td>
</tr>
<tr>
<td>54. Develop a one-page internal Program Profile that is updated annually with accomplishments, strengths, program orientation, and distribute across campus and regionally. This should include student and alumni profiles and stories from the Program’s current newsletter “Tent Peg.” (3.3.D CURRICULUM, P. 7)</td>
<td>Discuss with RTH faculty.</td>
<td>Current</td>
<td>$200 per year (printing costs)</td>
<td>Dr. Tholkes Debby Singleton</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s)</td>
<td>Date of Review</td>
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<tr>
<td>55.</td>
<td>Continue to pursue external funding opportunities for demonstration, expansion, and equipment acquisition. (3.3.E CURRICULUM, P. 7)</td>
<td>Examine possible funding sources.</td>
<td>Current</td>
<td>Dr. Tholkes, Dr. Phipps, Debby Singleton</td>
</tr>
<tr>
<td>56.</td>
<td>Update Program Website to emphasize outdoor leadership and resource recreation management. (3.3.F CURRICULUM, P. 7)</td>
<td>Seek assistance for Website update. (Carla Parrish?)</td>
<td>Current</td>
<td>None?</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s)</td>
<td>Date of Review</td>
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<tr>
<td>57. Require electronic portfolios with student reflections on artifacts and</td>
<td>Return to hard copies of the student portfolio until electronic portfolios are</td>
<td>C = current</td>
<td>Dr. Tholkes</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>personalized information such as internship projects and personal experience</td>
<td>user friendly.</td>
<td>R = reallocation</td>
<td>Dr. Phipps</td>
<td></td>
</tr>
<tr>
<td>photos. (3.3.G CURRICULUM, P. 7)</td>
<td></td>
<td>N = new</td>
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<td></td>
<td></td>
<td>Costs</td>
<td></td>
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<td></td>
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<td>None</td>
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Appendix F
Eight Semester Graduation Plan
Parks and Recreation Management
(updated 6/11)

Year 1

Fall Semester                      Spring Semester
Eng 101                             C5
MATH 101                            P1
PRM 254                            COMM 201
HEAL 123                           ENG 202
First-year Seminar                  P3
15 credit hours                     15 credit hours

Year 2

Fall Semester                      Spring Semester
P4                                  C5
PRM 254                            PRM 270
P5                                  P6
PRM 250                            PRM 350
PRM 383                            RTH 250
14 credit hours                    13 credit hours

Note – At least one course in perspectives must be upper division
### Year 3

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRM 361</td>
<td>Guided Elective</td>
</tr>
<tr>
<td>PRM 433</td>
<td>PRM 461</td>
</tr>
<tr>
<td>PRM 356</td>
<td>PRM Focus Area</td>
</tr>
<tr>
<td>PRM 430</td>
<td>Guided Elective</td>
</tr>
<tr>
<td>PRM 383</td>
<td>Guided Elective</td>
</tr>
<tr>
<td><strong>15 credit hours</strong></td>
<td><strong>13 credit hours</strong></td>
</tr>
</tbody>
</table>

### Year 4

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Elective</td>
<td>PRM 370</td>
</tr>
<tr>
<td>Guided Elective</td>
<td>PRM 383</td>
</tr>
<tr>
<td>Guided Elective</td>
<td>Guided Elective</td>
</tr>
<tr>
<td>PRM Focus Area</td>
<td>Guided Elective</td>
</tr>
<tr>
<td>PRM Focus Area</td>
<td>PRM Focus Area</td>
</tr>
<tr>
<td><strong>14 credit hours</strong></td>
<td><strong>12 credit hours</strong></td>
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</tbody>
</table>

#### Summer Session

<p>| |</p>
<table>
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<tbody>
<tr>
<td>PRM 480</td>
</tr>
<tr>
<td>PRM 483 (3 credits repeat for 6)</td>
</tr>
</tbody>
</table>

**9 credit hours**

**Total 120 credit hours**
Appendix G
WCU/SCC Articulation Agreement

Degree Programs (CC & University):
Southwestern Community College Associate in Applied Science Outdoor Leadership
Western Carolina University Bachelor of Science in Parks & Recreation Management

This articulation agreement between Southwestern Community College (SCC) and Western Carolina University (WCU) allows graduates of the Outdoor Leadership program at SCC to transfer credit towards a Parks & Recreation Management concentration in Outdoor Leadership program at WCU. Upon transfer to WCU, students from SCC must comply with all applicable Academic Regulations as listed in The Record, The WCU Undergraduate Catalog.

Partner Institutions and Contact Information

<table>
<thead>
<tr>
<th>Institution</th>
<th>Contact Person</th>
<th>Email or phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCU</td>
<td>Ben Tholkes</td>
<td>828-227-3843</td>
</tr>
<tr>
<td>SCC</td>
<td>Paul Wolf</td>
<td>828-488-6413</td>
</tr>
<tr>
<td>WCU</td>
<td>David Goss</td>
<td>828-227-3814</td>
</tr>
</tbody>
</table>

Notes:
1. Students who complete the General Education Core, the Associate of Arts degree, or the Associate of Science degree will have their Liberal Studies requirements at Western Carolina University waived.
2. If the above statement does not apply and 15.1 or more semester hours are transferred into WCU the first semester, the First Year Seminar is not required at WCU.

3. If Liberal Studies requirements are not waived at WCU then students must take a course that has been approved as an Upper Level Perspectives course (300-400) in one of the Perspectives categories.

**Liberal Studies/General Education Requirements:**

<table>
<thead>
<tr>
<th>WCU Requirement</th>
<th>Partner Institution Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Seminar (see note #2 above)</td>
<td>Waived</td>
</tr>
<tr>
<td>C1 ENGL 101 (3 hrs.)</td>
<td>ENG 111 (3 hrs.)</td>
</tr>
<tr>
<td>C1 ENGL 202 (3 hrs.)</td>
<td>ENG 114 (3 hrs.)</td>
</tr>
<tr>
<td>C2 Mathematics (3 hrs.)</td>
<td>MAT 140 (3 hrs.)</td>
</tr>
<tr>
<td>C3 Oral Communication (3 hrs.)</td>
<td></td>
</tr>
<tr>
<td>C4 Wellness (3 hrs.)</td>
<td></td>
</tr>
<tr>
<td>C5 Physical &amp; Biological Sciences (3 hrs.)*</td>
<td></td>
</tr>
<tr>
<td>C5 Physical &amp; Biological Sciences (3 hrs.)*</td>
<td></td>
</tr>
<tr>
<td>P1 Social Sciences (3 hrs.)**</td>
<td>PSY 150 (3 hrs.)</td>
</tr>
<tr>
<td>P1 Social Sciences (3 hrs.)*</td>
<td></td>
</tr>
<tr>
<td>P3 History (3 hrs.)</td>
<td></td>
</tr>
<tr>
<td>P4 Humanities (3 hrs.)</td>
<td></td>
</tr>
<tr>
<td>P5 Fine and Performing Arts (3 hrs.)</td>
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</tbody>
</table>
P6 World Cultures (3 hrs.)
*sciences must be from two different disciplines
** social sciences must be from two different disciplines

**Major Requirements (courses)**

<table>
<thead>
<tr>
<th>WCU Requirement</th>
<th>Partner Institution Equivalent</th>
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<tbody>
<tr>
<td>PRM 356 (4 hrs.)</td>
<td>ODL 125 (4 hrs.)</td>
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<tr>
<td>PRM 250 (3 hrs.)</td>
<td>None</td>
</tr>
<tr>
<td>PRM 254 (4 hrs.)</td>
<td>ODL 130 (3 hrs.) and ODL135 (3 hrs.)</td>
</tr>
<tr>
<td>PRM 270 (3 hrs.)</td>
<td>ODL 110 (3 hrs.)</td>
</tr>
<tr>
<td>PRM 361 (4 hrs.)</td>
<td>None</td>
</tr>
<tr>
<td>PRM 370 (1 hrs.)</td>
<td>None</td>
</tr>
<tr>
<td>PRM 383 (1, R3 hrs.)</td>
<td>COE 111 (1 hrs.)</td>
</tr>
<tr>
<td>PRM 383 (1, R3 hrs.)</td>
<td>COE 121 (1 hrs.)</td>
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</table>

<table>
<thead>
<tr>
<th>WCU Requirement</th>
<th>Partner Institution Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRM 430 (3 hrs.)</td>
<td>None</td>
</tr>
<tr>
<td>PRM 433 (3 hrs.)</td>
<td>ODL 215 (3 hrs.)</td>
</tr>
<tr>
<td>PRM 461 (3 hrs.)</td>
<td>None</td>
</tr>
<tr>
<td>PRM 480 (3, R6 hrs.)</td>
<td>None</td>
</tr>
<tr>
<td>PRM 483 (3 hrs. R6 hrs.)</td>
<td>None</td>
</tr>
<tr>
<td>Course</td>
<td>Hours</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>PRM 495</td>
<td>1</td>
</tr>
<tr>
<td>RTH 250</td>
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</tr>
<tr>
<td>PRM 350</td>
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</tr>
<tr>
<td>PRM 340</td>
<td>3</td>
</tr>
<tr>
<td>PRM 352</td>
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<tr>
<td>PRM 420</td>
<td>3</td>
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<tr>
<td>PRM 427</td>
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<tr>
<td>PRM 434</td>
<td>3</td>
</tr>
<tr>
<td>PRM 425</td>
<td>3</td>
</tr>
<tr>
<td>PRM 426</td>
<td>4</td>
</tr>
<tr>
<td>PRM 321</td>
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</tr>
<tr>
<td>PRM 313</td>
<td>3</td>
</tr>
<tr>
<td>PRM 314</td>
<td>3</td>
</tr>
<tr>
<td>PRM 486</td>
<td>1-12</td>
</tr>
<tr>
<td>RTH 470</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective/focus area options**

- PRM 340 (3 hrs.)
- ODL 120 (3 hrs.)
- PRM 352 (3 hrs.)
- None
- PRM 420 (3 hrs.)
- None
- PRM 427 (3-6 hrs.)
- None
- PRM 434 (3 hrs.)
- ODL 284 (3 hrs.)
- PRM 425 (3 hrs.)
- ODL 212 (3 hrs.)
- PRM 426 (4 hrs.)
- ODL 210 (3 hrs.)
- PRM 321 (3 hrs.)
- None
- PRM 313 (3 hrs.)
- None
- PRM 314 (3 hrs.)
- None
- PRM 486 (1-12 hrs.)
- ODL138 (4 hrs.)
- RTH 470 (3 hrs.)
- None

**Other requirements needed to complete the degree program.**

- Complete a PRM essay
- Discuss strategic planning with a PRM advisor
- Earn and maintain a cumulative 2.5 GPA
- At least 25% or your total hours must be taken at the junior/senior level at WCU.
Western Carolina University

Parks and Recreation Management

Human Services

Education and Allied Professions

Annual Assessment Report for

May 2013 – May 2014

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 WCU Undergraduate Expo and at the regional 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 and Jackson County Schools.

Parks and Recreation Management

Student Learning Outcomes

Assessed in 2013-2014

Assessment Plan (See Appendix A & B for details)

The eight educational goals for the program are as follows:

25. Leadership and decision-making
26. Program Planning
27. Administration
28. Research
29. Outdoor Leadership and Instruction
30. Communication
31. Career Search
32. 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 143 points, and the average score was 133. We had 17 PRM seniors take the examination during 2013-2014. Students scored well in all areas. Prior to the exam, students were observed
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 SPRING 2013 - 2014

1. **How would you rate your overall satisfaction with the Parks and Recreation Management program at WCU?**
   - Extremely Sat. 10
   - Somewhat Sat. 7
   - Somewhat Unsat. 3
   - Extremely Unsat. 1

2. **How would you rate your satisfaction with the academic advisement you received from your PRM advisor?**
   - Extremely Sat. 15
   - Somewhat Sat. 2
   - Somewhat Unsat. 3
   - Extremely Unsat. 1

3. **How would you rate your satisfaction with faculty-student interactions in the PRM program?**
   - Extremely Sat. 13
   - Somewhat Sat. 3
   - Somewhat Unsat. 1
   - Extremely Unsat. 1

4. **Which Parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?**
   - The ones that helped me gain experience. backpacking, swiftwater, mountain rescue, etc.
• Change course facilitation & PRM 420. I feel like these classes brought us closer together and developed a better understanding of group dynamics through experiential education.

PRM 420 (Exp. Behavior) gave me the ability to define my own leadership style, while being able to read the levels of participants.

• Any class that gave me experience in the field (high ropes facilitation, swiftwater, landbase pursuits, group dynamics, leadership-420).

• 425, 420, 321, 356, 254, 270, 361, mini-internships, field days.

• Program planning & evaluation, internships.

• I believe that Debby’s business class would have been the most valuable to me. I plan on opening my own business so the class was extremely beneficial.

• Program planning & evaluation PRM 420, Outdoor Ed & Interp.

• Program planning, Outdoor Ed/interpretation, Capstone orientation, Outdoor Emergency care.

• Land-based, PRM 420, senior seminar.

• Entrepreneurship & Commercial recreation; the business plan was very helpful. Program planning; entire class helped prepare for professional program planning.

• Ireland exchange program, Land based outdoor pursuits.

• Adventure conservation class, one on one time with teachers.

• Program planning, Entrepreneurship and Commercial Recreation, Management and Administration, Inclusion and Recreation for people with disabilities.

• Intro. to Outdoor Pursuits, Land-Based Pursuits, Leadership and Group Dynamics, Maurice’s 420 class. Anything that got me up and out of the classroom and involved in an experience. I learn by doing.
• I really enjoyed and benefited from taking courses such as OEC and Mountain travel and rescue. These courses not only taught me a lot and were interesting, but will make my resume look really nice.
• PRM 433, 356 and 361; interpretation & education class.

5. **What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?**

• Honestly, the only time I had a bad time in PRM was the way I was made to feel stupid anytime speaking/learning in PRM 426.
• More staff. More classes outside. More experiential education.
• A longer backpacking trip with the new faculty coming in-reinstate the Tetons trips.
• Not really-maybe just a little more for some to be more experienced folk. Teachers/Professors-more.
• The changes I believe are already underway.
• Being able to plan and facilitate a program in Program Planning & evaluation & the internships.
• With the way current recreational trends and societies “need” to be fit. I think WCU’s PRM program should put more emphasis on Commercial recreation.
• The PRM 420 trip needs to be longer for better results. Debbie’s class is more suited to a Business Major than for PRM.
• More experiential learning opportunities.
• Stay golden.
• Provide more community & commercial recreation options to curriculum. I also like the idea of providing a fitness focus area.
• More experiences leading different populations.
• 430, 461. I feel are unprepared for.
• Maybe more community recreation classes.
• I think that there should be an advocacy class as a form of a more program-related marketing class. Fund-raising class could also be an option or could be an included aspect in the advocacy class. PRM students are passionate about what they do, and it is important that they be able to share that enthusiasm with others.
• I think the program is very well run and the courses are very well thought out. I would not change anything that is being done but would add a natural resource class just because some of the students will be working with the National Park Service and Forest Service. This class would help a lot, coming from personal experience.
• Overall capstone hours. Maybe drop it down to 300 or 350. It is hard to find a full-time seasonal position that pays well enough. I don’t want to move back in with my parents.

6. Have you any other comments related to your experience as a Parks and Recreation Management major at WCU?
• I loved this major, the professors are all one of a kind and I couldn’t be luckier than to learn from Ben, Debby & Maurice.
• The statement “If you don’t know where you’re going, you may end up somewhere else” feels very true to me because I began at WCU for Rec. Therapy but decided it wasn’t for me after A&P. Very glad I changed majors. I wouldn’t have changed it for the world. I look forward to possibly a Master’s program.
• Being able to work closely with Ben, Debby and Maurice was something I doubt other students in different programs have. Very Grateful!
• GREATNESS! Love the program. Ben & Maurice are great and will do anything to help you succeed.
• Keep up the good work!
• I really enjoyed the experiences I have had in the PRM program at WCU. The professors that teach the program are among the most approachable at WCU.
• Thank you!
• I am glad we put so much emphasis on internships and gaining experience, and that the professors try to help us through our time here and want us to succeed.
• Debbie is an amazing advisor.
• Make PRM club more public & maybe mandatory for all PRM students to join. Hold more PRM club programs and events to enhance prestige & general public awareness.
• Make sure that new faculty keep the same level of skill and experience as the current.
• Mars Bars for everyone.
• It’s been a great experience here and I just want to thank all my professors and the department for a great 4 years.
• Excellent faculty knowledge base, extremely helpful.
• I think that the “closeness” of students and instructors is a very important part of the program and that it should remain this way in the future. Other majors have a student/instructor relationship where the students don’t benefit or gain education as much as they could if they could relate to their instructors as in this major. It helps students learn more and become more involved.
• I enjoyed the program. I learned a lot.
Discussion of the survey and round table:

The above information was based on 21 senior surveys completed in PRM 495 – Senior Seminar. During the 2013-2014 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, Foundations 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 are currently considering is adding a fifth PRM Focus Area. With the increasing interest in the areas of health and wellness in the recreation field, we are planning an additional PRM Focus Area to serve students interesting in health and wellness careers. We encourage our students to take course work in a career path by currently offering four focus areas and plan to offer our fifth focus area fall semester of 2014. Students will still be required to take 43 – 45 credits in the program major and 33 - 35 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 will continue to teach University and Career Planning in PRM (PRM 350) by asking Debby Singleton to take over the class as Dr. Phipps enters phased retirement. 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. Even though some students do not appreciate the value of this course when they are taking PRM 350, Dr. Phipps and Dr. Tholkes see the value of the course in other courses. Students in PRM 495 – Senior Seminar also told us that they felt PRM 350 was a valuable course for them once they had completed it. 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 continue offering Challenge Course Facilitation (PRM 340) and Water-based Outdoor Pursuits (PRM 426) even though adjunct professor funding is always in doubt. We feel these changes addressed many of the student concerns voiced in the senior survey and senior round table and strengthen our entire program.

Previous student surveys 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. With the addition of our newest faculty member, 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. Spring semester, we asked Debby Singleton to teach PRM 461 – Management and Administration of PRM and we feel this will improve the quality of the course. We need to be sure that topics such as budgeting and finance, marketing, risk management, and personnel issues are covered for our students. Unfortunately, we are still waiting for permission to search for a full-time tenure track person who can teach in the community recreation area of our program. This has also caused us to reassess our plan for accreditation of our program. In order for our program to be accredited by the National Recreation and Parks Association (NRPA), we need to increase our number of full-time faculty members. The addition of a new faculty member would address our student’s concern in this area and may 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. We do want to maintain these “hands-on” courses and the students find them most valuable. Also, due to funding issues, we sometimes are unable to visit our summer interns due to lack of travel funds.
Internships

All Parks and Recreation Management students are required to complete a combination of three 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 – Internship Orientation. Our students compete with other university students throughout the country for the capstone internship sites. The capstone internship consists of a 400 hour work experience that allows a student to practice theories learned in classes. The capstone internship is also a full-time position that is a “stepping stone” to a career. Our student numbers for PRM internships are as follows:

Fall 2013
PRM 383 – 19 students
PRM 480 – 2 students
PRM 483 – 1 student
PRM 484 – 1 student

Summer 2013
PRM 383 – 24 students
PRM 480 – 20 students
PRM 483 – 20 students
PRM 484 – 7 students
PRM 485 – 0 students
PRM 486 – 0 students

Spring 2014
PRM 383 – 25 students
PRM 480 – 9 students
PRM 483 – 7 student
PRM 484 – 2 student
Major (capstone) internships were completed at:
Ash County Parks and Recreation
Basecamp Cullowhee
Be Kind Solutions
Boy’s and Girl’s Club of Cleveland County
Cataloochee Ski Area
Camp Takoa
Friends of Panthertown
4H of North Carolina
Girl Scouts of Western Washington
Great Smoky Mountains National Park
Jackson County Recreation and Parks
Jeff Wilkin’s Fly Fishing
Landmark Learning Services
Mooresville Recreation Department
Nantahala Outdoor Center
National Forest Service
Navitat Canopy Adventures
Mount Mitchell State Park
Outward Bound
Smithfield Parks and Recreation
Smoky Mountains Adventure, Inc.
Waynesville Park and Recreation
Wildwater
YMCA Camp Shady Brook
U.S. National White Water Center
PRM 484 and PRM 485 are 3-credit elective internships requiring 150 hours of work with an agency. PRM 484 and PRM 485 internships were completed at:
Cashiers/Glennville Recreation Center
Jackson County Recreation and Parks

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:
Adventure Education Conference
Basecamp Cullowhee
Cashiers/Glennville Recreation Center
Cataloochee Ski Area
Department of Intercultural Affairs
Great Smoky Mountains National Park
Hooker’s Fly Shop
Jackson County Recreation and Parks
Lake Lure Tours
Nantahala Outdoor Center
Reid Pool
Sapphire Valley Resort
Tuckasegee River Clean-up
U.S. Forest Service
Waynesville Recreation Center
Water-based Outdoor Pursuits Teaching Assistant
WCU Adopt-A-Trail
WCU Athletic Department
WCU Campus Recreation Center
WCU Canoe Slalom
WCU Intramurals
WCU Talent Search Program

We feel that the PRM internship program 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:
Rescue 3 International Whitewater Technician Level 1 – 8 students
American Canoe Association Level 4 Whitewater Open Canoe – 8 students
American Canoe Association Level 2 River Kayak – 8 students
American Canoe Association L-5 Advanced Swiftwater Rescue – 8 students
National Ski Patrol Outdoor Emergency Care – 12 students
American Red Cross Professional Rescuer CPR – 12 students
American Red Cross Adult/Pediatric CPR/AED – 10 students
Project WILD – 18 students
National Ski Patrol Mountain Travel and Rescue 1 – 12 students
American Red Cross Wilderness First Aid – 10 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. The additional work that students do to begin their portfolio in PRM 350 has greatly improved the quality of their portfolios.

**Expedition Courses**

Wilderness Education Association (WEA) courses were taught through the program in the past. Students now are encouraged to take WEA, National Outdoor Leadership, or Outward Bound expeditions course if they intend to go into the outdoor leadership area. PRM credits are available for these students through PRM 486 – Field Experience.

**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 five 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 three students scheduled to go to Ireland next year.
PRM involvement in QEP

The PRM Program was a pilot program for the QEP. 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. A copy of the PRM QEP Assessment has been completed and can be found in Appendix D.

Changes made to the QEP planning

The PRM program is already meeting most of the goals of the QEP. There are some changes that we have made to increase the effectiveness of the process.

Changes

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 to follow up on this.

Another “capture point” was 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 was instigated – PRM 350 Career Planning. This is where the students write their resumes, begin planning their capstone internships, begin their portfolio, and write their self-analysis of where they are and where they are going. They also study the Student Handbook and get a review of Cooperative Learning and Ethical Decision-making. One change has been made here though regarding the Electronic
Briefcase (EB). After the orientation to this and the struggle to complete it, we noticed how de-motivating it was to everyone as it is not in any way an intuitive process. We have decided to hold off on the EB until it is easy to use. We will continue to use the hard copy interview portfolio that has been very successful for us.

The final “capture point” for completing QEP goals is the Orientation to Internship Course (PRM 370) and the Senior Seminar (PRM 495). This is when the EB materials are finalized, the capstone internship/job application package completed and the “Where I’m going” presentations are done. Research presentations are completed as part of the Undergraduate Research Expo and the Regional Adventure Education Conference.

**Impact**

We think that the QEP has an enormous impact on our students’ learning as it enables actual application of theories learned. This application (experiential work), done in class, labs, and extra-curricular involvement however does increase the workload of faculty tremendously and this is at odds with the research time expected of faculty at WCU. We fear that the involvement of new faculty in the QEP is in jeopardy when traditional publications are expected. The reality is that the perceived standard for tenure and hence the one that will be used by faculty at WCU is a set number of traditional publications even though WCU voices Boyer. We do feel that we achieve our stated goals and the goals of the QEP. We do realize that the one aspect that we have a problem with is the eBriefcase. We think that like the original computers before MACs and Windows, it won’t “catch on” until it is easy and intuitive to use. In the future, employers will expect an eBriefcase and so we suggest enabling a user-friendly one as soon as possible.
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 changes 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.
Program Review

In 2011, for the first time, we were asked to complete a PRM Program Review. The PRM Program Review document consisted of over 500 pages of information pertinent to the PRM program. Our Program Review document was examined by a team consisting of one internal reviewer and two external reviewers. We spent three days with the review team and received their findings at an exit interview. The result of the program review process was our PRM Program Development Plan which can be found in Appendix E. Overall, the PRM Program Review was a thorough process, and the recommendations of the review team, when fully integrated, will strengthen our program.
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
- Leadership self-analysis document
- 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

<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leadership and decision-making</td>
<td>Committees - 461/361</td>
<td>Classwork</td>
</tr>
<tr>
<td></td>
<td>Ethics - 250/461/433/321/270</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cooperative Learning Techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Entre/intrapreneurship-430/461/360/485/BA 133</td>
<td>Internships</td>
</tr>
<tr>
<td></td>
<td>Managerial - 270/461/420/314/SM 435</td>
<td>WEA type field experiences</td>
</tr>
<tr>
<td></td>
<td>Group Dynamics - 270/420/433/321</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Face to Face - 270/465/420 + 383/483/434/313 (internships etc)</td>
<td></td>
</tr>
</tbody>
</table>

Measurement

Evaluation of performance in internships
Tests in courses and a standardized exam as part of selected different finals
Lab report (leadership self analysis)

2. Program Planning
Proposal Writing- 361/461                        | Classwork       |
Planning Processes-361/461                     | LAB             |
Risk Management Plans- 361/461/SM 415          |                 |
Marketing - 461/361                            |                 |

Measurement

Lab report (written program/grant proposal); report - Marketing Plan
Evaluation of performance in internships

3. Administration
Facilities Management - SM 435               | Classwork       |
Budgets - 461/360/430/314/ACC 161            | Internships     |
Strategic Planning - 461                     |                 |
Risk Management - 361/SM 415                 |                 |
Legal Issues- 461/361/250/314/SM 415          |                 |
Policies - 461/361/430/330/314/483           |                 |
Boards - 461/361/314                         |                 |
Supervision - 461/430/314                    |                 |
4. Research & Evaluation

<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Assessment - 361</td>
<td>Classwork</td>
<td></td>
</tr>
<tr>
<td>Experimental Research - 361/250/433/461</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptive Research - 361/250/433/461</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluative Research - 361/461</td>
<td></td>
<td></td>
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<tr>
<td>Research Prospectus - 433</td>
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</tbody>
</table>

5. Outdoor Leadership & Instruction

<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential Education - 425/426/254/465/420/481</td>
<td>Classwork</td>
<td></td>
</tr>
<tr>
<td>Outdoor Emeg. Care – 252/265</td>
<td>Exp. Field Trips</td>
<td></td>
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<tr>
<td>Outdoor Living Skills - 321/465</td>
<td>LABS</td>
<td></td>
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<tr>
<td>Outdoor Leadership Skills - 420/427/493</td>
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<td></td>
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<tr>
<td>Rescue Skills - 425/426</td>
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<td></td>
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<tr>
<td>Adaptive Skills – RTH350/425/426</td>
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<td></td>
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<tr>
<td>Interpretive Skills - 433/321</td>
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</tbody>
</table>

6. Communication

<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Skills-professional writing</td>
<td>Classwork</td>
<td></td>
</tr>
<tr>
<td>Verbal Skills-presentation and Exams</td>
<td>Cooperative Learning</td>
<td></td>
</tr>
<tr>
<td>Public speaking - 361/495/350</td>
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<td></td>
</tr>
<tr>
<td>Facilitation Skills - 433/420/465/RTH470</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentations of Proposals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Measurement

Tests in courses and a standardized examination questions as part of selected different finals
Reports - Business plan, strategic plan, and risk management plan

Research Prospectus
Evaluation report for a program

Measurement

Outdoor Emergency Care (OEC)/CPR certification
Log/journal recording system to document other certifications and experience
Personal Leadership Analysis
Evaluation of performance in internships
Computer Skills - all classes

Seminar Presentations

Professional Reading Comprehension - all classes

PERT/Research Spreadsheets

Leader Analysis C.Programs

Measurement

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

<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interview Skills - 370 + Career Services/461</td>
<td>Intern/Job search</td>
</tr>
<tr>
<td></td>
<td>Job/Intern Search Skills- 350/370</td>
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</tbody>
</table>

Measurement

Career Search, Portfolio and job placement

<table>
<thead>
<tr>
<th>8. Foundations</th>
<th>Social Functions - 250</th>
<th>Classwork</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Historical Aspects - 250</td>
<td></td>
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<tr>
<td></td>
<td>Government Roles - 250</td>
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<tr>
<td></td>
<td>Tourism - 250/426/440</td>
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<tr>
<td></td>
<td>Philosophy - 250</td>
<td></td>
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<tr>
<td></td>
<td>Definitions - 250</td>
<td></td>
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<tr>
<td></td>
<td>Specialized Services - 250</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Natural Resources - 250/321/433</td>
<td></td>
</tr>
</tbody>
</table>

Measurement

Tests in courses and a standardized exam as part of selected different finals.

Use of Outcomes Assessment

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 First Aid
   Outdoor Emergency Care
   Mountain Travel and Rescue
   Project WILD
   Swiftwater Rescue (American Canoe Association)
   Ropes Course Facilitation
   American Red Cross (First Aid/CPR/AED)
   Professional Rescuer CPR/AED
Appendix C
PRM Senior Survey 2012

1=Extremely Satisfied (ES)
2=Somewhat Satisfied (SS)
3=Somewhat Unsatisfied (SU)
4=Extremely Unsatisfied (EU)

<table>
<thead>
<tr>
<th>ES</th>
<th>SS</th>
<th>SU</th>
<th>EU</th>
</tr>
</thead>
</table>
7. How would you rate your overall satisfaction with the Parks and Recreation Management program at WCU.

8. How would you rate your satisfaction with the academic advisement you received from your PRM advisor.

3. How would you rate your satisfaction with faculty-student interactions in the PRM program.

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
Changes made to the QEP planning

The PRM program is already meeting most of the goals of the QEP. There are some changes that we have made to increase the effectiveness of the process.

Changes

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 to follow up on this.

Another “capture point” was 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 was instigated – PRM 350 Career Planning. This is where the students write their resumes, begin planning their capstone internships, begin their portfolio, and write their self-analysis of where they are and where they are going. They also study the Student Handbook and get a review of Cooperative Learning and Ethical Decision-making. One change has been made here though regarding the Electronic Briefcase (EB). After the orientation to this and the struggle to complete it, we noticed how de-motivating it was to everyone as it is not in any way an intuitive process. We gave up on this except for two volunteers who undertook completing the electronic briefcase as an independent study. Their feedback afterwards was that the system as it not user-friendly. We have decided to hold off on the EB until it is easy to use. We will continue to use the hard copy interview portfolio that has been very successful for us.
The final “capture point” for completing QEP goals is the Orientation to Internship Course (PRM 370) and the Senior Seminar (PRM 495). This is when the EB materials are finalized, the capstone internship/job application package completed and the “Where I’m going” presentations are done. Research presentations are completed as part of the Undergraduate Research Expo and the Regional Adventure Education Conference.

**Impact**

We think that the QEP has an enormous impact on our students’ learning as it enables actual application of theories learned. This application (experiential work), done in class, labs, and extra curricular involvement however does increase the workload of faculty tremendously and this is at odds with the research time expected of faculty at WCU. We fear that the involvement of new faculty in the QEP is in jeopardy when traditional publications are expected. The reality is that the perceived standard for tenure and hence the one that will be used by faculty at WCU is a set number of traditional publications even though WCU voices Boyer.

We do feel that we achieve our stated goals and the goals of the QEP. We do realize that the one aspect that we have a problem with is the Ebriefcase. We think that like the original computers before MACs and Windows, it won’t “catch on” until it is easy and intuitive to use. In the future, employers will expect an Ebriefcase and so we suggest enabling a user-friendly one as soon as possible.
## Appendix A. QEP Assessment Plan Matrix

<table>
<thead>
<tr>
<th>QEP Outcome</th>
<th>Program SLOs</th>
<th>Delivery Points in Curriculum/Services/Programming</th>
<th>Capture Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate Effectively and Responsibly</td>
<td>See outcome #8, Communication, p.2</td>
<td>PRM 270, PRM 370, PRM 361, PRM 430, PRM 321</td>
<td>During classes and internships</td>
</tr>
<tr>
<td>Integrate Information from a Variety of Contexts</td>
<td>Application of theories learned in classes through labs and projects</td>
<td>433, 361 430 – presentations at the Undergraduate Research Symposium, 361 – Program planned, completed and evaluated, 420 leadership practiced on a field trip</td>
<td>Professional documents in the portfolio</td>
</tr>
<tr>
<td>Practice Civic Engagement</td>
<td>As part of the mini-internships, three 50 hour experiences</td>
<td>PRM 383s -three different semesters in different organizations</td>
<td>Evaluation by agency supervisors at the end of the 50 hours</td>
</tr>
</tbody>
</table>
| Clarify Purpose and Values | Student strategic plan  
Being added in the new “QEP” seminar (PRM 350)  
Being added to PRM 495 Senior Seminar | Strategic plan –prior to declaration of major after essay  
New QEP Seminar PRM 350 fall Junior Year | QEP Seminar PRM 350 fall Junior Year |
Appendix E
**PRM Program Development Plan**

Program: Parks and Recreation Management  
Department: Human Services  
Date: TBD

**Strengths:** The PRM program …

- faculty do an excellent job of delivering their program by
  - creating opportunities for faculty and students to interact with one another
  - encouraging cooperative learning among students
  - using experiential or active learning to deliver course work
  - communicating high expectations
  - respecting diverse talents and learning styles
- faculty teach a full complement of courses and spend a large amount of time mentoring, advising, and meeting with students
- use of adjunct instructors provides flexibility to the faculty and provides additional teaching resources to teach specific courses on an as-need basis

### Resources needed

- C = current
- R = reallocation
- N = new

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Person(s)</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shared recommendations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.1. FACULTY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s) Responsible</td>
</tr>
<tr>
<td>-----------------</td>
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<td>-----------------------</td>
</tr>
<tr>
<td>58. Hire one tenure track faculty to facilitate transition, teach required courses, and pursue NRPA Accreditation</td>
<td>Discuss with Dean and Department Head</td>
<td>New</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Tholkes, Dr. Phipps, Dean Carpenter</td>
</tr>
</tbody>
</table>

3.2. **Curriculum Development and Program “Niche”**

| 59. Revise PRM mission statement to align with University mission and vision, reflect the strengths and unique attributes of the program (i.e., outdoor leadership and recreation resource management), the QEP, and the resources of the region. | Revise mission statement | Current | Dr. Phipps | Completed Review as needed |

(3.2.A Curriculum, P. 6)
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Resources needed</th>
<th>Person(s)</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>60. Access NRPA Accreditation Standards and begin aligning the Program and all</strong></td>
<td>Contact NRPA</td>
<td>C = current</td>
<td>Dr. Tholkes</td>
<td>Fall 2014</td>
</tr>
<tr>
<td><strong>course syllabi with the NRPA 8.0 Professional Competency Standards</strong></td>
<td></td>
<td>R = reallocation</td>
<td>Debby</td>
<td>Linked</td>
</tr>
<tr>
<td>(see NRPA 2013 Accreditation Standards. (3.2.B CURRICULUM, P. 6))</td>
<td></td>
<td>N = new</td>
<td>Singleton</td>
<td>with new faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>member</td>
</tr>
<tr>
<td><strong>61. Revise current curriculum and remove formal concentrations.</strong> (3.2.C CURRICULUM, P. 6)</td>
<td>Write AA6’s</td>
<td>None</td>
<td>Dr. Tholkes</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fall 2012</td>
</tr>
<tr>
<td><strong>62. Expand the core curriculum and use guided electives to emphasize</strong></td>
<td>At this point, we</td>
<td>None</td>
<td>Dr. Tholkes</td>
<td>Completed</td>
</tr>
<tr>
<td><strong>outdoor recreation leadership and recreation resource management</strong> (Note: this**</td>
<td>are considering dropping</td>
<td></td>
<td></td>
<td>Fall 2012</td>
</tr>
<tr>
<td><strong>does not eliminate the possibility of a student using guided electives to</strong></td>
<td>all of our</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>pursue studies relevant to community recreation and commercial and resort</strong></td>
<td>concentration area.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>recreation). (3.2.D CURRICULUM, P. 6)</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s)</td>
<td>Date of Review</td>
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<td>--------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>63. Establish formal memorandums of agreement with Student Affairs to share climbing wall and Base Camp Cullowhee resources. <em>(3.2.E CURRICULUM, P. 6)</em></td>
<td>Meet with Josh (Basecamp Cullowhee)</td>
<td>C = current</td>
<td>Dr. Phipps</td>
<td>In place, review as needed</td>
</tr>
<tr>
<td>64. Create a formal advisory committee composed of alumni and local professionals in the industry to review current and future curriculum. <em>(3.2.F CURRICULUM, P. 6)</em></td>
<td>Contact alumni and professionals</td>
<td>R = reallocation</td>
<td>$150/year</td>
<td>Dr. Tholkes</td>
</tr>
<tr>
<td>65. Advise students to complete Math 170 ‐ Applied Statistics as a LS math requirement and begin scheduling PRM 360 ‐ Recreation Research. <em>(3.2.G CURRICULUM, P. 6)</em></td>
<td>Review current curriculum and consider offering PRM 360 if faculty changes,</td>
<td>N = new</td>
<td>Dr. Tholkes</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s) Responsible</td>
<td>Date of Review</td>
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<tr>
<td>66. Review and increase the science requirements to 3 courses with at least 2 of the three courses in environmental biology, natural resource management, environmental health, or other appropriate area. (3.2.1 CURRICULUM, P. 6)</td>
<td>Review curriculum. This change may not apply to all focus areas.</td>
<td>Reallocation</td>
<td>Dr. Tholkes</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>67. Advertise relevant PRM courses to encourage across campus enrollments to increase SCH (e.g., a course such as PRM 434 High Adventure Travel and outfitting could attract at least 40 students per semester). (3.2.1 CURRICULUM, P. 6)</td>
<td>Consider offering a Liberal Studies course. Talk to WCU advising and marketing.</td>
<td>New faculty member.</td>
<td>TBD</td>
<td>Dr. Tholkes Debby Singleton</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s) Responsible</td>
<td>Date of Review</td>
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<tr>
<td>68. Partner with Southwest Community College to provide Wilderness First Responder (WFR) course or see qualification of one faculty member to teach the WFR course. (Note: the existing course PRM 356 Outdoor First Aid could be revised to cover WFR content.)</td>
<td>Contact Paul Wolf, SCC Outdoor Leadership program director.</td>
<td>Current, possibly new if offering WFR at WCU is recommended.</td>
<td>Dr. Tholkes</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>69. Require students participating in the capstone internship to purchase University liability insurance.</td>
<td>Contact appropriate WCU personnel.</td>
<td>None</td>
<td>None to WCU/PRM</td>
<td>Dr. Tholkes</td>
</tr>
</tbody>
</table>

3.3. PROGRAM RESOURCES AND MANAGEMENT
### Recommendations

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Costs</th>
<th>Person(s) Responsible</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>70. The Department should annually appropriate a specific portion of funding to the PRM program based on student enrollment so that PRM Faculty may complete an annual budget and long range planning process for the acquisition of supplies, equipment, and for equipment maintenance.</td>
<td>Review status of current equipment and plan for equipment replacement as needed.</td>
<td>Current (lab fees) plus new.</td>
<td>Dean Department Head</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>71. Both full-time PRM Faculty will be eligible for retirement in the next two to five years. It is essential for the future stability of this viable and growing academic program that another full-time faculty member be hired to facilitate the transition.</td>
<td>Plan for retirement and transition of new faculty.</td>
<td>New</td>
<td>TBD</td>
<td>Dean Department Head</td>
</tr>
</tbody>
</table>

#### Resources needed

- **C** = current
- **R** = reallocation
- **N** = new

**Costs**

- Current lab fee $1600 plus new $3000-5000.
- Work Study?

**Person(s) Responsible**

- Dean Department Head

**Date of Review**

- Fall 2013
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Costs</th>
<th>Person(s) Responsible</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>72. Develop an internal monitoring and data collection process for student learning outcomes, alumni employment, retention, and graduation rates and report these metrics in the Program’s Annual Assessment Report. (3.3.C CURRICULUM, P. 7)</td>
<td>Review current annual PRM assessment, set up format for staying in contact with alumni, measure retention and graduation rates.</td>
<td>Current plus new for administrative costs.</td>
<td>TBD</td>
<td>Dr. Tholkes Dr. Phipps Debby Singleton</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spring 2014</td>
</tr>
<tr>
<td>73. Develop a one-page internal Program Profile that is updated annually with accomplishments, strengths, program orientation, and distribute across campus and regionally. This should include student and alumni profiles and stories from the Program’s current newsletter “Tent Peg.” (3.3.D CURRICULUM, P. 7)</td>
<td>Discuss with RTH faculty.</td>
<td>Current</td>
<td>$200 per year (printing costs)</td>
<td>Dr. Tholkes Debby Singleton</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s) Responsible</td>
<td>Date of Review</td>
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<tr>
<td>74. Continue to pursue external funding opportunities for demonstration, expansion, and equipment acquisition. (3.3.E CURRICULUM, P. 7)</td>
<td>Examine possible funding sources.</td>
<td>C = current</td>
<td>Dr. Tholkes</td>
<td>Summer 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R = reallocation</td>
<td>Dr. Phipps</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>N = new</td>
<td>Debby Singleton</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Costs</td>
<td>None?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Debby Singleton with help from Office Assistant</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>75. Update Program Website to emphasize outdoor leadership and resource recreation management. (3.3.F CURRICULUM, P. 7)</td>
<td>Seek assistance for Website update. (Carla Parrish?)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td></td>
<td></td>
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<tr>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>76. Require electronic portfolios with student reflections on artifacts and</td>
<td>Return to hard copies of the student portfolio until electronic portfolios are</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>personalized information such as internship projects and personal experience</td>
<td>user friendly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>photos. (3.3.G CURRICULUM, P. 7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Costs: Current</td>
<td>Person(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Costs: None</td>
<td>Dr. Tholkes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Phipps</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Date of Review: Fall 2013</td>
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</tr>
</tbody>
</table>
Appendix F
Eight Semester Graduation Plan
Parks and Recreation Management
(updated 6/11)

Year 1
   Fall Semester                     Spring Semester
   Eng 101                          C5
   MATH 101                         P1
   P1                               COMM 201
   HEAL 123                         ENG 202
   First-year Seminar               P3
   **15 credit hours**               **15 credit hours**

Year 2
   Fall Semester                     Spring Semester
   P4                                C5
   PRM 254                           PRM 270
   P5                                P6
   PRM 250                           PRM 350
   PRM 383                           RTH 250
   **14 credit hours**               **13 credit hours**

   Note – At least one course in perspectives must be upper division

Year 3
   Fall Semester                     Spring Semester
   PRM 361                           Guided Elective
   PRM 433                           PRM 461
   PRM 356                           PRM Focus Area
   PRM 430                           Guided Elective
   PRM 383                           Guided Elective
   **15 credit hours**               **13 credit hours**

Year 4
<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Elective</td>
<td>PRM 370</td>
</tr>
<tr>
<td>Guided Elective</td>
<td>PRM 383</td>
</tr>
<tr>
<td>Guided Elective</td>
<td>Guided Elective</td>
</tr>
<tr>
<td>PRM Focus Area</td>
<td>Guided Elective</td>
</tr>
<tr>
<td>PRM Focus Area</td>
<td>PRM Focus Area</td>
</tr>
<tr>
<td></td>
<td>PRM 495</td>
</tr>
</tbody>
</table>

14 credit hours

<table>
<thead>
<tr>
<th>Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRM 480</td>
</tr>
<tr>
<td>PRM 483 (3 credits repeat for 6)</td>
</tr>
</tbody>
</table>

9 credit hours

Total 120 credit hours
Appendix G
WCU/SCC Articulation Agreement

Degree Programs (CC & University):
Southwestern Community College Associate in Applied Science Outdoor Leadership
Western Carolina University Bachelor of Science in Parks & Recreation Management

This articulation agreement between Southwestern Community College (SCC) and Western Carolina University (WCU) allows graduates of the Outdoor Leadership program at SCC to transfer credit towards a Parks & Recreation Management concentration in Outdoor Leadership program at WCU. Upon transfer to WCU, students from SCC must comply with all applicable Academic Regulations as listed in The Record, The WCU Undergraduate Catalog.

Partner Institutions and Contact Information

<table>
<thead>
<tr>
<th>Institution</th>
<th>Contact Person</th>
<th>Email or phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCU</td>
<td>Ben Tholkes</td>
<td>828-227-3843</td>
</tr>
<tr>
<td>SCC</td>
<td>Paul Wolf</td>
<td>828-488-6413</td>
</tr>
<tr>
<td>WCU</td>
<td>David Goss</td>
<td>828-227-3814</td>
</tr>
</tbody>
</table>

Notes:
1. Students who complete the General Education Core, the Associate of Arts degree, or the Associate of Science degree will have their Liberal Studies requirements at Western Carolina University waived.
2. If the above statement does not apply and 15.1 or more semester hours are transferred into WCU the first semester, the First Year Seminar is not required at WCU.
3. If Liberal Studies requirements are not waived at WCU then students must take a course that has been approved as an Upper Level Perspectives course (300-400) in one of the Perspectives categories.
## Liberal Studies/General Education Requirements:

<table>
<thead>
<tr>
<th>WCU Requirement</th>
<th>Partner Institution Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Seminar (see note #2 above)</td>
<td>Waived</td>
</tr>
<tr>
<td>C1 ENGL 101 (3 hrs.)</td>
<td>ENG 111 (3 hrs.)</td>
</tr>
<tr>
<td>C1 ENGL 202 (3 hrs.)</td>
<td>ENG 114 (3 hrs.)</td>
</tr>
<tr>
<td>C2 Mathematics (3 hrs.)</td>
<td>MAT 140 (3 hrs.)</td>
</tr>
<tr>
<td>C3 Oral Communication (3 hrs.)</td>
<td></td>
</tr>
<tr>
<td>C4 Wellness (3 hrs.)</td>
<td></td>
</tr>
<tr>
<td>C5 Physical &amp; Biological Sciences (3 hrs.)*</td>
<td></td>
</tr>
<tr>
<td>C5 Physical &amp; Biological Sciences (3 hrs.)*</td>
<td></td>
</tr>
<tr>
<td>P1 Social Sciences (3 hrs.)**</td>
<td>PSY 150 (3 hrs.)</td>
</tr>
<tr>
<td>P3 History (3 hrs.)</td>
<td></td>
</tr>
<tr>
<td>P4 Humanities (3 hrs.)</td>
<td></td>
</tr>
<tr>
<td>P5 Fine and Performing Arts (3 hrs.)</td>
<td></td>
</tr>
<tr>
<td>P6 World Cultures (3 hrs.)</td>
<td></td>
</tr>
</tbody>
</table>

*sciences must be from two different disciplines

** social sciences must be from two different disciplines

## Major Requirements (courses)

<table>
<thead>
<tr>
<th>WCU Requirement</th>
<th>Partner Institution Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRM 356 (4 hrs.)</td>
<td>ODL 125 (4 hrs.)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>PRM 250</td>
<td>None</td>
</tr>
<tr>
<td>PRM 254</td>
<td>ODL 130 (3 hrs.) and ODL135 (3 hrs.)</td>
</tr>
<tr>
<td>PRM 270</td>
<td>ODL 110 (3 hrs.)</td>
</tr>
<tr>
<td>PRM 361</td>
<td>None</td>
</tr>
<tr>
<td>PRM 370</td>
<td>None</td>
</tr>
<tr>
<td>PRM 383</td>
<td>COE 111 (1 hrs.)</td>
</tr>
<tr>
<td>PRM 383</td>
<td>COE 121 (1 hrs.)</td>
</tr>
<tr>
<td>PRM 430</td>
<td>None</td>
</tr>
<tr>
<td>PRM 433</td>
<td>ODL 215 (3 hrs.)</td>
</tr>
<tr>
<td>PRM 461</td>
<td>None</td>
</tr>
<tr>
<td>PRM 480</td>
<td>None</td>
</tr>
<tr>
<td>PRM 483</td>
<td>None</td>
</tr>
<tr>
<td>PRM 495</td>
<td>None</td>
</tr>
<tr>
<td>RTH 250</td>
<td>ODL 228 (3 hrs.)</td>
</tr>
<tr>
<td>PRM 350</td>
<td>None</td>
</tr>
<tr>
<td>Elective/focus area options</td>
<td></td>
</tr>
<tr>
<td>PRM 340</td>
<td>ODL 120 (3 hrs.)</td>
</tr>
<tr>
<td>PRM 352</td>
<td>None</td>
</tr>
<tr>
<td>PRM 420</td>
<td>None</td>
</tr>
<tr>
<td>PRM 427</td>
<td>None</td>
</tr>
</tbody>
</table>
PRM 434 (3 hrs.) ODL 284 (3 hrs.)
PRM 425 (3 hrs.) ODL 212 (3 hrs.)
PRM 426 (4 hrs.) ODL 210 (3 hrs.)
PRM 321 (3 hrs.) None
PRM 313 (3 hrs.) None
PRM 314 (3 hrs.) None
PRM 486 (1-12 hrs.) ODL138 (4 hrs.)
RTH 470 (3 hrs.) None

Other requirements needed to complete the degree program.

- Complete a PRM essay
- Discuss strategic planning with a PRM advisor
- Earn and maintain a cumulative 2.5 GPA
- At least 25% of your total hours must be taken at the junior/senior level at WCU.
Western Carolina University

Parks and Recreation Management

Human Services

Education and Allied Professions

Annual Assessment Report for

May 2014 – May 2015

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. Bobilya, 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 WCU Undergraduate Expo and at the regional 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
Parks and Recreation Department, American Red Cross, Wilderness Education Association, North Carolina Outward Bound School, and Jackson County Schools.

Parks and Recreation Management
Student Learning Outcomes
Assessed in 2014-2015
Assessment Plan (See Appendix A & B for details)
The eight educational goals for the program are as follows:

33. Leadership and decision-making
34. Program Planning
35. Administration
36. Research
37. Outdoor Leadership and Instruction
38. Communication
39. Career Search
40. 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 143 points, and the average score was 130. We had 22 PRM seniors take the examination during 2014-2015. 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, Dr. Bobilya 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 2014 – 2015
1. How would you rate your overall satisfaction with the Parks and Recreation Management program at WCU?
   13               7               1

2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor?
   16               5               

3. How would you rate your satisfaction with faculty-student interactions in the PRM program?
   20               1

Which parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?

- High Adventure Travel, PRM 430, PRM 250, PRM 361, PRM 430.
- The mini-internships were very educational.
• As a student transferring from one major at Western into Parks and Recreation I can honestly say that I was floored by the running of the Parks and Recreation department. As a student, I have never felt so helped, guided, and really challenged in my work. I believe that the course that are most complained about are the ones that are most beneficial. PRM 361 as well as PRM 430 was extremely helpful to me. I got a job while in PRM 430 and it was amazing to see that everything we were learning were things that were being asked of me to do within my work. The Parks and Recreation Management program really works hard to prepare you for real life. I am beyond thankful to have been a part of this program.

• PRM 254 was my favorite class because I learned several new things in this course. I also enjoyed doing Adopt-A-Trail as my mini-internships.

• The most valuable experience to me was the amount of camaraderie between PRM students. The bonds and connections that I've made will never be broken.

• All were valuable, but especially PRM 254, 433, 321, 420 O.E.C. training, and the internships. I like the practical hands-on skills training more so than paper work because those are the areas in which I am most in need of instruction and experience. Internships give lessons that classes cannot.

• Mostly the experiential classes like high ropes and swift water.

• Wilderness First Aid

• The courses with hands on learning to enhance classroom section, such as Intro to Outdoor and Land Based

• Entrepreneurship to parks & rec.

• I really took the most away from Debbie's business plan class and Andrew's program planning class. I felt these gave me the most applicable lessons that I will be able to use in whatever job I end up with. I also valued the professors I had. I felt like they would help out any way possible to help me succeed. I like the relationships built with them and I am thankful I could take some of their knowledge away with me.

• PRM 254, PRM 430, PRM 420

• PRM 321 was probably the high point of my time in the PRM program. Maurice's style of teaching and presentation fit well with my learning style, and he actually challenged students. You had to read the text or you didn't do well, as opposed to the other PRM classes I
took were most were able to skate through as long as you listened in class and chose competent classmates to work on your group projects with. The content of that class was heavily dependent on one's understanding of design and how it plays into the visitor experience in parks and forests. Many found it trivial information, but understanding the invisible surrounding a major aspect of our field is crucial to running visitor centers and educational program for the public.

- 430, 461, 321, 361, 254
- Intro to outdoor pursuits is one of my favorite classes. It makes you a well-rounded PRM major. It teaches you the basics and also help with bonding and group exercises. I enjoyed OEC such a great class. I like the open door feel between students and faculty. Glad Debby will be a full PRM member.
- Program Planning & Business administration
- The ones that were the best for me was the ones that gave hands on learning and we got to do active learning and activities
- Hands on activity classes (254, 270, OEC), PRM 461, 370, The JOB/internship board is very helpful, the teachers are available and willing to help.
- The most valuable experienced I had in the PRM major were learning how to facilitate programs and then facilitating the programs including budgets, risk management, scheduling, proposals, and move. Since these types of task are part of what I will be doing this coming summer and fall I will use my skills on program planning a lot.
- The Experiential Classes

What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?

- Make the program larger. Become accredited.
- The capstone, if taken in the summer, should NOT, cost tuition. We aren't using professors' time or any school resources. More diversity in classes. It was much too focused on outdoor.
- I believe that a basic math course should be required, as I believe it ends up being more important to our field than we believe.
- I wouldn't change anything. I learned so many new things in this program and I do believe it has prepared me for the job field.
● Add a fall or spring semester WFR on campus. It's pretty good as is. Don't get accredited. Maybe include some courses for people who are coming in with little or no prior experience/skills in some of these activities, and include them during the semester, not just over the summer.
● Master’s program.
● More commercial rec classes should be added.
● Some of the business courses are really intense, 361, 430, and other classes are not. I think you should even the workload across courses. More faculty.
● Should have more classes about community parks & rec rather than outdoor pursuit classes.
● I think having more of a variety on the focus of classes would be more beneficial. I feel that the majority of our classes were geared towards outdoor and adventure recreation. I didn't really take anything away for community recreation. I think some of the outdoor rec classes could be electives instead of required classes, as well as adding community recreation elective classes.
● There should be more of a variety of classes offered. I originally joined the major while class was still here and there were camp management classes offered.
● As far as the Parks and Recreation program here at Western goes, I feel that although the professors mean well most of the time, this type of degree program needs more hands-on skills-based participatory classes that emphasize those activities. This program does a really good job at teaching soft skills and introducing the theories of meta skills, but hard skills are lacking severely. My own interest in outdoor pursuits drove me to gain hard skills on my own before I started here; this is out of the ordinary I realize, as most of my classmates did not have any background in this type of work or play. You could do more to attract current outdoor professionals to return to college after time away working in the field. (Work with regional organizations like NOC and OB to better educate the employees those companies are invested in) Using these older students as teaching fellows to mentor the straight-out-of high school crowd that makes up the majority of the program's students could have significant impact on their understanding of the outdoor world that they cannot gain attending the PRM classes. The hard skills needed to perform and teach the
activities are missing. Because of this, many of my fellow students are not prepared to perform as outdoor professionals in the industry. I do not blame the professors directly for this, but the program as a whole needs to change. This will be very difficult considering the format of University learning, but it can be done. Going back to previous methods of learning such as full semester of field experience take the students out of the classroom and threw them into a NOLS type of environment would fix this problem. Maybe the Parks and recreation program should focus on the business and entrepreneurial classes while a new, separate degree program for Outdoor Leadership is implemented for those wanting to pursue that line of work. Certain classes would overlap for certain, but other than those few instances they should be separate. Many of the people I am in class with, these are seniors individuals, would not be able to lead a simple backpacking trip because of their lack of hard skills and being surrounded by others that don't have the drive to go out and have experiences on their own time; behaviors, habits, and interests rub-off on each other, and when the non-outdoorsy PRM Major doesn't want to spend his/her free time out in the field gaining hiking, climbing, or padding experience, the rest of the peer group may cave to peer pressure and do what is easiest: watch football and drink beer. This isn't how you build enthusiastic outdoor professionals. This deficiency must be addressed if this university wants to produce outdoor leaders with the experience needed to more our profession forward. Senior seminar: 50 minutes once a week is not enough time. This should be a 3 or 4 hour class on Wednesday or Friday mornings. The Socratic method used is a good starting point, but to gain any deep knowledge of the subject at hand one must research (leader and the students) each topic and not be coached into how the questions will be presented by the instructor. Too easy. Very little critical thinking required, and a couple of students barely participated.

- RTH Instructor
- RTH for people with disabilities was terrible and I didn't learn anything. The classes should be able to gear us towards working with individuals needs and it doesn't very dissatisfied.
- Maybe look into getting more staff as the program keeps growing
- Some of the management classes are repetitive. If a class is heavy with projects that take all semester then there shouldn't be a final.
I believe classes should be offered more than just one semester a year, some classes could get combined such as PRM 350 and PRM 370, and we should incorporate a class on budgeting as most agencies make manage and director’s budget and plan budgets.

Add more experiential classes

Have you any other comments related to your experience as a Parks and Recreation Management Major at WCU?

I am so grateful to have participated in this program.

I know it seems that I am falsely raving about this program, but as this is anonymous and I will receive no "reward" for these comments I hope that they can be trusted. The professors in the PRM program are not only excellent professors and amazing at what they do, they are also excellent people. Their heart and passion for their work only balances their genuine character. I truly feel that my professors went above and beyond, not only in the realm of education, but also in being a physical example. I am overwhelmingly grateful to have been a part of such an incredible program.

I have enjoyed my time as a PRM major and I will be happy to see this program grow.

Wouldn't have done anything different!

Allow technology when it's being used appropriately for learning purposes. Cell phones are becoming calculators/schedule managers/research tools/lecture recorders, etc. They are here to stay and are becoming more useful for enhancing learning experiences.

Stop focusing so much on outdoor recreation

All classes helped me grow professionally and personally.

I was pleased with my professors and the amount of professionalism they brought to the classroom. I enjoyed the small classes and felt that helped to contribute to my success here. Thanks for everything!!

I am semi upset that I'm graduating this semester and wasn't able to have the new professor for any classes.

If those in the program think it has a reputation of being the "stoners" major of choice they wouldn't be wrong. I'm not specifically calling out people for choosing to use cannabis, or other entheogens; I could really care less about what others do in the privacy of their own lives. What I'm mainly referring to is the reputation that PRM (along with Communications, Psychology, Philosophy) is where the kids that are
kind of lost and don't know what they want to major in end up. Maybe they went camping once or twice with friends and they felt at peace during those trips; a wonderful thing that can be life changing, but do they want to immerse themselves in that world for years to come based on that experience? Certainly the folks looking to working in the community or commercial rec fields need not be ruggedized outdoor travelers, but the resource management and outdoor leadership folks do as I commented on in the previous question. There needs to be a requirement for resource mgmt. and outdoor leadership that continually participate in a outdoor activity of their choosing throughout their time in the program; not just when specific classes require it. We are expected to become leaders in our field, but very few PRM students are willing to do the leg work needed to make that a reality. If a college athlete with a real honest-to-god chance of making it into the pros decided to stop training because he wanted to party during his/her free time, that person coach/advisor would probably wring them by the neck for not living up to their full potential. PRM activities are just as important as team sports, and the faculty needs to push the resource management and outdoor majors to use their free time wisely if they really think they are interested in working in the outdoor industry. In my time here at WCU I have tried countless times to encourage, trick, ask, beg, and plead my fellow PRM folks to get together to camp, hike, paddle, climb, etc. One person and one person only has taken me up to go paddling this year, and no one has ever shown interest in going on weekend or after-class hikes. When the PRM classes go on a simple weekend backpacking trip they act like it is punishment and sometimes use deception and excuses related to their lack of personal care to try and leave the field early. This is immature behavior for a rising outdoor leader. There is no sense of family like I have experienced in other departments and schools that is unless it involves whisky, weed and no actual physical activity.

- The ability to communicate freely with all of the instructors helps tremendously.
- The bond I have with these groups of people is amazing I have really enjoyed my time here in this program and the knowledge and leadership skills I have gained.
- Wish certain classes would have been able to push me to work harder.
- It has really helped me see ways to help people enjoy something that I love. There is more than just sitting behind a desk.
- Offer more experienced based classes that focus on one activity. Promo Videos. More conferences. Research Studies.
- Blackboard should be used a bit more to put any handouts, teacher notes, and PowerPoint slides on it for students who have either lost their papers, slow note takers, or missed class.
- You guys have built a fantastic program.

**Discussion of the survey and round table:**

The above information was based on 21 senior surveys completed in PRM 495 – Senior Seminar. During the 2014-2015 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, Foundations 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. We have recently added a fifth focus area in Community Health & Wellness. This change was in response to meet the needs of national industry trends and students who are interested in pursuing careers in fitness, health, and wellness. We
encourage our students to take course work in a career path of their choosing. Students are required to take 43 – 45 credits in the program major and 33 - 35 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 will continue to teach University and Career Planning in PRM (PRM 350). Debby Singleton has taken over the class since Dr. Phipps is on phased retirement. 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. Debby Singleton and Dr. Tholkes have discussed the course content of PRM 350 and have tried to eliminate duplication with other courses.

Administration and Leadership of Outdoor Pursuits (PRM 420) has been changed from 3 to 4 credits in order to strengthen the “hands-on” lab component of the course. We have also been able to continue offering Challenge Course Facilitation (PRM 340) thanks to the addition of Todd Murdock to our adjunct faculty along with Water-based Outdoor Pursuits (PRM 426) and a third section of Leadership and Group Dynamics (PRM 270) even though adjunct professor funding is always in doubt. We feel these changes addressed many of the student concerns voiced in the senior survey and senior round table and strengthen our entire program.

Student surveys and discussions 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. Due to the number of advisees we work with, it is very difficult to dedicate time to anything more than planning a schedule for the next semester. With the increase in the number of PRM majors and students interested in becoming PRM majors, we find ourselves allocating less time to each advising session. In many instances, we meet with advisees and interested students throughout the semester to address their concerns and needs.

Another area of concern expressed by students is in our community recreation concentration area. We need to be sure that topics such as budgeting and finance, marketing, risk management, and personnel issues are covered for our students. Unfortunately, we are still waiting for permission to search for a full-time tenure track person who can teach in the community recreation area of our program. This has also caused us to reassess our plan for accreditation of our program. In order for our program to be accredited by the National Recreation and Parks Association (NRPA), we need to increase our number of full-time faculty members. The addition
of a new faculty member would address our student’s concern in this area and may allow us to consider applying for NRPA accreditation.

An ongoing concern this year 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. We do want to maintain these “hands-on” courses and the students find them most valuable. Also, due to funding issues, we sometimes are unable to visit our summer interns due to lack of travel funds.

**Internships**

All Parks and Recreation Management students are required to complete a combination of three 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 – Internship Orientation. Our students compete with other university students throughout the country for the capstone internship sites. The capstone internship consists of a 400 hour work experience that allows a student to practice theories learned in classes. The capstone internship is also a full-time position that is a “stepping stone” to a career. Our student numbers for PRM internships are as follows:

**Fall 2014**
- PRM 383 – 23 students
- PRM 480 – 1 student
- PRM 483 – 1 student
- PRM 484 – 2 students

**Summer 2014**
- PRM 383 – 33 students
- PRM 480 – 19 students
PRM 483 – 19 students
PRM 484 – 4 students
PRM 485 – 1 student
PRM 486 – 2 students

Spring 2015
PRM 383 – 27 students
PRM 480 – 5 students
PRM 483 – 4 students
PRM 484 – 3 students
PRM 486 - 2 students

Major (capstone) internships were completed at:
Ash County Parks and Recreation
Basecamp Cullowhee
Bear Lake Reserve
Biltmore Estate
Camp Henry Outdoor School
Canton Recreation Parks
Friends of Panthertown
Elkin Community Recreation
Forest City Parks and Recreation
Garl’s Costal Kayak Key Largo, FL
Great Smoky Mountains National Park
High Hampton Resort
Jackson County Parks and Recreation
Kitty Hawk Kites
Moonshadow Learning Services
Morganton Parks and Recreation
National Forest Service
Navitat Canopy Adventures
Mount Mitchell State Park
Paddlefish Lake Tours
Red Barn Events
Smithfield Parks and Recreation
The Asheville Church
Wildwater
YMCA Camp Shady Brook
PRM 484 and PRM 485 are 3-credit elective internships requiring 150 hours of work with an agency. PRM 484 and PRM 485 internships were completed at:
Garl’s Coastal Kayak Key Largo, FL
Quality Inn Cherokee
Sapphire Valley Ski Area
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:
Arrowmount Stables
Basecamp Cullowhee
Camp Hope
Camp Illahee
Cataloochee Ski Area
Cellular Sales
Cornucopia
Great Smoky Mountains National Park
Harris Lake County Park
Hammock State Park
Haywood Parks and Recreation
Hunter Library
IMPACT of South Africa
Jackson County 4H
Mt. Hook Summer Ski Camp
Mount Mitchell State Park
Mecklenberg County Park and Recreation
Morganton Park and Recreation
Moonshine Creek Campground
PRM Teaching Assistant
Sapphire Valley Resort
Scott’s Creek Elementary
Tuckasegee River Clean-up
Village Outdoor
Venture Out
Water-based Outdoor Pursuits Teaching Assistant
WCU Adopt-A-Trail
WCU Athletics
WCU Campus Recreation Center
WCU UP Program
WCU Strength and Conditioning
WNC Adaptive Snow Sports
YMCA Camp Weaver

We feel that the PRM internship program 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 461 Management and Administration.

Certifications

Students gained the following national certifications from PRM courses:

- Rescue 3 International Whitewater Technician Level 1 – 8 students
- American Canoe Association Level 4 Whitewater Open Canoe – 8 students
- American Canoe Association Level 2 River Kayak – 8 students
- American Canoe Association L-5 Advanced Swiftwater Rescue – 8 students
- National Ski Patrol Outdoor Emergency Care – 12 students
- American Red Cross Professional Rescuer CPR – 12 students
- American Red Cross Adult/Pediatric CPR/AED – 10 students
- Project WILD – 22 students
- National Ski Patrol Mountain Travel and Rescue 1 – 12 students
- American Red Cross Wilderness First Aid – 10 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. The additional work that students do to begin their portfolio in PRM 350 has greatly improved the quality of their portfolios. In addition, this past fall
(2014), students in PRM 350 created an online interview portfolio using the social media website, LinkedIn.

**Expedition Courses**

The PRM Program has renewed its Organizational Membership with the Wilderness Education Association (WEA) and has been approved to offer the Outdoor Leadership Certificate Course. Planning for this course is currently underway and 10 students have registered for the May 11-20, 2015 course. Students are also encouraged to take other WEA, National Outdoor Leadership, or Outward Bound expeditions course if they intend to go into the outdoor leadership area. PRM credits are available for these students through PRM 486 – Field Experience.

**International Exchange Program:**

The PRM program continues to work closely with the WCU International Program. (The current articulation agreement with Galway-Mayo Institute is located in Appendix I.) We have created a successful partnership with the Galway-Mayo Institute of Technology in Ireland. Since 2005, we have had Irish students spend a year completing course work at WCU. During the 2014-2015 year, we hosted two Irish students, with one completing the full year. We are actively encouraging our students to consider completing some of their coursework in Ireland or other programs abroad. Currently we have four PRM students scheduled to go to Ireland next year (2015-2016).
QEP Implementation & Comments

The PRM program has met the goals of the current QEP. As the university goes through a revision of the QEP process this next academic year, we will analyze our current practices and update them as needed.

Impact

We feel that the WCU QEP has had an enormous impact on our students’ learning as it enables actual application of theories learned. This application (experiential work), done in class, labs, and extra-curricular involvement however does increase the workload of faculty tremendously and this is at odds with the research time expected of faculty at WCU. We fear that the involvement of new faculty in the QEP is in jeopardy when traditional publications are expected. The reality is that the perceived standard for tenure and hence the one that will be used by faculty at WCU is a set number of traditional publications even though WCU voices Boyer.

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 affirmed our continued focus on the experiential component of our programs. We are fortunate in that the Western Carolina area offers us a variety of outdoor options for programming. WCU has been recognized by Blue Ridge Outdoors Magazine as the Top Adventure College for two years in a row (2014 and 2015). The recognition has already
brought more interest to our program in terms of new majors and university wide acknowledgement of the importance of outdoor recreation. This increased interest will require our program to meet the needs of additional student majors and the option to offer more activity based courses, specifically tailored to beginner outdoor enthusiasts.

**Specific changes we implemented this year:**

- PRM 420: changed the title to “Expedition Management & Leadership” and increased credit hours from 3 to 4
- Added PRM 333: Outdoor Instruction to focus on pedagogy
- Redesigned PRM 321 to Interpretations & Environmental Education
- Reinstated our Wilderness Education Association (WEA) organizational membership
- Returned the WEA course (PRM 427) to our curriculum
- Purchased stand up paddleboards to be used in PRM 254 and a new outdoor activity based class
- Continue to update the equipment needed for our outdoor activity courses
- Purchased a new canoe/SUP trailer
- Introduced new Community Health & Wellness focus area
- Establishment of the Phipps-Tholkes-Singleton Scholarship.
- Created partnership with Landmark Learning and created an articulation agreement
- Updated our articulation agreement with GMIT
- Request to move Debby Singleton’s faculty line to Human Services Department to better meet PRM programming needs
- Renewed our articulation agreement with SCC Outdoor Leadership Program

**Challenges the PRM Program faced this year:**

- Anticipated an increase in outdoor interest due to *Blue Ridge Outdoors Magazine* recognition, which will require more resources.
• Interest in the PRM major and its various focus areas is exceeding course seat capacity and offerings.
• Campus wide interest in outdoor activities is creating a challenge to meet the needs of our PRM majors when seats in courses are being taken by non-majors.
• The change in summer school policy, specifically May mini-mester, affected our outdoor course offerings this summer. We were unable to offer Wilderness First Aid and other outdoor skills courses to prepare our majors for their summer internships.
• We currently have focus areas without full-time faculty dedicated to advise and teach in them.
• Classes don’t meet the Banner system mold for time slots and space. We need dedicated space for our unique class structures.
• Additional cooperation/coordination with HPE faculty and staff for the assignment of classrooms and activity space in Reid Gym during the scheduling process.
• The scheduling process is cumbersome and not very supportive of our unique course needs. (eg: proximity to equipment, open space for activities, extended class time needs)

Student assessment has helped us to implement the major curriculum changes 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/informal student contacts have 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.

**Program Review**

In 2011, we completed our first PRM Program Review. The PRM Program Review document consisted of over 500 pages of information pertinent to the PRM program. Our Program Review document was examined by a team consisting of one internal reviewer and two external reviewers. The result of the program review process was our PRM Program Development Plan, which can be found in Appendix E. Overall, the PRM Program Review was a thorough process, and the recommendations of the review team have helped to strengthen our program.

We are in the process of planning for our next Program Review (2015-2016). Dr. Bobilya and Dr. Tholkes met with university assessment representatives to begin the new review process.
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**
- Leadership self-analysis document
- 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, facilitate, 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**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
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<tbody>
<tr>
<td>1. <strong>Leadership</strong></td>
<td>Committees - 461</td>
<td>Classwork</td>
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<tr>
<td></td>
<td>Ethics - 250/461/433/321/270/434</td>
<td>Cooperative Learning Techniques</td>
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<td></td>
<td>Entre/intrapreneurship-430/461/361/485</td>
<td>Internships</td>
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<td></td>
<td>Managerial - 270/461/420/430/314</td>
<td>WEA type field experiences</td>
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<td></td>
<td>Group Dynamics - 270/420/433/321/333/461</td>
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<tr>
<td></td>
<td>Face to Face - 270/465/420/461 + 383/483/434/313 (internships etc)</td>
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<tr>
<td><strong>Measurement</strong></td>
<td></td>
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<tr>
<td></td>
<td>Evaluation of performance in internships</td>
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<tr>
<td></td>
<td>Tests in courses and a standardized exam as part of selected different finals</td>
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<tr>
<td></td>
<td>Lab report (leadership self analysis)</td>
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<tr>
<td>2. <strong>Program Planning</strong></td>
<td>Proposal Writing- 361/461/433/434</td>
<td>Classwork</td>
</tr>
<tr>
<td></td>
<td>Planning Processes-361/461</td>
<td>LAB</td>
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<tr>
<td></td>
<td>Risk Management Plans- 361/461/433/430/434</td>
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<td></td>
<td>Marketing – 430/461/361/433/434</td>
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<tr>
<td><strong>Measurement</strong></td>
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<td></td>
<td>Lab report (written program/grant proposal); report - Marketing Plan</td>
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<td></td>
<td>Evaluation of performance in internships</td>
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<tr>
<td>3. <strong>Administration</strong></td>
<td>Facilities Management – 430/461</td>
<td>Classwork</td>
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<tr>
<td></td>
<td>Budgets - 461/360/430/314</td>
<td>Internships</td>
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<tr>
<td></td>
<td>Strategic Planning - 461</td>
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<td></td>
<td>Risk Management - 361/461/430/433/434</td>
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<td>Legal Issues- 461/361/250/314/433/430</td>
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<td>Policies - 461/361/430/330/314/483</td>
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<td>Boards - 461/361/314</td>
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<td></td>
<td>Supervision - 461/340/314</td>
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Measurement
Tests in courses and a standardized examination questions as part of selected different finals
Reports - Business plan, strategic plan, and risk management plan

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<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
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<tbody>
<tr>
<td></td>
<td>Experimental Research - 361/250/433/461</td>
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<td></td>
<td>Descriptive Research - 361/250/433/461</td>
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<td></td>
<td>Evaluative Research - 361/461</td>
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<tr>
<td></td>
<td>Research Prospectus - 433</td>
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</tbody>
</table>

Measurement
Tests in courses and a standardized exam as part of selected different finals
Research Prospectus
Evaluation report for a program

<table>
<thead>
<tr>
<th>5. Outdoor Leadership &amp; Instruction</th>
<th>Experiential Education – 333/425/426/254/465/420</th>
<th>Classwork</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outdoor Emerg. Care – 252/265</td>
<td>Exp. Field Trips</td>
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<tr>
<td></td>
<td>Outdoor Living Skills - 333/420/427</td>
<td>LABS</td>
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<tr>
<td></td>
<td>Outdoor Leadership Skills - 420/427/493/333</td>
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<td></td>
<td>Rescue Skills - 425/426</td>
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<td>Adaptive Skills – RTH250</td>
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<td></td>
<td>Interpretive Skills - 433/321</td>
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</tbody>
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Measurement
Outdoor Emergency Care (OEC)/CPR certification
Log/journal recording system to document other certifications and experience
Personal Leadership Analysis
Evaluation of performance in internships
WEA Outdoor Leader Certificate

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<tr>
<th>6. Communication</th>
<th>Written Skills-professional writing</th>
<th>Classwork</th>
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<tbody>
<tr>
<td></td>
<td>Verbal Skills-presentations and Exams</td>
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<tr>
<td></td>
<td>Public speaking - 361/495/350/461</td>
<td>Cooperative Learning</td>
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</tbody>
</table>
Facilitation Skills - 433/420/465/270
Presentations of Proposals
Computer Skills - all classes
Seminar Presentations
Professional Reading Comprehension - all classes
PERT/Research Spreadsheets
Leader Analysis

**Measurement**
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

<table>
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<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
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<tbody>
<tr>
<td></td>
<td>Interview Skills - 370 + Career Services/461</td>
<td>Job/Intern Search Skills- 350/370/461</td>
</tr>
</tbody>
</table>

**Measurement**
Career Search, Portfolio and job placement

| 8. Foundations      | Social Functions - 250                                                  | Classwork             |
|                     | Historical Aspects - 250                                                 |                       |
|                     | Government Roles - 250                                                  |                       |
|                     | Tourism – 250/433/434                                                   |                       |
|                     | Philosophy - 250                                                        |                       |
|                     | Definitions - 250                                                       |                       |
|                     | Specialized Services - 250                                              |                       |
|                     | Natural Resources - 250/321/433                                          |                       |

**Measurement**
Tests in courses and a standardized exam as part of selected different finals.
Use of Outcomes Assessment

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:
   - Professional job search portfolio including, resume, letter of application, and four letters of reference.
   - Program/grant proposal and evaluation report
   - Strategic plan
   - Business Plan
   - Research Prospectus
   - Trip Planning Document
   - Risk Management Plan
   - Lesson Plan or Activity Proposal
   - Other items may include: journal, activity log, Tent Peg article, special projects, photographs, creative displays, volunteer hours, service learning project, and/or Honor’s Projects.
   - Certificates students may acquire include:
     - Wilderness First Aid
     - Outdoor Emergency Care
     - Mountain Travel and Rescue
     - Project WILD
     - Swiftwater Rescue (American Canoe Association)
     - Ropes Course Facilitation
     - American Red Cross (First Aid/CPR/AED)
     - Professional Rescuer CPR/AED
     - Wilderness Education Association
Appendix C
PRM Senior Survey 2015

1=Extremely Satisfied (ES)
2=Somewhat Satisfied (SS)
3=Somewhat Unsatisfied (SU)
4=Extremely Unsatisfied (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?
QEP Implementation & Comments

The PRM program has met the goals of the current QEP. As the university goes through a revision of the QEP process this next academic year, we will analyze our current practices and update them as needed.

**Impact**

We think that the QEP has had an enormous impact on our students’ learning as it enables actual application of theories learned. This application (experiential work), done in class, labs, and extra-curricular involvement however does increase the workload of faculty tremendously and this is at odds with the research time expected of faculty at WCU. We fear that the involvement of new faculty in the QEP is in jeopardy when traditional publications are expected. The reality is that the perceived standard for tenure and hence the one that will be used by faculty at WCU is a set number of traditional publications even though WCU voices Boyeer mode
## Appendix D. QEP Assessment Plan Matrix

<table>
<thead>
<tr>
<th>QEP Outcome</th>
<th>Program SLOs</th>
<th>Delivery Points in Curriculum/Services/Programming</th>
<th>Capture Points</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate Effectively and Responsibly</td>
<td>See outcome #8 Communication, p.2</td>
<td>PRM 270, PRM 370 PRM 361 PRM 430 PRM 321 Actually most classes see pages 3-7</td>
<td>During classes and internships</td>
<td>As part of grades in classes and internships (see internship management questions)</td>
</tr>
<tr>
<td>Integrate Information from a Variety of Contexts</td>
<td>Application of theories learned in classes through labs and projects</td>
<td>433, 361 430 – presentations at the Undergraduate Research Symposium 361 – Program planned, completed and evaluated 420 leadership practiced on a field trip</td>
<td>Professional documents in the portfolio</td>
<td>Documents graded in classes. Portfolio graded in 495 Senior Seminar</td>
</tr>
<tr>
<td>Practice Civic Engagement</td>
<td>As part of the mini-internships, three 50 hour experiences</td>
<td>PRM 383s -three different semesters in different organizations</td>
<td>Evaluation by agency supervisors at the end of the 50 hours</td>
<td>Satisfactory completion of internship with an S grade</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------------------------</td>
<td>--------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Clarify Purpose and Values</td>
<td>Student strategic plan Being added in the new “QEP” seminar (PRM 350) Being added to PRM 495 Senior Seminar</td>
<td>Strategic plan –prior to declaration of major after essay New QEP Seminar PRM 350 fall Junior Year</td>
<td>QEP Seminar PRM 350 fall Junior Year</td>
<td>Satisfactory grade for purpose and values papers in PRM 350 and PRM 495</td>
</tr>
</tbody>
</table>
Appendix E
PRM Program Development Plan

Program: Parks and Recreation Management  Department: Human Services  Date: TBD

(PRM)

Strengths: The PRM program …

- faculty do an excellent job of delivering their program by
  - creating opportunities for faculty and students to interact with one another
  - encouraging cooperative learning among students
  - using experiential or active learning to deliver course work
  - communicating high expectations
  - respecting diverse talents and learning styles
- faculty teach a full complement of courses and spend a large amount of time mentoring, advising, and meeting with students
- use of adjunct instructors provides flexibility to the faculty and provides additional teaching resources to teach specific courses on an as-need basis

Resources needed

C = current
R = reallocation
N = new

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Person(s)</th>
<th>Costs</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared recommendations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1. FACULTY</td>
<td></td>
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</table>

534
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Resources needed</th>
<th>Person(s)</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>77. Hire one tenure track faculty to facilitate transition, teach required courses, and pursue NRPA Accreditation (3.1 Faculty, p. 6)</td>
<td>Discuss with Dean and Department Head</td>
<td>New</td>
<td>TBD</td>
<td>Dr. Tholkes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dr. Bobilya</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dean Carpenter</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fall 2015</td>
</tr>
</tbody>
</table>

3.2. CURRICULUM DEVELOPMENT AND PROGRAM “NICHE”

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Resources needed</th>
<th>Person(s)</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>78. Revise PRM mission statement to align with University mission and vision, reflect the strengths and unique attributes of the program (i.e., outdoor leadership and recreation resource management), the QEP, and the resources of the region. (3.2.A Curriculum, p. 6)</td>
<td>Revise mission statement</td>
<td>Current</td>
<td>Dr. Phipps</td>
<td>Completed Review as needed</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s) Responsible</td>
<td>Date of Review</td>
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</tr>
<tr>
<td><strong>79.</strong> Access NRPA Accreditation Standards and begin aligning the Program and all course syllabi with the NRPA 8.0 Professional Competency Standards (see NRPA 2013 Accreditation Standards. (3.2.B CURRICULUM, p. 6)</td>
<td>Contact NRPA</td>
<td>Current, possibly new</td>
<td>Dr. Bobilya Dr. Tholkes Debby Singleton</td>
<td>Fall 2015 Linked with 2015-2016 external review</td>
</tr>
<tr>
<td><strong>80.</strong> Revise current curriculum and remove formal concentrations. (3.2.C CURRICULUM, p. 6)</td>
<td>Write AA6’s</td>
<td>None</td>
<td>Dr. Tholkes</td>
<td>Completed Fall 2012</td>
</tr>
<tr>
<td><strong>81.</strong> Expand the core curriculum and use guided electives to emphasize outdoor recreation leadership and recreation resource management (Note: this does not eliminate the possibility of a student using guided electives to pursue studies relevant to community recreation and commercial and resort recreation). (3.2.D CURRICULUM, p. 6)</td>
<td>Completed</td>
<td>None</td>
<td>Dr. Tholkes</td>
<td>Completed Fall 2012</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Costs</td>
<td>Person(s) Responsible</td>
</tr>
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<td>-----------------</td>
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</tr>
<tr>
<td>82.</td>
<td>Establish formal memorandums of agreement with Student Affairs to share climbing wall and Base Camp Cullowhee resources.</td>
<td>Meet with Josh and Jeremiah (Basecamp Cullowhee)</td>
<td>None</td>
<td>Dr. Bobilya</td>
</tr>
<tr>
<td>83.</td>
<td>Create a formal advisory committee composed of alumni and local professionals in the industry to review current and future curriculum.</td>
<td>Contact alumni and professionals. Currently Western Outdoor Council is an informal advisory board.</td>
<td>New (funds for a meeting/hospitality meal)</td>
<td>Dr. Tholkes Dr. Bobilya</td>
</tr>
<tr>
<td>84.</td>
<td>Advise students to complete Math 170 - Applied Statistics as a LS math requirement and begin scheduling PRM 360 - Recreation Research.</td>
<td>Consider offering PRM 360 with additional faculty resources.</td>
<td>New faculty member</td>
<td>Dr. Bobilya</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Costs</td>
<td>Person(s) Responsible</td>
<td>Date of Review</td>
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</tr>
<tr>
<td>85. Review and increase the science requirements to 3 courses with at least 2 of the three courses in environmental biology, natural resource management, environmental health, or other appropriate area. (3.2.H CURRICULUM, P. 6)</td>
<td>Review curriculum. This change may not apply to all focus areas. Advise recreation resource management focus area majors to take these courses.</td>
<td>Reallocation</td>
<td>Dr. Tholkes</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>86. Advertise relevant PRM courses to encourage across campus enrollments to increase SCH (e.g., a course such as PRM 434 High Adventure Travel and outfitting could attract at least 40 students per semester). (3.2.I CURRICULUM, P. 6)</td>
<td>Courses at this time are already at capacity. We will be creating a liberal studies course.</td>
<td>New faculty member and additional adjunct.</td>
<td>TBD</td>
<td>Dr. Bobilya Dr. Tholkes Debby Singleton</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s) Responsible</td>
<td>Date of Review</td>
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</tr>
<tr>
<td>87. Partner with Southwest Community College to provide Wilderness First Responder (WFR) course or see qualification of one faculty member to teach the WFR course. (Note: the existing course PRM 356 Outdoor First Aid could be revised to cover WFR content.) (3.2.J CURRICULUM, P. 7)</td>
<td>Currently working with Paul Wolf, SCC Outdoor Leadership program director. Partnership with Landmark Learning to offer PRM course credit for WFR.</td>
<td>Current, possibly new if offering WFR at WCU is recommended.</td>
<td>Dr. Bobilya Dr. Tholkes</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>88. Require students participating in the capstone internship to purchase University liability insurance. (3.2.K CURRICULUM, P. 7)</td>
<td>Contact appropriate WCU personnel.</td>
<td>None</td>
<td>None to WCU/PRM Dr. Bobilya Dr. Tholkes Debby Singleton</td>
<td>Spring 2015</td>
</tr>
</tbody>
</table>

3.3. PROGRAM RESOURCES AND MANAGEMENT
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strategic Action</th>
<th>Costs</th>
<th>Person(s) Responsible</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>89. The Department should annually appropriate a specific portion of funding to the PRM program based on student enrollment so that PRM Faculty may complete an annual budget and long range planning process for the acquisition of supplies, equipment, and for equipment maintenance. <em>(3.3.A CURRICULUM, P. 7)</em></td>
<td>Continue review status of current equipment and plan for equipment replacement as needed.</td>
<td>Current (lab fees), ENT funds, plus any other budget allocations.</td>
<td>Current lab fee $1600 plus new $3000-5000. Work Study?</td>
<td>Dean Department Head</td>
</tr>
<tr>
<td>90. Both full-time PRM Faculty will be eligible for retirement in the next two to five years. It is essential for the future stability of this viable and growing academic program that another full-time faculty member be hired to facilitate the transition. <em>(3.3.B CURRICULUM, P. 7)</em></td>
<td>Plan for retirement and transition of new faculty.</td>
<td>New</td>
<td>TBD</td>
<td>Dean Department Head</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s) Responsible</td>
<td>Date of Review</td>
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</tr>
<tr>
<td>91. Develop an internal monitoring and data collection process for student learning outcomes, alumni employment, retention, and graduation rates and report these metrics in the Program’s Annual Assessment Report. (3.3.C CURRICULUM, P. 7)</td>
<td>Review current annual PRM assessment, set up social media format to stay in contact with alumni, measure retention and graduation rates.</td>
<td>Current plus new for administrative costs.</td>
<td>TBD</td>
<td>Dr. Tholkes Dr. Bobilya Debby Singleton</td>
</tr>
<tr>
<td>92. Develop a one-page internal Program Profile that is updated annually with accomplishments, strengths, program orientation, and distribute across campus and regionally. This should include student and alumni profiles and stories from the Program’s current newsletter “Tent Peg.” (3.3.D CURRICULUM, P. 7)</td>
<td>Created a webpage for “PRM Accomplishments”, which is updated annually.</td>
<td>Current</td>
<td>$200 per year</td>
<td>Dr. Bobilya Dr. Tholkes Debby Singleton</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s) Responsible</td>
<td>Date of Review</td>
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</tr>
<tr>
<td>93. Continue to pursue external funding opportunities for demonstration, expansion, and equipment acquisition. (3.3.E CURRICULUM, P. 7)</td>
<td>Examine possible funding sources.</td>
<td>Current</td>
<td>Dr. Tholkes Dr. Bobilya Debby Singleton</td>
<td>Summer 2016</td>
</tr>
<tr>
<td>94. Update Program Website to emphasize outdoor leadership and resource recreation management. (3.3.F CURRICULUM, P. 7)</td>
<td>Continue updating website with help of Denise Royer.</td>
<td>Current</td>
<td>Debby Singleton with help from Denise Royer</td>
<td>Summer 2015</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Strategic Action</td>
<td>Resources needed</td>
<td>Person(s) Responsible</td>
<td>Date of Review</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>95. Require electronic portfolios with student reflections on artifacts and</td>
<td>Returned to hard copies of the student portfolio and require students to have a</td>
<td></td>
<td>Debby Singleton</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>personalized information such as internship projects and personal experience</td>
<td>digital presence</td>
<td></td>
<td>Dr. Bobilya</td>
<td></td>
</tr>
<tr>
<td>photos. (3.3.G CURRICULUM, P. 7)</td>
<td></td>
<td></td>
<td>Dr. Tholkes</td>
<td></td>
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</table>
Appendix F
B.S., Parks and Recreation Management
8-semester plan
(updated 7/15)

**Freshman Year**

<table>
<thead>
<tr>
<th>Fall Semester – 15 Credit Hours</th>
<th>Spring Semester – 15 Credit Hours</th>
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<tbody>
<tr>
<td>ENGL 101</td>
<td>C5</td>
</tr>
<tr>
<td>MATH 101</td>
<td>P1</td>
</tr>
<tr>
<td>P1</td>
<td>COMM 201</td>
</tr>
<tr>
<td>HEAL 123 or HEAL 111</td>
<td>ENGL 202</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>P3</td>
</tr>
</tbody>
</table>

**Sophomore Year – At least one course in perspectives must be in upper division**

<table>
<thead>
<tr>
<th>Fall Semester – 14 Credit Hours</th>
<th>Spring Semester – 13 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>P4</td>
<td>C5</td>
</tr>
<tr>
<td>P0</td>
<td>P6</td>
</tr>
<tr>
<td>PRM 254</td>
<td>PRM 270</td>
</tr>
<tr>
<td>PRM 254</td>
<td>RTH 250</td>
</tr>
<tr>
<td></td>
<td>Guided Elective</td>
</tr>
</tbody>
</table>

**Junior Year**

<table>
<thead>
<tr>
<th>Fall Semester – 13 Credit Hours</th>
<th>Spring Semester – 13 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRM 252 or PRM 356 or HEAL 250</td>
<td>PRM 383</td>
</tr>
<tr>
<td>PRM 350</td>
<td>PRM Focus Area</td>
</tr>
<tr>
<td>PRM Focus Area</td>
<td>Guided Elective</td>
</tr>
<tr>
<td>PRM 361</td>
<td>Guided Elective</td>
</tr>
<tr>
<td>PRM 383</td>
<td>Guided Elective</td>
</tr>
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</table>

**Senior Year**

<table>
<thead>
<tr>
<th>Fall Semester – 13 Credit Hours</th>
<th>Spring Semester – 14 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRM 430</td>
<td>PRM 370</td>
</tr>
<tr>
<td>PRM 433</td>
<td>PRM 461</td>
</tr>
<tr>
<td>PRM 383</td>
<td>PRM 495</td>
</tr>
<tr>
<td>Guided Elective</td>
<td>PRM Focus Area</td>
</tr>
<tr>
<td>PRM Focus Area</td>
<td>Guided Elective</td>
</tr>
<tr>
<td></td>
<td>Guided Elective</td>
</tr>
</tbody>
</table>

**Summer Session – 9 Credit Hours**

|                                 |                                  |
|                                 |                                 |
| PRM 480                        | PRM 483                           |

TOTAL CREDIT HOURS FOR PROGRAM: 120

Notes: PRM 383 mini-internships can also be scheduled for summer sessions. PRM 370 must be taken the Spring before you do your capstone internship (PRM 480 and PRM 483). PRM 495 (Senior Seminar) should be taken your last semester. PRM 350 needs to be taken in conjunction with PRM 361.
Appendix G
WCU/SCC Articulation Agreement

Degree Programs (CC & University):
Southwestern Community College Associate in Applied Science Outdoor Leadership
Western Carolina University Bachelor of Science in Parks & Recreation Management
This articulation agreement between Southwestern Community College (SCC) and
Western Carolina University (WCU) allows graduates of the Outdoor Leadership
program at SCC to transfer credit towards a Parks & Recreation Management
concentration in Outdoor Leadership program at WCU. Upon transfer to WCU, students
from SCC must comply with all applicable Academic Regulations as listed in The
Record, The WCU Undergraduate Catalog.

Partner Institutions and Contact Information

<table>
<thead>
<tr>
<th>Institution</th>
<th>Contact Person</th>
<th>Email or phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCU</td>
<td>Ben Tholkes</td>
<td>828-227-3843</td>
</tr>
<tr>
<td>SCC</td>
<td>Paul Wolf</td>
<td>828-488-6413</td>
</tr>
<tr>
<td>WCU</td>
<td>David Goss</td>
<td>828-227-3814</td>
</tr>
</tbody>
</table>

Notes:
1. Students who complete the General Education Core, the Associate of Arts degree, or
the Associate of Science degree will have their Liberal Studies requirements at Western
Carolina University waived.
2. If the above statement does not apply and 15.1 or more semester hours are transferred
into WCU the first semester, the First Year Seminar is not required at WCU.
3. If Liberal Studies requirements are not waived at WCU then students must take a
course that has been approved as an Upper Level Perspectives course (300-400) in one of
the Perspectives categories.
**Liberal Studies/General Education Requirements:**

<table>
<thead>
<tr>
<th>WCU Requirement</th>
<th>Partner Institution Equivalent</th>
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</thead>
<tbody>
<tr>
<td>First Year Seminar (see note #2 above)</td>
<td>Waived</td>
</tr>
<tr>
<td>C1 ENGL 101 (3 hrs.)</td>
<td>ENG 111 (3 hrs.)</td>
</tr>
<tr>
<td>C1 ENGL 202 (3 hrs.)</td>
<td>ENG 114 (3 hrs.)</td>
</tr>
<tr>
<td>C2 Mathematics (3 hrs.)</td>
<td>MAT 140 (3 hrs.)</td>
</tr>
<tr>
<td>C3 Oral Communication (3 hrs.)</td>
<td></td>
</tr>
<tr>
<td>C4 Wellness (3 hrs.)</td>
<td></td>
</tr>
<tr>
<td>C5 Physical &amp; Biological Sciences (3 hrs.)*</td>
<td></td>
</tr>
<tr>
<td>P1 Social Sciences (3 hrs.)**</td>
<td>PSY 150 (3 hrs.)</td>
</tr>
<tr>
<td>P3 History (3 hrs.)</td>
<td></td>
</tr>
<tr>
<td>P4 Humanities (3 hrs.)</td>
<td></td>
</tr>
<tr>
<td>P5 Fine and Performing Arts (3 hrs.)</td>
<td></td>
</tr>
<tr>
<td>P6 World Cultures (3 hrs.)</td>
<td></td>
</tr>
</tbody>
</table>

*sciences must be from two different disciplines

**social sciences must be from two different disciplines

**Major Requirements (courses)**

<table>
<thead>
<tr>
<th>WCU Requirement</th>
<th>Partner Institution Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRM 356 (4 hrs.)</td>
<td>ODL 125 (4 hrs.)</td>
</tr>
<tr>
<td>PRM 250 (3 hrs.)</td>
<td>None</td>
</tr>
<tr>
<td>PRM 254 (4 hrs.)</td>
<td>ODL 130 (3 hrs.) and ODL135 (3 hrs.)</td>
</tr>
<tr>
<td>PRM 270 (3 hrs.)</td>
<td>ODL 110 (3 hrs.)</td>
</tr>
<tr>
<td>PRM 361 (4 hrs.)</td>
<td>None</td>
</tr>
<tr>
<td>PRM 370 (1 hrs.)</td>
<td>None</td>
</tr>
<tr>
<td>PRM 383 (1, R3 hrs.)</td>
<td>COE 111 (1 hrs.)</td>
</tr>
<tr>
<td>PRM 383 (1, R3 hrs.)</td>
<td>COE 121 (1 hrs.)</td>
</tr>
<tr>
<td>WCU Requirement</td>
<td>Partner Institution Equivalent</td>
</tr>
<tr>
<td>PRM 430 (3 hrs.)</td>
<td>None</td>
</tr>
<tr>
<td>PRM 433 (3 hrs.)</td>
<td>ODL 215 (3 hrs.)</td>
</tr>
</tbody>
</table>
PRM 461 (3 hrs.)    None
PRM 480 (3, R6 hrs.) None
PRM 483 (3 hrs. R6 hrs.) None
PRM 495 (1 hrs.) None
RTH 250 (3 hrs.)   ODL 228 (3 hrs.)
PRM 350 (1 hrs.) None

Elective/focus area options
PRM 340 (3 hrs.)   ODL 120 (3 hrs.)
PRM 352 (3 hrs.)    None
PRM 420 (3 hrs.)    None
PRM 427 (3-6 hrs.) None
PRM 434 (3 hrs.)   ODL 284 (3 hrs.)
PRM 425 (3 hrs.)   ODL 212 (3 hrs.)
PRM 426 (4 hrs.)   ODL 210 (3 hrs.)
PRM 321 (3 hrs.)    None
PRM 313 (3 hrs.)    None
PRM 314 (3 hrs.)    None
PRM 486 (1-12 hrs.) ODL138 (4 hrs.)
RTH 470 (3 hrs.) None

Other requirements needed to complete the degree program.

- Complete a PRM essay
- Discuss strategic planning with a PRM advisor
- Earn and maintain a cumulative 2.5 GPA
- At least 25% or your total hours must be taken at the junior/senior level at WCU.
Appendix H
Landmark Learning Agreement

To: Dr. Dale Carpenter, College of Education and Allied Professions; Dr. Dale Brotherton, Department of Human Services

Date: January 7, 2015

Re: Course Credit Agreement (6 pages including attachment)

The Parks and Recreation Management (PRM) degree program and Landmark Learning have articulated the following course equivalencies. These will be offered for non-degree seeking students and the occasional PRM major or minor who complete all components of specified Landmark Learning courses. These equivalencies are subject to approval by the department head and dean. (see attachment for Landmark Learning course descriptions).

Rationale: The main intent of this agreement is to provide specific course equivalencies that would serve non-degree seeking students from outside WCU who may decide to further their experience with a PRM Major or Minor. The PRM program currently has an agreement in place with Landmark Learning to provide course credit (PRM 486) for the Landmark Learning Semester. The course equivalencies outlined in this document would allow students to receive credit for specific PRM courses that they take as a part of the Landmark Learning Semester and/or register for a la carte courses and receive WCU credit. In addition to this service to the region and students from elsewhere traveling to take a Landmark course, it could aid WCU degree-seeking students as the PRM program grows and field-based courses are operating at capacity. WCU students will be able to take additional coursework toward their degree completion when courses on campus are full.

**WCU PRM Course Equivalent (12 credits)**

(4) PRM 356 Outdoor First Aid

(4) PRM 426 Water-Based Outdoor Pursuits

(4) PRM 486 Field Experience

**Landmark Learning Semester Package**

Wilderness Emergency Medical Technician (WEMT)

Level 2: Canoe Instructor and Level 4 Swift water Rescue and Wilderness Lifeguard

LNT Master Educator w/ Final Reflection Paper
**WCU PRM Course Equivalent**  
(12) PRM 486 Field Experience

**Landmark A La Carte Courses**

Competition of all of the Landmark Semester Courses (see attachment with course descriptions)

(4) PRM 486 Field Experience

LNT Master Educator w/
Final Reflection Paper

(3) PRM 352 Beginner and Intermediate Canoe or Kayak

Level 4 Canoe or Kayak Instructor

(4) PRM 356 Outdoor First Aid

Wilderness Emergency Medical Technician (WEMT)

(4) PRM 356 Outdoor First Aid

Emergency Medical Technician Intensive (EMT)

(4) PRM 356 Outdoor First Aid

Wilderness Upgrade for Medical Professionals (WUMP)

(4) PRM 356 Outdoor First Aid

Wilderness First Responder (WFR)

---

**ADDITIONAL DETAILS**

1. PRM Minor: The Landmark Semester can serve as the 12 required elective hours for the PRM Minor which may be attractive to students not currently enrolled at WCU.

2. Non-degree seeking students: (1-12 credits) PRM 486 Field Experience = Landmark Semester

3. Credit cost for the occasional current WCU students is included in their regular fall and spring semesters course load. No additional fee is assessed from the WCU Continuing Education Department unless courses are taken during the summer session.

4. Credit cost for non-WCU students is $55 per credit hour, payable to WCU Continuing Education Department.
**PROCESS**

1. Students must enroll at Landmark Learning Office, and indicate they are applying to WCU for college credit. Landmark Learning Office provides each student with an overview of the enrollment process at WCU.

2. At course end, Landmark Learning Office will transmit final grade/s via transcript to Dr. Andrew Bobilya, Associate Professor of Parks and Recreation Management.

3. Non-degree seeking students will need to request credit transfer directly from WCU’s Office of the Registrar.

**ADDITIONAL NOTES**

1. Landmark Learning will notify the PRM program if any course offerings change in their curriculum affecting these course equivalencies.

2. WCU’s PRM program will notify the WCU Department of Continuing Education and Landmark Learning of any change in degree requirements or curriculum affecting these course equivalencies.

3. All parties will evaluate this course equivalency agreement at least every 2 years.

*Note: See following pages for Landmark Learning semester program description and individual course descriptions corresponding with the course acronyms referenced in this document.*

**Appendices – Landmark Learning Course Titles and Descriptions**

**Landmark Learning**

Landmark Learning is a nationally accredited school of higher education that focuses on the specialized education of outdoor leaders. Landmark Learning’s mission is to be the leading resource in education and training for the outdoor community, advancing national standards through a network of professional educators, researchers, and certification specialists. ([www.landmarklearning.edu](http://www.landmarklearning.edu))

**The Landmark Semester**

The Landmark Semester is a series of nationally recognized certification programs conducted over the course of forty days. The Landmark Semester includes, Wilderness EMT, Professional CPR Leave No Trace Master Educator, Swift water Rescue, Wilderness Lifeguard, Introduction to River Canoeing Instructor, and Basic First Aid and CPR Instructor. Testing and completion examinations are provided at
the end of each program within the Landmark Semester. Semester students receive post-semester evaluations that document their skill and experience.

**American Canoe Association Essentials of River Canoeing Instructor (ACA)**

American Canoe Association Level 2 Essentials of River Canoeing Instructor course is 5 days in length to include an Instructor Development and Certification Exam. This course assesses student ability to perform, model and teach whitewater kayaking in class 2 whitewater. Instructor Development Workshop (IDW), over 2.5 days, is where instructors assess Instructor Candidate demonstrations and teaching technique, providing feedback for improvement. Instructor candidates receive an exit interview with specific recommendations and 2-4 teaching assignments for the Instructor Certification Exam (ICE). Over an additional 2.5 days, Instructor Candidates’ teaching and demonstration skills are evaluated by course instructors to determine instructional status with the ACA.

**American Canoe Association Swift Water Rescue (ACA)**

The Swift water Rescue Level 4 workshop teaches recognition and avoidance of common river hazards, execution of self rescue techniques, and rescue techniques for paddlers in distress. Emphasis is placed both on personal safety and on simple, commonly used skills. Techniques for dealing with hazards that carry greater risks for both victim and rescuer, such as strainers, rescue vest applications, entrapments, and pins, also are practiced. Scenarios will provide an opportunity for participants to practice their skills both individually and within a team/group context.

**American Canoe Association Level 4 Kayak Instructor (ACA)**

American Canoe Association Level 4 Kayak Instructor course is 5 days in length to include an Instructor Development and Certification Exam. This course assesses student ability to perform, model and teach whitewater kayaking in class 2 whitewater. Instructor Development Workshop (IDW), over 2.5 days, is where instructors assess Instructor Candidate demonstrations and teaching technique, providing feedback for improvement. Instructor candidates receive an exit interview with specific recommendations and 2-4 teaching assignments for the Instructor Certification Exam (ICE). Over an additional 2.5 days, Instructor Candidates’ teaching and demonstration skills are evaluated by course instructors to determine instructional status with the ACA.
American Canoe Association Level 4 Canoe Instructor (ACA)

American Canoe Association Level 4 Canoe Instructor course is 5 days in length to include an Instructor Development and Certification Exam. This course assesses student ability to perform, model and teach whitewater canoeing in class 2 whitewater. Instructor Development Workshop (IDW), over 2.5 days, is where instructors assess Instructor Candidate demonstrations and teaching technique, providing feedback for improvement. Instructor candidates receive an exit interview with specific recommendations and 2-4 teaching assignments for the Instructor Certification Exam (ICE). Over an additional 2.5 days, Instructor Candidates’ teaching and demonstration skills are evaluated by course instructors to determine instructional status with the American Canoe Association.

Starfish Aquatics Institute Wilderness Lifeguard

The Starfish Aquatics Institute Wilderness Star Guard® course is 2 days and is designed to meet the needs of wilderness trip leaders with a focus on prevention. This remote application to aquatic rescue course can be taken alone as a primary training, as an add-on module to the Star Guard® course, or as a module for current lifeguards. Student receive practical and written course end exams.

Leave No Trace Master Educator

This 5 day course provides participants with a comprehensive overview of Leave No Trace skills and ethics through practical application in a field-based setting. This course combine a one-day classroom component, three-day/two-night field component, and one-day community outreach opportunity. Students will practice Leave No Trace teaching strategies by delivering a planned lesson. The Master Educator course prepares students to deliver two-day Leave No Trace Trainer courses and one-day or shorter Awareness Workshops. Course completion results in Master Educator registration with the Leave No Trace Center for Outdoor Ethics, a Leave No Trace Master Educator certificate, and a one-year Leave No Trace membership.

EMT Intensive

The EMT Intensive is a three week preparation to test Emergency Medical Technician course for North
Carolina and National Registry Emergency Medical Technician. This 169 contact hour course combine lecture, practice, and application scenarios. Landmark Learning is an authorized Teaching Institute for the NC Office of EMS. The first three weeks of the experience is focused on EMT-Basic training, with an immersion into urban care. Students will complete 12 hours of clinical time on an ambulances and emergency room settings. Students complete written and practical exams at course end to gain eligibility for state and national examinations.

Wilderness Upgrade for Medical Professionals (WUMP)

The 5 day Wilderness Upgrade for Medical Professionals (WUMP) course teaches urban pre-hospital care providers how to improvise equipment, deal with challenging environments, and make difficult medical decisions in remote locations with confidence. Students apply their urban EMT emergency care knowledge as our seasoned instructors guide you through five days of intense, hands-on learning. This course is conducted in and out of doors, with evening sessions and simulated backcountry rescues. Students complete written and practical exams at course end.

Wilderness First Responder (WFR)

The 9 day Wilderness First Responder (WFR) course teaches students how to provide medical patient assessment, improvise equipment, deal with challenging environments, and make difficult medical decisions in remote locations with confidence. This outdoor industry standard course is conducted in and out of doors, with evening sessions and simulated backcountry rescues. Students complete written and practical exams at course end.
Appendix I
This Agreement is made between the Galway-Mayo Institute of Technology, Galway, Ireland ("GMIT") and Western Carolina University, USA ("WCU").

**RECITALS**

A. Cordial relations exist between GMIT and WCU; and

B. GMIT and WCU desire to establish certain exchange programs beneficial to the respective educational institutions and to promote the development of joint studies, research and training activities, and other educational programs of mutual interest.

**TERMS**

In contemplation of the relationship to be established and for valuable consideration, the parties agree as follows:

1.0 Purpose of the Agreement: Definitions.

1.1 The primary objective of this Agreement is to create a means for cooperative efforts between GMIT and WCU to effect the balanced exchange of students and the interchange of faculty, academic information and research information between the two Institutions.
1.2 "Home Institution" is a party to this Agreement that sends its faculty members or students to the other party for the purposes of teaching, study, or research.

1.3 "Host Institution" is a party to this Agreement that accepts the visiting faculty member(s) or student(s) from the other party for teaching, study, or research.

2.0 Term, Renewal, and Termination.

2.1 This Agreement shall remain in force for a period of five (5) years from the Effective date, unless terminated as provided below.

2.2 If either party fails to follow the terms and conditions of this Agreement, the other party has the right to terminate this Agreement. Termination shall be made only after consultation between the Chief Academic Officers of both parties as described in paragraph 6.0 below. Within thirty (30) days following such consultation the withdrawing party may, by notice in writing to the other, terminate the agreement effective on the 60th day following receipt of such notice.

2.3. In the event that termination occurs during a faculty or student exchange but before completion, the exchanged faculty member or student shall be allowed to complete the exchange in accordance with the provisions of this Agreement.

3.0 Exchange of Information and Assistance

3.1 The parties agree to provide to each other current catalogs and brochures on a regular basis in order to provide information to potential visiting instructors and students.

3.2 The parties agree to assist visiting instructors and students with registration, living arrangements and other needs.
3.3 The parties agree to be responsible for the certification of academic standing for potential exchange students.

3.4 Transcripts and other assessments of student work will be sent to the students' home institution unless a student had failed to settle his/her account, in which case the transcript may be withheld at the discretion of the host institution.

4.0 Exchange of Faculty Members.

4.1 Prior to any exchange of faculty members, academic officials of both institutions shall agree upon the specific faculty member(s) to be exchanged, the specific courses to be taught and other duties to be performed by the exchanged faculty member(s), the specific dates that performance will occur (ranging from short-term visits to one year visits), and the financial considerations pertinent to the exchange, if any.

4.2 The Home Institution shall pay all salaries, benefits, insurance coverage, travel expenses, all withholdings required for tax or other purposes and any other remuneration and expenses to which the exchanged faculty member(s) may be subject or entitled. All such exchanged faculty members shall at all times remain employees only of the Home Institution. Nevertheless, the personnel of each party while on the premises of the other shall at all times be subject to the rules and regulations adopted by such other party with respect to the conduct of its own employees.

4.3 Unless a one-to-one faculty exchange occurs in which faculty members voluntarily exchange housing, the host institution will assist in arranging housing for the exchanged faculty member and their family. If faculty members voluntarily exchange housing, neither institution assumes any responsibility for the housing exchange.
5.0 Exchange of Students

5.1 Student exchange is for one academic year. Both parties will seek to balance the numbers involved in exchanges on an annual basis.

5.2 Students must apply for admission to GMIT and WCU. It is the prerogative of each institution to make final decisions on admissions to its own institution.

5.3 The parties will determine the applicability of course work taken at the other institution toward their degrees.

5.4 Financial responsibility for board, room, books, travel and all other incidental fees and expenses shall be the responsibility of the individual student(s). Tuition and fees will be paid to the home institution. Each institution shall provide advisory and counseling assistance on these matters.

5.5 Exchange students are eligible for university housing under the same conditions as other students.

6.0 Enrolled WCU Undergraduate Students in Parks and Recreation Management

6.1 Registered WCU undergraduate students who opt for a one-year exchange, are eligible to receive a dual degree from GMIT.

6.2 WCU students, having completed two years of study at both WC, will obtain the GMIT Bachelor diploma on passing the required courses at GMIT.
7.0 Disputes

If any controversy or dispute should arise between the parties with respect to the agreement or performance thereunder, such controversy or dispute shall be submitted to the Chief Academic Officer of GMIT and the Chief Academic Officer of WCU who shall endeavor to find an amicable settlement of such dispute within thirty (30) days (or such longer period as may be mutually agreed upon) of submission of the matter to them. If, and only if, the dispute relates to non-payment of monies claimed to be due, does a party have the right to bring an action therefore in a competent court of law.

8.0 Joint Research Projects.

Before any activity may commence on any joint research project, it shall be mutually agreed in writing that any publication resulting therefrom shall be credited to a previously agreed-upon author(s), provided that each of such person(s) participate in the project.


9.1 Should any faculty collaboration result in any potential for intellectual property, the parties shall immediately meet through designated representatives and seek an equitable and fair understanding as to ownership and other property interests that may arise. Any such discussions shall at all times strive to preserve a harmonious and continuing relationship between the parties.

9.2 All research and other activities conducted under this Agreement must be conducted in accordance with the laws, rules, and regulations applicable to each institution. In the case of WCU, these are the laws, rules, and regulations of the State of North Carolina and the United States. In the case of GMIT, these are the laws, rules, and regulations of Ireland.
10.0 Academic and Disciplinary Rules.

The parties agree that the academic requirements of both educational institutions shall be respected and that all current, applicable policies covering matters of academic responsibility and social discipline will be distributed to the other party and carefully followed.

11.0 Insurance.

Each party shall maintain, at its own cost and expense, either general public liability insurance or an acceptable alternative (such as the coverage provided by the North Carolina Tort Claims Act) for personal bodily injury and wrongful death claims and for property damage liability, to cover such liability caused by, or arising out of, actions, facilities, acts, or omissions of its own directors, officers, agents, and/or employees. Evidence of such insurance or the acceptable alternative shall be provided to the other party upon request.

12.0 Non-Discrimination.

The parties agree to comply with all the federal, state, and local rules, regulations, executive orders, and laws forbidding unlawful discrimination which WCU promulgates and to which WCU is subject.

13.0 Relationship of the Parties.

This Agreement shall not be construed to create a relationship of partners, brokers, employees, servants or agents as between the parties. The parties to this Agreement are acting as independent contractors.
14.0 **Use of Institutions' Name; Advertising and Publicity.**

Neither party shall use the other institution's name, or any name that is likely to suggest that it is related to the other institution, in any advertising, promotion or sales literature without first obtaining the written consent of the other institution.

15.0 **Waiver.**

A waiver of any breach of any provision of this Agreement shall not be construed as a continuing waiver of said breach or a waiver of any other breaches of the same or other provisions of this Agreement.

16.0 **Non-Assignment.**

This Agreement may not be assigned by either party without the advance written consent of the other. This Agreement shall be binding upon the heirs, personal representatives, successors, and permitted assigns of both parties.

17.0 **Notices.**

Any notice to either party hereunder must be in writing signed by the party giving it, and shall be deemed given when mailed postage prepaid by first class, certified, or express mail, or other overnight mail service, or hand delivered, when addressed as follows:

To GMIT:
**Dr. Marion Coy**
Galway-Mayo Institute of Technology
Dublin Road
Galway, Ireland

To WCU:
Dr. Brandon Schwab, Associate Provost for Academic Affairs
510 H. F. Robinson Building
Western Carolina University
Cullowhee, North Carolina 28723

or to such other addressee as may be hereafter designated by written notice. All such notices shall be effective only when received by the addressee.

IN WITNESS WHEREOF, the authorized representative(s) of both parties have executed two copies of this Agreement on this ___ day of ______, 20__.

Galway-Mayo Institute of Technology
by __________________________
(Signature)

by __________________________
(Signature)

Dr. Marion Coy
(Printed Name)
President
(Title)

Western Carolina University
by __________________________
(Printed Name)

Dr. David Belcher
(Printed Name)
Chancellor
(Title)
EXHIBIT A
Exchange Agreement

In accordance with the Agreement entered into by the parties on the _____ day of _________, 20__, (“Parent Agreement”) which is incorporated herein by reference, the parties agree to an exchange of faculty as follows:

1. Home Institution:____________________________________________
2. Host Institution:______________________________________________
3. Name of exchanged faculty member:_____________________________
4. Courses to be taught and other duties to be performed by the exchanged faculty member:
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
5. Dates of performance by exchanged faculty member at Host Institution:______________________________________________
6. Budgetary considerations, if any:________________________________
   _____________________________________________________________
   _____________________________________________________________
7. Other matters:
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

The parties agree that this Exchange Stipulation supplements the Parent Agreement and that in the event of conflict between this Exchange Stipulation and the Parent Agreement, the Parent Agreement shall control.

IN WITNESS WHEREOF, the authorized representative of each party has executed two copies of this Exchange Stipulation on this _______ day of ______________________, 20__.  

Galway-Mayo Institute of Technology                             Western Carolina University
by_______________________________                              by_____________________________
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/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

Leadership self-analysis document
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, facilitate, 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

<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leadership Committees - 461/361 and decision-making</td>
<td>Ethics - 250/461/433/321/270/434</td>
<td>Classwork</td>
</tr>
<tr>
<td></td>
<td>Cooperate Learning Techniques</td>
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<td></td>
<td>Entre/intrapreneurship-430/461/361/485</td>
<td>Internships</td>
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<td></td>
<td>Managerial - 270/461/420/430/314</td>
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<tr>
<td></td>
<td>WEA type field experiences</td>
<td></td>
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<td></td>
<td>Group Dynamics - 270/420/433/321/333/461</td>
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<tr>
<td></td>
<td>Face to Face - 270/465/420/461 + 383/483/434/313 (internships etc)</td>
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**Measurement**

Evaluation of performance in internships

Tests in courses and a standardized exam as part of selected different finals

Lab report (leadership self analysis)

<table>
<thead>
<tr>
<th>2. Program Planning</th>
<th>Proposal Writing- 361/461/433/434</th>
<th>Classwork</th>
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<tbody>
<tr>
<td>Planning Processes-361/461</td>
<td></td>
<td>LAB</td>
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<td>Risk Management Plans- 361/461/433/430/434</td>
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<tr>
<td>Marketing – 430/461/361/433/434</td>
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</table>

**Measurement**

Lab report (written program/grant proposal); report - Marketing Plan

Evaluation of performance in internships

<table>
<thead>
<tr>
<th>3. Administration</th>
<th>Facilities Management – 430/461</th>
<th>Classwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budgets - 461/360/430/314</td>
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<td>Internships</td>
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<tr>
<td>Strategic Planning - 461</td>
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<td>Risk Management - 361/461/430/433/434</td>
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<tr>
<td>Legal Issues- 461/361/250/314/433/430</td>
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<td>Policies - 461/361/430/330/314/483</td>
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</tbody>
</table>
Boards - 461/361/314
Supervision - 461/430/314

**Measurement**

Tests in courses and a standardized examination questions as part of selected different finals

**Reports - Business plan, strategic plan, and risk management plan**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Research</td>
<td>Needs Assessment – 361/430/461</td>
<td>Classwork</td>
</tr>
<tr>
<td>&amp;</td>
<td>Experimental Research - 361/250/433/461</td>
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<td>Evaluation</td>
<td>Descriptive Research - 361/250/433/461</td>
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<td>Evaluative Research - 361/461</td>
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<td>Research Prospectus - 433</td>
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**Measurement**

Tests in courses and a standardized exam as part of selected different finals

**Research Prospectus**

**Evaluation report for a program**

5. Outdoor Experiential Education – 333/425/426/254/465/420 Classwork

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Outdoor Emeg. Care – 252/265</th>
<th>Exp. Field Trips</th>
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<tbody>
<tr>
<td>&amp; Instruction</td>
<td>Outdoor Living Skills -333/420/427</td>
<td>LABS</td>
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<td></td>
<td>Outdoor Leadership Skills - 420/427/493/333</td>
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<tr>
<td></td>
<td>Rescue Skills - 425/426</td>
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<td></td>
<td>Adaptive Skills – RTH250</td>
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<tr>
<td></td>
<td>Interpretive Skills - 433/321</td>
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</tbody>
</table>

**Measurement**

Outdoor Emergency Care (OEC)/CPR certification

Log/journal recording system to document other certifications and experience

Personal Leadership Analysis

Evaluation of performance in internships

WEA Outdoor Leader Certificate
6. Communication

Written Skills-professional writing  Classwork
Verbal Skills-presentations and Exams
Public speaking - 361/495/350/461  Cooperative Learning
Facilitation Skills - 433/420/465/270
Presentations of Proposals
Computer Skills - all classes
Seminar Presentations
Professional Reading Comprehension - all classes
PERT/Research Spreadsheets
Leader Analysis

Measurement
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

<table>
<thead>
<tr>
<th>Goals</th>
<th>Courses</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview Skills - 370 + Career Services/461</td>
<td>Intern/Job search</td>
<td></td>
</tr>
<tr>
<td>Job/Intern Search Skills- 350/370/461</td>
<td></td>
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</tr>
</tbody>
</table>

Measurement
Career Search, Portfolio and job placement

8. Foundations

Social Functions - 250  Classwork
Historical Aspects - 250
Government Roles - 250
Tourism – 250/433/434
Philosophy - 250
Definitions - 250
Specialized Services - 250
Natural Resources - 250/321/433
Measurement
Tests in courses and a standardized exam as part of selected different finals.

Use of Outcomes Assessment
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;
   • Professional job search portfolio including, resume, letter of application, and four letters of reference.
   • Program/grant proposal and evaluation report
   • Strategic plan
   • Business Plan
   • Research Prospectus
   • Trip Planning Document
   • Risk Management Plan
   • Lesson Plan or Activity Proposal
   • Other items may include: journal, activity log, Tent Peg article, special projects, photographs, creative displays, volunteer hours, service learning project, and/or Honor’s Projects.
   • Certificates students may acquire include:
     Wildness First Aid
     Outdoor Emergency Care
     Mountain Travel and Rescue
     Project WILD
     Swiftwater Rescue (American Canoe Association)
Ropes Course Facilitation
American Red Cross (First Aid/CPR/AED)
Professional Rescuer CPR/AED
Wilderness Education Association
Appendix 4. Standard 4 – PRM Faculty, Research, Teaching, Scholarship, and Service

Appendix 4.1 Age, Tenure Status, Gender, and Ethnic Origin of Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Tenure Status</th>
<th>Gender</th>
<th>Ethnic Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben Tholkes</td>
<td>65</td>
<td>Tenured</td>
<td>M</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Maurice Phipps</td>
<td>68</td>
<td>Tenured</td>
<td>M</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Debby Singleton</td>
<td>53</td>
<td>Nontenured</td>
<td>F</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Rebecca Lindsay</td>
<td>55</td>
<td>Nontenured</td>
<td>F</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Sam Fowlkes</td>
<td>64</td>
<td>Nontenured</td>
<td>M</td>
<td>Caucasian</td>
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<tr>
<td>Todd Murdock</td>
<td>54</td>
<td>Nontenured</td>
<td>M</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Jennifer Bennett</td>
<td>32</td>
<td>Nontenured</td>
<td>F</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Andrew Bobilya</td>
<td>42</td>
<td>Nontenured</td>
<td>M</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Tanya Poole</td>
<td>36</td>
<td>Nontenured</td>
<td>F</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Bill Clarke</td>
<td>60</td>
<td>Nontenured</td>
<td>M</td>
<td>Caucasian</td>
</tr>
</tbody>
</table>
Appendix 4.2 Credentials of Faculty For Last Academic Year

Dr. Ben Tholkes
B.S. – Business Administration
M.S. – Experiential Education
Ph. D. – Education (Parks, Recreation and Leisure Studies)

Dr. Andrew Bobilya
B.S. – Outdoor Education
M.S. – Experiential Education
Ph.D. – Education (Outdoor Education and Recreation)

Dr. Maurice Phipps
B.S. – Physical Education and Recreation
M.S. – Experiential Education
Ph. D. – Education (Parks, Recreation and Leisure Studies)

Debby Singleton
B.S. – Health and Physical Education
M.A. – Physical Education

Rebecca Lindsay
B.S. – Parks and Recreation (Therapeutic Recreation)
M.S. – Human Resource Development

Sam Fowlkes
B.S. – Political Science
M.A. Ed. – Education

Todd Murdock
B.A. – Marketing
B.S. – Parks and Recreation Management
M.A. Ed. – School Counseling

Jennifer Wright Bennett
B.S. – Parks and Recreation Management
M.S. – Parks and Tourism Management

Tanya Poole
B.S. – Elementary Education
M.S. – Environmental Education

Bill Clarke
B.S. – Education
M.S. – Education
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  
Associate Professor
Parks and Recreation Management in the Department of Human Services
(Full-time position)

Mankato State University, MN
March 1992 - July 1993  
Adjunct Professor
Department of Experiential Education
(Part-time position)

Mankato State University, MN
January 1992 - June 1993  
Adjunct Professor
Department of Recreation, Parks and Leisure Services
(Part-time position)

University of Minnesota, MN
September 1990 - June 1992  
Teaching Assistant
School of Kinesiology and Leisure Services
(Part-time position)

University of Minnesota, MN
March 1989 - June 1992  
Program Coordinator
Center for Outdoor Adventures (COA)
University of Minnesota outdoor program. Planned and lead outdoor activities for University students.
(Part-time position)
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 252 Wilderness First Aid
  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 486 Field Experience
  PRM 493 Outdoor First Care
  PRM 495 Senior Seminar
  Served as a guest lecturer in a number of PRM, Physical Education,
  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.


**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.


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, 1996 - WCU Adventure Education Conference. "CPR in the Wilderness Setting". Cullowhee, NC.


November, 1999 – Adventure Education Conference. “Facilitation on the WCU Climbing Spire”. Cullowhee, NC.


November, 1999 – National Ski Patrol. “Assessment of the Patient with a Medical Illness”. Maggie Valley, NC.


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 – 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.


November, 2005 – National Ski Patrol “Assessment of Responsive Medical Emergency Patients”, 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 – 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
November, 2010 – National Ski Patrol, “Care for Traumatic Chest Trauma” Maggie Valley, NC
November 2010 – Adventure Education Conference, “Research on Extreme Outdoor Adventure” Bryson City, NC
October 2011 – National Ski Patrol, “Assessment and Treatment of Upper Extremity Injuries” Maggie Valley, NC
November 2011 – Adventure Education Conference, “Diversity and Gender Concerns in Adventure Education” North Greenville University, SC
November 2012 – Adventure Education Conference, “Certification pros and cons”, Western Carolina University, NC
November 2012 – NCRPA State Conference, “Is equity a part of your activity planning?” Greenville, NJC
November 2012 – National Ski Patrol, “Assisting Adaptive Athletes”, Maggie Valley, NC
April 2013 – Interview with WLOS-TV on working with the elk in Great Smoky Mountains National Park
November 2013 – National Ski Patrol, “Handling a Mass Casualty Incident”, Maggie Valley, NC
November 2013 – Adventure Education Conference, “Let’s Add Some Adventure Activities to Your List”, Black Mountain, NC
July 2014 – Highlands-Cashiers Land Trust, “Be Careful Out There – Dangers in the Outdoors”, Cashiers, NC
November 2014 – Adventure Education Conference, “Extreme Adventure Activities”, Brevard College, NC
November 2014 – National Ski Patrol, “Emergency Care for Cardiac Arrest”, Maggie Valley, 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.


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.


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.
September, 2010 – CRC Professional Development: Integrating Learning with eBriefcase
July, 2011 – Attended Campus Safety Training
August, 2011 – BlackBoard Quick Start Workshop
October, 2011 – Attended National Park Service Leave No Trace Instructor Training
August, 2012 – Integrating Learning with eBriefcase workshop
April, 2013 – Attended National Park Service Luftee Rover Training
December, 2013 – Attended Security Awareness Training
August, 2014 – Facilitated a PRM/HPE team building/service day
September, 2014 – Attended the Region 9 NCRPA conference

Grants/Funding
1992 Minnesota Park and Recreation Foundation research grant. ($500).
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.
December, 2001 – Conducted Panthertown research for the National Forest Service.
April, 2002 – Conducted Earth Day activities at Cullowhee Valley School.
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.
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.
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 75th 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 75th 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.
February, 2010 – Taught First Aid and CPR to the National Park Service staff.
June, 2010 – Assisted the National Park Service with Women’s Work Day.
June, 2010 – Took Boy Scout Troop 914 on Deep Creek Trail for National Trail Day trail maintenance day.
October, 2010 – Taught climbing spire class to Health class.
March, 2011 – Taught climbing spire to Boy Scouts
April, 2011 – Taught First Aid and CPR class to National Park Service VIP’s.
June, 2011 – Took Boy Scout Troop 914 on Deep Creek Trail for National Trail Day trail maintenance day.
July, 2011 – Taught First Aid and CPR class to National Park Service employees.
October, 2011 – Assisted with climbing spire for Recreation Therapy students
November, 2011 – Served on the SCC Outdoor Leadership Advisory Committee
January, 2012 – Taught rock climbing merit badge for Boy Scouts
May, 2012 – Assisted the National Park Service as a Luftee Rover
June, 2012 – Assisted the National Park Service with Women’s Work Day
June, 2012 – Took Boy Scout Troop 914 on Deep Creek Trail for National Trail Day trail maintenance day.
June, 2012 – Taught first aid training safety session for park service summer staff
June, 2012 – Taught a course for National Park Service intern and ranger training
July, 2012 – Taught Leave-no-trace workshop for National Park Service
September, 2012 – Assisted National Park Service with Mountain Life Festival
March, April 2013 – Taught rock climbing for Jackson County Psychological Services
April, 2013 – Taught rock climbing for Cullowhee Valley School
May, 2013 – Assisted the National Park Service as a Luftee Rover
May & June, 2013 – Taught CPR/AED to National Park Service staff
June, 2013 – Assisted the National Park Service with Women’s Work Day
June, 2013 – Taught safety training to National Park Service staff and interns
September, 2013 – Assisted National Park Service with Mountain Life Festival
November, 2013 – Served on the SCC Outdoor Leadership Advisory Committee
January, 2014 – Taught rock climbing for Cullowhee Valley School
May, 2014 – Assisted the National Park Service as a Luftee Rover
May, 2014 – Taught rock climbing for experiential training for Dr. Wells
May, 2014 – Taught first aid, CPR/AED for the National Park Service
June, 2014 – Taught safety training to National Park Service staff and interns
June, 2014 – Took Boy Scout Troop 914 on Deep Creek Trail for National Trail Day trail maintenance day.
June, 2014 – Assisted the National Park Service with Women’s Work Day
September, 2014 – Assisted National Park Service with Mountain Life Festival
November, 2014 – Taught rock climbing for Jackson County Psychological Services
November, 2014 – Served on the SCC Outdoor Leadership Advisory Committee
March, 2015 = Taught rock climbing for WCU Recreation Therapy program
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 freshmen and transfer students.
March, 2010 – Sponsored 6 students at the WCU Undergraduate Research Expo.
June/July, 2010 – Participated in advising for freshmen and transfer students.
January, 2011 – Assisted with orientation for freshmen students.
February, 2011 – Participated in WCU Information Fair.
March, 2011 – Sponsored 13 students in the WCU Undergraduate Research Expo.
June/July, 2011 – Provided advising for freshmen and transfer students
January 2012 – Assisted with the WCU Transfer Student Orientation
March, 2012 – Sponsored 6 students in the WCU Undergraduate Research Expo.
April 2012 – Presented the Ralph J. Andrews Award to the outstanding PRM student.
June, July, August 2012 – Freshmen and Transfer Advising
January 2013 – Transfer advising
March 2013 – Attended WCU open house
April 2013 – Presented the Ralph J. Andrews Award to the outstanding PRM student.
June, July, August 2013 – Freshmen and Transfer Advising
September 2013 – Attended WCU open house
January 2014 – Assisted with freshmen and transfer advising
June, July, August – Advising for freshmen and transfer students
March 2014 – Attended WCU open house
March, 2014 – Sponsored 8 students in the WCU Undergraduate Research Expo.
April, 2014 – Presented the Ralph J. Andrews Award to the outstanding PRM students.
January 2015 – Freshmen and transfer advising

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 CEAP Collegial Review Committee
January, 2010 – Served on the HPER Strategic Planning team
February, 2010 – Served on the CEAP Collegial Review Committee
June, 2010 – Served on the WCU Faculty Senate
June, 2010 – Served on the WCU Faculty Affairs Council
August, 2010 – Served on the 2010-2011 WCU Post-Tenure Review Appeals Committee
August, 2010 – Served on the HPER Curriculum Committee
August, 2010 – Served on the HPER Climbing Spire Committee
August, 2010 – Served on the HPER Project Value Committee
September, 2010 – Served on the WCU Western Outdoor Council
November, 2010 – Served on the HPER Collegial Review Committee
November, 2010 – Served on the CEAP Collegial Review Committee
June, 2011 – Taught an international physical education workshop
August, 2011 – Served on the CEAP Collegial Review Committee
August, 2011 – Served on the WCU Faculty Senate
August, 2011 – Served on the WCU Faculty Affairs Council
August, 2011 – Served on the Post-Tenure Review Appeals Committee
September, 2011 – Served on the Human Services TPR Committee
November, 2011 – Served on the WCU Western Outdoor Council
January, 2012 – Served on the CEAP Collegial Review Committee
January, 2012 – Served on the WCU Faculty Senate
January, 2012 – Served on the WCU Faculty Affairs Council
January, 2012 – Served on the CEAP Scholarship/Awards Committee
January, 2012 – Served on the Human Services Collegial Review Committee
April, 2012 – Served on the CEAP Student Awards Committee
April, 2012 – Served on the Western Outdoor Council
August, 2012 – Served on the Department Leadership Team
January, 2013 – Served on the WCU Faculty Affairs Council
April, 2013 – Served on Paul A. Reid Award Committee
April, 2013 – Served on the Western Outdoor Council
July & September, 2013 – Taught CPR/AED training to CEAP faculty and staff
November, 2013 – Served on the CEAP Awards Committee
November, 2013 – Served on Western Outdoor Council
January 2013 - 2016 – Served on the CEAP Nominations and Elections Committee
April 2014 – Served on the Western Outdoor Council
April 2014 – Served as chair of the Paul A. Reid service award committee
August 2014 – Served on the CEAP Collegial Review Committee
August 2014 – Served on HS search committee for administrative assistant
January 2015 – Served on the search committee for HS Department Head

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 Rescuer CPR/AED Instructor
Boy Scouts of America Explorer Scout Leader
National Park Service Volunteer In the Parks (VIP)
National Park Service Oconaluftee Rover
American Red Cross Community First Aid/CPR/AED Instructor
American Red Cross Wilderness First Aid Instructor
National Park Service Leave No Trace 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)
2010 National Park Service award for 1,000 volunteer hours
2011 Botner Distinguished Teaching Award
2011 Nominated for the Board of Governor’s Award for Excellence in Teaching
2012 National Ski Patrol Award (35 years of service)
2012 Nominated for the Board of Governor’s Award for Excellence in Teaching
2013 NCRPA 20 year service award
2013 Nominated for the Board of Governor’s Award for Excellence in Teaching
2014 First Year Advocate Award
2014 WCU 20 year Service Recognition Award
Appendix 4.4.2 Dr. Andrew Bobilya Curriculum Vitae

Andrew J. Bobilya
Associate Professor, Western Carolina University
Parks and Recreation Management Program, Department of Human Services
College of Education and Allied Professions
122-D Reid Hall, Cullowhee, NC 28723
Email: ajbobilya@wcu.edu/ Phone: 828-227-3326 (office)

Education
University of Minnesota – Minneapolis, Minnesota May 2004
-Ph.D. in Education / Emphasis in Recreation, Park and Leisure Studies / Advisor: Dr. Leo McAvoy
-Dissertation Topic: An Investigation of the Solo in a Wilderness Experience Program

Minnesota State University - Mankato, Minnesota May 2001
-Master of Science in Experiential Education / Advisor: Dr. Jasper Hunt

Montreat College - Montreat, North Carolina December 1996
-Bachelor of Science in Outdoor Education

Wheaton College - Wheaton, Illinois Summer 1996
-Wilderness Leadership Practicum, HoneyRock, Three Lakes Wisconsin
-Summer Leadership School, HoneyRock, Three Lakes, Wisconsin

Related Educational Experience
North Carolina Outward Bound School June 2006
-8-day sea kayak instructor training in the Outer Banks coastal area of NC

Wilderness Education Association August 2004
-10-day Advanced Professional Short Course in the Sierra Mountains of California

North Carolina Outward Bound School May 2002
-14-day wilderness course instructor training

Wilderness Medicine Institute - Wilderness Emergency Medical Technician November 1994

National Outdoor Leadership School - Lander, Wyoming Fall 1994
-Twenty-one day sea kayaking course in Baja California

Discovery Wilderness Practicum - Montreat College - Montreat, North Carolina May 1993
-Twenty-one day wilderness course in the mountains of Western North Carolina

Colorado Outward Bound School - Denver, Colorado Summer 1992
-Twenty-one day multi-environment course in the Cataract Canyon and Henry Mountains of Utah

Higher Education Experience
Associate Professor – Parks and Recreation Management Program
Western Carolina University – Cullowhee, North Carolina – August 2014 – Present
-Currently teaching courses in Program Planning and Evaluation and Outdoor Pursuits
-Supervising students conducting internships at local, regional and national agencies
-Serving as the PRM coordinator for the exchange program at GMIT in Ireland

595
- Advising undergraduate students within the Parks and Recreation Management major
- Creating new Summer Travel Course proposals for PRM 427: Wilderness Education

Co-Chair & Associate Professor – Outdoor Education Department
Montreat College – Montreat, North Carolina – August, 2005 – May, 2014 / Co-Chair Fall 07 – May, 2014
- Provided administrative leadership for the department’s five faculty and one professional staff including program coordination for two undergraduate degrees and one graduate degree
- Taught courses in Outdoor and Adventure Education, Wilderness Skills and Administration
- Developed and managed a 13-day wilderness orientation program for incoming freshman students
- Developed and coordinated intensive, traveling semester certification program in wilderness leadership
- Co-authored proposal for Team and Leadership Center ($500,000) and served as construction coordinator
- Authored Wilderness Education Association accreditation application and served as department liaison

Assistant Professor – Department of Health Education and Recreation
Southern Illinois University – Carbondale, Illinois – August 2004 – May 2005
- Taught courses in Recreation Programming, Adventure Education and Outdoor Recreation Management
- Managed Wilderness Education Association expedition-based courses (7 – 21-days in length)

Instructor/Teaching Assistant – Division of Recreation and Sports Studies
University of Minnesota – Minneapolis, Minnesota – August 2001 – May 2004
- Taught a range of courses in Recreation, Outdoor Education and Physical Education
- Designed and taught new Backpacking and Kayaking courses within the Physical Education program
- Managed student practicum experiences and served as liaison with agency supervisors

Wilderness Leadership Practicum Senior Trainer / Wilderness Course Instructor
- Facilitated a group of nine undergraduate and graduate students throughout wilderness leadership training
- Taught seminars which enabled the students to learn different leadership and teaching skills
- Trained the students in technical skills including: expedition planning, canoeing, rock climbing

Graduate Assistant - Academic Initiatives and Learning Community Program
Office of First Year Experience – Minnesota State University – Mankato, Minnesota – 2000 - 2001
- Coordinated outside learning opportunities for Learning Community participants
- Created multiple marketing pieces to be used by the University for program recruitment and advertising
- Investigator for ongoing research project evaluating the experiences of Learning Community students

Related Employment
Kayaking Program Supervisor
Camp Rockmont for Boys – Black Mountain, North Carolina – Summers 2008-2012
HoneyRock - Wheaton College - Three Lakes, Wisconsin - Summer 1994
- Coordinated the camp’s kayaking program and trained the summer staff to instruct kayaking

**High and Low Ropes Course Facilitator**
Friendship Ventures - Annandale, Minnesota – 2002 - 2003
Minnesota State University - Mankato, Minnesota - August 2000 - May 2001
In the Oaks Conference Center – Black Mountain, North Carolina – 1996
- Created and implemented programs for groups ages 12 - 55 using initiatives and high ropes elements

**Senior Wilderness Instructor**
- Planned course routes, logistics, equipment and food preparation for 5 – 21 day wilderness courses
- Facilitated group and individual growth and skill development with participants ages 14 – 60 years
- Managed program components including backpacking, rock climbing, whitewater canoeing, and solo

**Adventure Education Consultant**
Seagate Technologies Australian Eco-Challenge – Bloomington, MN – January 2003, 2004
University of Minnesota Center for Outdoor Adventure – St. Paul, MN – 2001 – 2004
- Instructed specialized courses in Whitewater Kayaking, Competitive Orienteering and Rock Climbing

**Adventure Program Coordinator**
- Supervised over 100 seasonal staff including staff recruitment, hiring, and training
- Created, implemented and managed on and off-site adventure programs of 2 days to 4 weeks in length
- Manager of three indoor and outdoor high ropes course facilities and indoor climbing gym
- Presented the camp’s history, philosophy, and programs at over 75 recruitment functions

**Wilderness Course Instructor**
HoneyRock - Wheaton College - Three Lakes, Wisconsin - Summer 1996
- Designed and facilitated 15 - 28 day backpacking, canoeing, and climbing courses for adolescents

**Management Assistant / Director of Advertising and Promotions**
Lone Eagle Whitewater and Resort - Jackson, Wyoming – Summer, 1995
- Coordinated daily operations that involved liaison to the U.S. Forest Service and Jackson Chamber
- Facilitated over 300 promotional visits throughout Utah, Idaho, and Wyoming

**Teaching Experience in Higher Education**
**Western Carolina University**
Wilderness Education – Summer Travel Course (PRM 427) - Professor Summer 2015
Administration and Leadership of Outdoor Pursuits (PRM 420) – Professor Spring 2015
Program Planning and Evaluation (PRM 361) - Professor Fall 2014, 2015
Introduction to Outdoor Pursuits (PRM 254) - Professor Fall & Spring 2014-2015
Mini Internship in Parks and Recreation (PRM 383) - Professor Fall 2014 & 2015, Summer 2015
Montreat College
Research Methods (Graduate Course: EV 520) – Professor Fall 2010 - Current
Facilitating Outdoor Education Experiences (OE 111) – Professor Spring 2014
Whitewater Kayaking (PE 240) – Professor Fall & Spring 2005 - 2014
Advanced Whitewater Kayaking (PE 241) – Professor Fall 2005 - 2014
Administration and Management in Outdoor Education (OE 404) – Professor Fall 2005 - 2014
Conference and Event Planning (OE 225) – Professor Fall 2013
Outdoor Programming and Leadership: Expedition Mgmt. (OE 312) – Professor Spring 2005 - 2014
Outdoor Programming and Leadership: Kayaking (OE 311) – Professor Spring 2005 - 2014
Pre-Internship (IS 310) – Professor Fall 2010, 2012, 2013
Survey of Outdoor Education (OE 103) – Professor Fall 2010 - 2013
Current Issues in Outdoor Education (OE 462) – Professor Spring 2009, 2012
Challenge Course Facilitation (OE 480) – Professor Spring 2006, 2007, 2010
Leadership and Group Dynamics (OE 306) – Professor August 2006 - 2009
Wilderness Journey for First Year Students (OE 181) – Professor & Coordinator Fall 2005 - 2008
Outdoor Living Skills (OE 190) – Professor Spring 2006
History and Philosophy of Outdoor Education (OE 112) – Professor Fall 2005
Foundations of Faith and Learning (IS 102) – Professor Fall 2005

Southern Illinois University
Expedition Leadership (REC 431) – Professor Spring 2005
Outdoor Living Skills (REC 331) – Professor Spring 2005
Outdoor Recreation Management (REC 445) – Professor Spring 2005
Program Design and Group Dynamics (REC 302) – Professor 2004 - 2005
Adventure Programming Skills and Concepts (REC 475E) – Professor Fall 2004

University of Minnesota
Leisure and Human Development (REC 3601W) – Instructor Spring 2004
Outdoor and Camp Leadership (REC 2151) – Instructor Fall 2003
Orientation to Leisure and Recreation (REC 1501) – Instructor Fall 2002/Spring 2003
Whitewater Kayaking (P.E. 1022) – Instructor Fall 2003/Spring 2004
Wilderness and Adventure Education (REC 5301) – T.A. Spring 2003
Backpacking (PE 1047) – Instructor Spring 2003/Fall 2003
Orienteering (PE 1042) – Instructor Spring 2002
Cycling (PE 1041) – Instructor Fall 2001
Beginning Swimming (PE 1007) – Instructor Fall 2001
Recreation Programming (REC 3541W) – T.A. Fall 2002
Adventures in Teambuilding (REC 5900) – T.A. Spring 2002
Community Leisure Services for Persons with Disabilities (REC 5271) – T.A. Fall 2001
Outdoor and Camp Leadership (REC 2151) – T.A. Fall 2001

Other Higher Education Teaching Experience
Winter Wilderness Skills (SP/F 148) – Instructor – Wheaton College March 2001
Experience and Nature Seminar – Guest Lecturer – Minnesota State University May 2002/2003
Camp Programming – Guest Lecturer – Brevard College Fall 1999

Graduate Student Thesis and Dissertation Committees
-Dissertation committee member (1 student graduated)

M.A. in Leisure Studies - Brock University (2012 - present)
Thesis committee member (2 students graduated)

M.A. in Adventure Education - Prescott College (2011 – present)
- Qualifying Paper Reader
- Thesis committee member (1 student graduated; 1 current student)

M.S. in Environmental Education – Montreat College (2010 – present)
- Thesis committee member (4 current students; 3 students graduated)

Research and Creative Activity
Current Research Projects

Professional Activity Funding
Western Carolina University, Department of Human Services, Project Value Scholarship Support, $558.70 awarded
Western Carolina University, Chancellor’s Travel Fund (2014). $581 awarded
Appalachian College Association, (2012). Professional Development Travel Grant, $500 awarded
Montreat College Faculty Scholarship, (2011), Summer Research Grant, $3,000 awarded
Appalachian College Association, (2009). Professional Development Travel Grant, $550 awarded
Montreat College Faculty Scholarship, (2007). Summer Research Grant, $2, 500 awarded
Appalachian College Association, (2005). Professional Development Travel Grant, $250 awarded

Publications
Refereed Publications
outdoor and adventure education programming. *Journal of Experiential Education, 37*(1), 4-17.  
Acceptance Rate: 7.69%

Acceptance Rate: 47%

Acceptance Rate: 47%

Acceptance Rate: 7.69%

Acceptance Rate: 47%

Acceptance Rate: 7.69%

Acceptance Rate: n/a (abstract from Symposium on Experiential Education Research)

Acceptance Rate: 47%

Acceptance Rate: 47%

Acceptance Rate: n/a (abstract from Symposium on Experiential Education Research)

Acceptance Rate: not available


**Book Chapters**


Other Publications


Presentations
Refereed Presentations

Bobilya, A. J., Kalisch, K. R. & Daniel, B. (2015, November). Nurturing the Spirit in Our Staff and Participants: Spirituality and Outdoor Adventure Programming. Session accepted for presentation at the Association for Outdoor Recreation and Education Conference, Atlanta, GA.

Daniel, B., Kalisch, K. R. & Bobilya, A. J. (2015, November). Should wilderness program staff always accompany their participants? Three views. Session accepted for presentation at the Association for Outdoor Recreation and Education Conference, Atlanta, GA.


Lung, M., Bobilya, A. J., Burton, M. & Kindt, K. (2008, March). *What is AEE, where is it headed and how can I be involved?* Session presented at the Association for Experiential Education Southeast Regional Conference, Cedar Mountain, NC.


**Non-Refereed Invited Presentations/Workshops**


**University Service**

**Western Carolina University**

- Attend and contribute to PRM program meetings (2014 - current)
- Wilderness Education Association organizational member representative for PRM program (2014 -current)
- Developed and coordinated a summer travel course for 2015 & 2016 (current)
- Co-faculty advisor for PRM student club (2014 - current)
- Coordinator of International exchange program with GMIT in Ireland (2014 – Current)
- 6th Annual Cullowhee Canoe Slalom Fundraiser Committee Member (2015)

**College of Education and Allied Professions**

- CEAP Curriculum Review Committee (2015 – current)
- Dean’s Faculty Advisory Council (2014 - current)

**University**

- Search Committee Member, Base Camp Cullowhee, Assistant Director (fall 2014)
- Western Outdoor Council (2014 - current)

**Montreat College**

- Outdoor Education Faculty Search Committee Member (2014)
- Faculty Executive Committee – Member (2007- 2014; co-chair 2013-2014)
- Institutional Review Board Committee (2012 – 2014)
- Service Learning Committee (2011 – 2014)
- Faculty Scholarship Committee (2009-2014; chair 2013-2014)
- Faculty Grievance Committee (2009 – 2014)
- Internship Committee Member (2007 – 2014)
- Immersion Semester Certification in Wilderness Leadership Program Coordinator (2006 - 2014)
- Wilderness Education Association Accreditation Representative (2005 – 2014)
- New Student Orientation Planning Committee Member (2005 – 2009)
- Wilderness Journey for First Year Students Program Coordinator (2006 – 2009)
- Outdoor Education Department Faculty Member Search Committee (2008)
- Team and Leadership Center Director Search Committee Member (2007)
- History Department Search Committee Member (2006/07)
- Outdoor Education Challenge Course Design and Construction Project Coordinator
- Learning Resources Committee Member (2005 – 2008; Chair – 2006)
- Backcountry Director Search Committee Member (Fall 2005)
- Hurricane Relief Trip (Ocean Springs, MS) Coordinator (Fall 2005)

**Southern Illinois University Carbondale**
- Department of Health Education and Recreation – Awards Committee (August 2004 – May 2005)
- Student Recreation Society – Faculty Advisor (January 2005 – May 2005)
- Canoe and Kayak Club – Faculty Advisor (2004 – May 2005)
- Department of Health Education and Recreation Faculty Search Committee (Spring 2005)

**University of Minnesota**

**External Service**

**Journal of Outdoor Recreation, Education and Leadership (JOREL)**
- Editor in Chief (2010 – present)
- Regular Reviewer (2009 – present)

**Coalition for Education in the Outdoors Biannual Research Symposium**
- Reviewer (2014)

**Journal of Experiential Education (JEE)**
- Regular Reviewer (2005 – present)

**American Camp Association (ACA)**

**Association for Experiential Education**
- International Association Board of Directors Member (2005 – 2012)
- Annual International Conference Selected Papers and Abstracts Reviewer (2004-present)
- Heartland Region Council Member (2002 – 2005)
- Treasurer for the Council of Regional Chairs representing the Association’s eight regions (2003 – 2005)
- Heartland Region Council Chair (2003 – 2004)
- Heartland Region Conference Planning Committee Member (2003, 2004, 2005)
- Southeast Region Conference Planning Committee Member (1996, 2015)

**River’s Way, TN**
- Risk Management Committee Member (2008 – 2010)

**One World Adventures, AL**
- Board of Directors Member (2008 – 2013)

**Friendship Ventures** – Annandale, Minnesota (2001 – 2003)
- Volunteer recreation facilitator for persons with disabilities during weekend respite program

**National Alpha Lambda Delta Honor Society** – Minnesota State University (2000 – 2001)
- Served as advisor for undergraduate student leaders within the honor society and coordinated annual events

**Cedar Mountain Volunteer Fire Department** – Cedar Mountain, North Carolina (1997 – 2000)
- Served as a volunteer fireman and responded when needed to assist in emergency situations

**Southern Transylvania County EMS** – Cedar Mountain, North Carolina (1997 – 2000)
- Assisted on local emergency response as a certified Emergency Medical Technician

**Greater Greenville YMCA** – Greenville, South Carolina (1998-2000)
- Camping and Youth Development Committee member
Professional Affiliations
American Camp Association – member since 2011
American Canoe Association – member since 1994
Association for Experiential Education - member since 1994
  -Heartland Regional Conference attendee & presenter (2001 - 2005)
  -Annual International Conference attendee & presenter (1997, 2002 - present)
  -Southeast Regional Conference attendee & presenter (1995 - present)
Coalition for Education in the Outdoors
  -Bi-annual research symposium attendee & presenter (2002 - 2014)
Wilderness Education Association – member since 2004
  -National Conference attendee & presenter (2005 – present)
Leave No Trace – member since 2004
National Recreation and Park Association – member 2001-2005

Awards and Honors
Association for Experiential Education
  -Servant Leader Award for the International Association – 2013
  -Rebecca L. Carver Award for the Southeast Region - 2011
Montreat College Academic Dean’s Faculty Award
  -May 2008 – Montreat, North Carolina
Minnesota Recreation and Park Foundation – Minneapolis, Minnesota
  -Scholarship Recipient – Fall 2002

Achievements and Certifications
Wilderness Medical Institute of NOLS - Wilderness First Responder – expires 2/2017
American Heart Association – CPR for the Professional Rescuer - expires 2/2016
Wilderness Education Association – Certifying Instructor Level II – 2004 - present
Leave No Trace – Trainer (completed 2005)
Boy Scouts of America - Eagle Scout – Awarded April 1987
Appendix 4.4.3 Debby Singleton Curriculum Vitae

Debby F. Singleton
573 Riverview Drive, Sylva, NC  28723
(828) 508-1736
singleton@email.wcu.edu
drfsingleton@gmail.com

<table>
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<th>Education</th>
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<td><strong>1980-1984</strong></td>
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<tr>
<th>Courses Taught at Western Carolina University</th>
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<tr>
<td>• Health 123: Health &amp; Wellness</td>
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<tr>
<td>• Health &amp; Physical Education (HPE) 305: Adventure Based Physical Education</td>
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<td>• HPE 360: Sexual Health Through the Lifespan</td>
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<tr>
<td>• Parks &amp; Recreation Management (PRM) 270: Leadership &amp; Group Dynamics</td>
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<td>• PRM 350: University &amp; Career Planning</td>
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<td>• PRM 383: Mini-Internship</td>
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• PRM 430: Entrepreneurship & Commercial Recreation
• PRM 434: High Adventure Travel & Outfitting
• PRM 440: Travel & Tourism
• PRM 461: Management & Administration of PRM Services
• PRM 480: Independent Study
• PRM 483: Capstone Internship
• PRM 484 & 485: Internship in Parks & Recreation Management
• PRM 486: Field Experience
• PRM 493: Stand Up Paddling
• Physical Education (PE) 118: Group Exercise
• PE 203: Snowboarding
• PE 204: Skiing
• PE 231: Aquarobics
• PE 255: Fitness, Wellness & Conditioning
• PE 365: Physical Activity & Aging
• PE 380: Independent Study

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<thead>
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<th>Certifications &amp; Professional Affiliations</th>
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<tbody>
<tr>
<td>• Adventure Cycling Association member</td>
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<tr>
<td>• American Canoe Association (ACA), Stand Up Paddleboard (SUP) Level 1 and Level 2 Certified Instructor and member</td>
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<tr>
<td>• American College of Sports Medicine, Certified Exercise Physiologist and member</td>
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<td>• American Whitewater member</td>
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<td>• Appalachian Trail Conservancy member</td>
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<tr>
<td>• Aquatic Exercise Association Certified Instructor (not current)</td>
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<tr>
<td>• American Red Cross First Aid / CPR Instructor (not current)</td>
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<tr>
<td>• American Red Cross Wilderness First Aid/CPR/AED current through May 2016</td>
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<td>• Friends of the Great Smoky Mountains National Park member</td>
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<td>• IDEA Health &amp; Fitness Association professional member</td>
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<tr>
<td>• National Park Conservation Association member</td>
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<tr>
<td>• National Recreation Parks Association (NRPA) member</td>
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<tr>
<td>• North Carolina Alliance for Athletics, Physical Education, Recreation, Dance, and Sport Management (NCAAHPERD-SM) member</td>
</tr>
<tr>
<td>• North Carolina, Virginia, and Maine, K-12 Teaching License, Health &amp; Physical Education (not current)</td>
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</table>
- North Carolina Recreation Parks Association (NCRPA) member
- Professional Ski Instructors of America Level II Certified Instructor
- Project Wild certification
- Society of Health and Physical Educators (SHAPE, formerly AAHPERD) professional member
- Rails to Trails Conservancy member

## Professional Experiences

<table>
<thead>
<tr>
<th>1996-present</th>
<th>Western Carolina University</th>
<th>Cullowhee, NC</th>
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<td>Instructor &amp; Advisor</td>
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**College of Education & Allied Professions: Department of Human Services (1996-present)**

**School of Teaching & Learning (1998-2015)**

- Instruct 6 Parks & Recreation Management courses (Leadership & Group Dynamics, University & Career Planning, High Adventure Travel, Entrepreneurship & Commercial Recreation, Management & Administration of Parks & Recreation, Stand Up Paddling) on a regular rotation. Work mutually with several university departments and local business to provide field trips, “real life” experiences, and collaborative projects.
- Instruct Skiing & Snowboarding for Health & Physical Education Program.
- 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, PRM marketing, search committees, 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, Whee for Life employee wellness, Western Outdoor Council, and the Taft B. Botner awards committee.
- Work collaboratively with PRM and HPE students on a variety of projects, which are presented each year at the Undergraduate Research Expo.
- Instructed 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.
- Instructed a Sexual Health through the Lifespan course as part of the Health & Physical Education major and the Health second academic concentration.
- Instructed Adventure-Based Physical Education course for the Health & Physical Education major.
- Instructed Health & Physical Education major and activity courses including; Physical Activity & Aging, Group Exercise, Aquarobics, and Fitness Concepts.
2010-2014 Western Carolina University Cullowhee, NC
Coordinator of Health Liberal Studies

College of Education & Allied Professions: School of Teaching & Learning

- Coordinated scheduling, training and assessment of liberal studies health classes for the HPER Department, servicing over 1500 students per academic year.
- Developed adjunct faculty handbook, evaluation system, training and workshops to provide consistent and high quality courses among our part-time instructors.
- Provided resources, problem-solving, and mentoring to all Liberal Studies Health faculty.
- Developed with the assistance of other health faculty, a graduate assistant resource and training manual for our health liberal studies courses.
- Developed a Blackboard shell, which houses all materials related to teaching Liberal Studies Health courses.
- Work collaboratively with Assistant Department Head to handle situations, incidents or problems that may arise with the Liberal Studies Health program.
- Communicated 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.
- Conducted ongoing research examining the physical fitness level of the students enrolled in the liberal studies health courses.
- Worked collaboratively with the Honor’s College to offer liberal studies health courses that meet the standards of the Honor’s College curriculum.
- Worked 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.
- Served as a member of the University Liberal Studies Oversight Committee and the University Curriculum Committee.

2008-2009 Jackson County Recreation Department Cullowhee, NC
Instructor

- Instructed Senior Fitness exercise classes for the community.

1998-2004 Western Carolina University Cullowhee, NC
Instructor

Continuing Education/Elderhostel

- 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)

Presenter & Trainer

AAALF Manuscript Reviewer

TESA (Training & Encouraging Senior Activity)

- 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.
- Fitness Center Student Staff recognized as “Outstanding Student Operating Program”, 1996.

1991-1995 University of North Carolina Asheville, NC

Lecturer

Health & Fitness Department

- 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; aqua fitness and skiing/snowboarding.
- 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

Wellness Program Director/Instructor

North Carolina Center for Creative Retirement: College for Seniors

- 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, HPER Instructor
- 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

Service, Community Engagement & Outreach

- Committee member for School Health Advisory Council (SHAC) of Jackson County, NC, September 2015-present.
- Assisted with research for a Learning Links Grant for integrated nutrition in a 4th grade science unit at Fairview Elementary School, September 2015.
- Co-authored a SUTEP grant for “We Run the School” program at Fairview Elementary School with Lead Teacher, Eleanor Macaulay, September 2015. Not funded.
- Organized and instructed stand up paddleboard (SUP) clinics for PRM 254, WCU Whee for Life Employee Wellness Program, Fairview Elementary School teachers and Jackson County Recreation Department, Fall 2015.
- Developed and led a team building workshop and hike for WHEE Teach Mentors, August 2014 and August 2015.
- Assisted with the organization and participated in the Cullowhee Canoe Slalom, September 2012-2015.
- Instructed University Academic Experience classes for WCU Orientation, June 2010-2015.
- Organized and instructed stand up paddleboard (SUP) clinics for PRM 254, HPE 305 and the WCU Whee for Life Employee Wellness Program, Fall 2014.
- Assistant Trip Leader, PRM 420, Pantherstown Expedition, March 2014.
- Assisted with the instruction of PRM 252: Wilderness First Aid, May 2014.
- Wrote Blue Cross Blue Shield Foundation, North Carolina PTA Grant, for feasibility study funding, equipment and supplies of a multi-use trail system around Fairview Elementary and Smoky Mountain High School in Jackson County, NC, October 2013. Not funded, yet encouraged to reapply.
- Committee member, Adolescent Pregnancy Prevention Coalition, Jackson County Public Health Department (August 2009-present)
- Race Coordinator for December Dash 5K organized by the Jackson County Youth Leadership Council, November-December 2013.
- Coach for Fairview Running Club after school program, March 2013 to present.
- Program Site Reviewer, Girls on the Run of WNC, March 2014 to present.
- Committee member for Jackson County PTA Health Initiatives Committee, September 2013 to present.
- Committee member for Academic, Intellectually, Gifted (AIG) Stakeholder Committee, October 2012 to present.
- Assisted with the First Year Experience “Whee Call” Initiative, September 2013.
- Organizer of Fairview Family Fun Run, April-May 2013.
- Instructor for University Academic Experience courses, WCU Orientation Program, 2011 to present.
- Parent Volunteer for Fairview Elementary School 7th grade, three day field trip to Camp Greenville, September 2011 and September 2012.
- Volunteer Head Coach for Girls on the Run and Girls on Track, Fairview Elementary School, since February 2009.
- Volunteer Trainer for Cataloochee Snow School, 2009-present.
- 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.

**Awards**

- Recognized by Honors College for 4.0 Award, 2014, 2015.
- 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.
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 a 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.

**Research in Progress and Interests**

Singleton, D. F., Watterson, T. A. (Co-Principal), McKnight, M. (Co-Principal), Sponsored Research, "School Health Guidelines to Promote Healthy Eating and Physical Activity", WCU, Centers for Disease Control, American Cancer Society, Federal, $0.00, Under Review. (sub: November 2013, start: November 2013).
"Fitness Level of Health Liberal Studies Students" (On-Going)
Within our Health Liberal Studies courses, we collect pre and post fitness testing data each semester. Upon analysis, we have determined a positive correlation between the class and the improvement of personal fitness levels. Ongoing research which, focuses on a more longitudinal model is projected.
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.
Publications


Presentations & Programs

- Singleton, D. F. (Presenter & Author), Bennett, J. (Presenter & Author), Turke, E. (Presenter & Author), Women's Leadership Conference, "Leisure & The Work-Life Balance," Western Carolina University, Intercultural Affairs, Western Carolina University, Cullowhee, NC. (March 28, 2015).
- Singleton, D. F., NC Tour: Our State, Our Time, "History of Outdoor Recreation in Western NC," Western Carolina University, Cullowhee, NC. (February 12, 2015).
- Apples to Zumba: Guidelines for Healthy Eating and Physical Activity, interactive session for the Multi-District Professional Development Day for school districts in Western North Carolina, held at Smoky Mountain High School, October 2013.
• **Don’t Cut Our College Health Class**, presentation on WCU’s Health Liberal Studies courses and their impact on student wellness for NCAHPERD, Raleigh, NC, November 2013.

• **Dynamic Warm-Ups**, interactive program for Girls on the Run of WNC Coaches Training, January 2013.

• **After School Fitness Programs**, presentation and activity sessions for the International Physical Education Workshop hosted by the Health & Physical Education Program at WCU, July 2011.

• **Exploring the Balance Point: Putting Experiential Learning Theory into Practice**, Three day workshop for the WCU Coulter Faculty Commons as part of their Summer Institute for Teaching and Learning, May 2011.

• **Empowering College Women to Make Healthy Choices**, presentation on women’s health issues in college, SAAHPERD, co-presented with Dr. Gayle Wells, Greensboro, NC, February 2011.

• **Teaching Sex? How to Make it 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 NCAHPERD 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, NCAHPERD, 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, NCAHPERD, 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.


• **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.


• **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 Bicyclists 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 form the table to how it is used by our bodies during activity.
Continuing Education

- American Canoe Association, Stand Up Paddleboard (SUP) Instructor Certification Workshop (L1, L2), August 2014.
- Centers for Disease Control and American Heart Association, Advanced School Health Academy, May 2014.
- WCU Leadership Institute, May 2014.
- Various workshops and programs with the WCU Coulter Faculty Commons since 2002.
- Project Wild workshops each Fall since 2009.
- Centers for Disease Control and American Heart Association, School Health Academy, February 2012.
- Girls on the Run Coaches Training Workshops since 2009.
- Adventure Education Conference, sponsored by colleges and universities in the region, attended workshops since 2002.
- Attended workshops at SAAHPERD convention Spring 2011.
- 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 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.
- Moms in Motion Pre & Post Natal Instructor Certification Workshop, 2002.
- Professional Ski Instructors of America various workshops and clinics, 1986 through 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.

Professional Conferences

- Adventure Education Conference, Brevard College, 2014
• NCRPA Regional Conference, WCU, September 2014.
• NCAAHPERD convention, Raleigh, NC 2013
• SAAHPERD convention, Greensboro, NC 2011.
• Adventure Education Conference, Montreat College, 2008, 2013
• Adventure Education Conference, Western Carolina University, 2006, 2012
• AAHPERD 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
# Appendix 4.5 Department of Human Services CRD Document

**Department of Human Services**  
**Collegial Review Document**  
**Effective Fall 2013**  

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I. Overview – The Department of Human Services seeks to attract and retain colleagues who are interesting, productive, and scholarly. Our first priority is to be very good teachers, and to be scholarly in our teaching. The department needs to balance teaching, scholarship, and service, but individual faculty members don’t all need to achieve exactly the same balance. Certainly we will differ with regard to specialty areas within our discipline, but we will also vary in terms of the types of scholarship we emphasize, investment in service and engagement, and balance between research and practice. This complex and rather abstract blend of expectations, which may well differ by individual, is hard to specify and harder to quantify. Nevertheless, we feel that it is important to provide faculty members with guidelines to help them develop productive and gratifying careers, guidelines specific enough to be practical, yet flexible enough to promote the individual differences that make our department a great place to live and work.

The purpose of this document is to describe the policies, procedures, and criteria for faculty performance evaluation specific to the Department of Human Services. The document is guided at the highest level by The Code of the UNC system and by the Faculty Handbook of Western Carolina University. Included also are policies issued by General Administration, by the Office of the Provost, and in some cases by the college. While this document is intended to be comprehensive and precise with regard to department-level criteria and procedures, the faculty member should have familiarity with The Code and with the WCU Faculty Handbook (section 4.0). Further, in preparing a dossier for reappointment, tenure, or promotion, the faculty member should also have available the Guidelines for the Preparation of the Dossier, a separate document disseminated annually by the Office of the Provost.

Guidelines presented in this document represent minimal criteria for reappointment, tenure, and promotion. It also provides the guidelines for completing the Annual Faculty
Review. When departmental, college, and university committee members consider a faculty member’s submitted tenure portfolio and tenure request they will be asking, “Is this faculty member a person who will continue to make sustained positive contributions to the university and the region in the areas of teaching, scholarship, and service?” It is important for tenure track faculty members to understand that only meeting minimal expectations annually may put a faculty member in a tenuous position when it comes to receiving a positive recommendation for tenure and promotion.

The DCRD Committee reviews the Departmental Collegial Review Document at the request of the faculty, Department Head, Dean or Provost. The DCRD committee is not a standing committee. It will be formed when a review request is made. The department head will select from faculty who volunteer to be involved in the review process. Attention will be paid to include representatives from most academic programs in the department while ensuring that both tenured and non-tenured faculty members are represented.

II. Domains of Evaluation
A. Teaching (Faculty Handbook 4.04 & 4.05)
   1. Teaching effectiveness is evaluated according to the following dimensions:
      a. Pedagogical Content Knowledge -- Effective teachers remain current in their fields, know how students learn, and recognize what prior information, including misconceptions, students bring to their courses. Most important, they know how to combine these three kinds of knowledge to create teaching acts that lead to student learning. Shulman (1987) has called this combination “pedagogical content knowledge” to distinguish it from content knowledge alone or pedagogy alone. Using their pedagogical content knowledge, scholars restructure their expertise in forms that are understandable and useable by their students.
      b. Professional Aspects of Teaching -- Effective teaching relies upon the ability to perform well the required administrative and professional functions associated with instruction. While good teaching relies upon disciplinary expertise – and different disciplines often approach teaching differently – teaching is also a profession that requires common duties regardless of area. Such functions include, for example, providing appropriate and timely feedback to students, providing clear instructions, providing regular information regarding progress, responding appropriately and in a timely manner to students, making materials available, holding classes and making suitable use of class time. Highly
effective teaching is more than class management; it is class management that relies upon an instructor’s ability to perform the duties associated with the job.

c. **Student Response to Instruction** -- Students have a unique and important perspective on certain components of teaching effectiveness. They value intellectual engagement, enthusiasm, and passion for course content. Both course organization and clarity, two aspects that relate to student success, are validly rated by students. Effective teachers are available to the students. The extent to which students feel respected and share a sense of rapport with the instructor correlates with teaching effectiveness.

2. **Methods of evaluation**

a. **Self-evaluation.** Narrative statement addressing Pedagogical Content Knowledge, particularly with regard to currency. What are you doing to help students understand the most important material in your field? How have you changed your teaching practices to help students understand the central concepts, skills, and advancements for the courses you teach? *(4.05B2C)*. Faculty members may reflect on any other aspects of their teaching effectiveness they deem relevant.

b. **Colleagues’ review of teaching materials and direct observation of classroom teaching**

Review of teaching materials & direct observation of teaching.

1) All tenure-track, fixed-term, and adjunct faculty members will have their teaching materials reviewed and their teaching directly observed during each academic year. Materials to be reviewed may include course syllabi, exams, quizzes, reading lists, assignments, study guides, handouts, media, etc. Direct observation will include either attending a class meeting or reviewing the content of an online course. Tenured and non-tenured-tenure-track faculty will be reviewed by a two person committee of their peers who may be within or outside their discipline. The department head must approve the two person committee from a minimum of three faculty member names submitted by the faculty member under review. At least one of the submitted names must have had a minimum of three years of undergraduate or graduate teaching experience. **All review committees will be established in September.**
Once the review committee is established, the members will negotiate with the faculty member to be reviewed as to when the review will take place. While both members of the review committee will review course materials only one needs to conduct the direct observation. This direct observer must have a minimum of three years teaching experience. The two reviews can take place in either fall or spring semester but must be completed by March 30 of that academic year.

2) All fixed-term faculty and adjunct faculty will be reviewed by either the department head or the program director of the program for which the faculty member is teaching. The department head will meet with the program director at the beginning of each semester to determine fixed-term and adjunct review needs and who will conduct the review. These faculty members will be informed as to who will be reviewing them and a time will be negotiated as to when the review will take place.

3) Each reviewer will use the electronic form of Attachment A to guide the review process and to prepare a report of these reviews. The faculty will submit this review to the department head as part of his/her AFE materials.

c. **Student assessment of instruction (SAI)**
   - All courses will be evaluated with the university-approved SAI instruments. Faculty members will report all SAI summaries quantitative data.
   - Summary of SAI data for the period of evaluation by class, number and rate of responses and domain.

d. **Professional Development Activities:**
   - Professional development activities should be listed and may include: Coulter Faculty Center activities, professional writing groups, discipline-specific conferences and workshops, and teaching conferences and workshops.

e. **General comments**
The evaluation of teaching involves multiple sources of data, each with its own unique contribution.

**B. Scholarship (4.05C)**

WCU recognizes as legitimate forms of scholarly activity the four types described by Boyer. Specific departmental perspectives on these categories, relative valuation of various forms of scholarly activity, and department-specific examples are described in this section. The Department of Human Services recognizes that different faculty members might emphasize one of these forms of scholarship more than another. It is important to note all Boyer categories are valued equally.

i. **Scholarship of discovery** – Original research that advances knowledge.

ii. **Scholarship of integration** – Synthesis of information across disciplines, across topics, or across time.

iii. **Scholarship of application** – Application of disciplinary expertise with results that can be shared with and/or evaluated by peers.

iv. **Scholarship of teaching and learning** – Systematic study of teaching and learning processes.

An activity that qualifies as scholarship, regardless of type, must meet the following general criteria: (1) the activity is subjected to external peer review; (2) there is clear evidence of rigor; and (3) the outcomes are disseminated to an external professional audience or scholarly community. These three criteria help to differentiate the scholarship of teaching and learning from teaching, and the scholarship of application from service/engagement. Peer review can include traditional forms (e.g., journal reviewers, editors, committees awarding grants), but it can also include a broader community of scholars. For example, it can include both blind and open reviews of items presented for publication or presentation, and it can include “substantial” invited addresses to conferences such as being the keynote speaker for a regional or national conference, where the external peers constitute members of a program committee.

**Methods of evaluation** – Scholarship in the Department of Human Services, regardless of the Boyer category involved, will be based on the concept of “units” of work, which generally reflects the expectation for most faculty members for a typical year. Although what constitutes a unit cannot be defined absolutely, the following should be useful to the candidate and to the Collegial Review Committee.
Scholarly activities are weighted as three, two, or one unit(s). A scholarship activity receiving a weight of three units would be considered most rigorous in the review process and/or effort. It is important to recognize what follows are examples and do not exhaust the possible ways in which units can be achieved.

It is the faculty member’s responsibility to make the case for the significance of their scholarly work (e.g., acceptance rates of each journal, the number of times each article has been cited, percentage of involvement in projects where the faculty member is not the first author, external peer review of creative work and works that are not traditionally published), and what is listed below is not intended to be an exhaustive list of all activities that can be classified as scholarly work.

Faculty are expected to have a clearly articulated research agenda, evidenced in their narrative and scholarship artifacts.

**Three Scholarship Units (Category A)**

- Manuscript published in a refereed or peer-reviewed national or international journal
- Sole or co-authorship of a book
- Sole or co-author of an edited book including authorship of at least one chapter or section
- Awarded external grant of at least $10,000
- Editor of a journal
- Patent
- Non-traditionally peer reviewed scholarly product(s), peer reviewed according to department guidelines

**Two Scholarship Units (Category B)**

- Published book chapter
- Peer reviewed or invited presentation at a national or international conference
- Accreditation report*
- Program review, externally reviewed*
- Awarded external grant of under $10,000
- Non-traditionally peer reviewed scholarly product(s), peer reviewed according to department guidelines
- Manuscript published in a refereed or peer-reviewed state or regional journal
*Program review and accreditation reports count as scholarship when they include substantial data analysis and interpretation.

One Scholarship Unit (Category C)

- Awarded an internal research grant
- Professional newsletter article
- Newspaper or magazine article
- Research-focused media appearance
- Collaborator on student research presentation
- Manuscript published in a non peer reviewed or non-refereed journal
- Published book review
- Presentation at a local, state, or regional conference
- Application for an external grant of at least $10,000

General comments:

These examples are not exhaustive, nor do they focus on “borderline” cases. The activities listed are intended to be typical examples of scholarship in this department. Professional development activities in the area of scholarship are also positively valued and should be described and documented as appropriate for the specific review event. We recognize that infrequently a candidate may present “interesting things” that do not fit well with these categories yet are still legitimate scholarship. It will be up to the candidate to defend the activities as scholarship, based on their extraordinary nature, utilizing an alternative peer review process. The candidate may request a prior review of the proposed project in order to get feedback from the Collegial Review Committee.

Procedures for External Review of Scholarly work that is not traditionally peer reviewed.

When considering whether or not to submit a piece for external review the following criteria should be followed:

- there is clear evidence of rigor;
- the activity results in substantive outcomes or implications beyond the scope of the activity itself; and
- the outcomes are disseminated to a professional audience or scholarly community.

If the faculty member chooses to submit a project for scholarship credit which does not fit traditional forms of scholarly work yet fits within the Boyer model the guidelines provided below should be followed.
1. The candidate will inform the Department Head that s/he plans to include external reviews in the dossier in accordance with annual deadlines to meet TPR and AFE requirements.
2. The candidate will submit to the Department Head up to five names and contact information for potential scholarly experts in the field.
3. The Department Head will identify two scholarly external reviewers who agree to review the candidate’s materials.
4. The Department Head will send to the reviewers the candidate’s project, a copy of the departmental CRD to provide context, and an evaluation protocol to guide review.
5. Each external reviewer will independently review the project and complete the protocol, which will then be returned to the faculty member’s department head. The candidate will be provided copies of both review protocols to include in the dossier.

C. Service (4.04.C.3 and 4.05.D)

1. Categories of service include:
   a. **Institutional service** – program director, committee service, recruiting, faculty governance, search committees, mentoring, at all levels, including department, college/school, and university. This also includes student retention activities.
   b. **Community engagement** – providing disciplinary expertise to a professional, civic, economic, or educational entity at the local, regional, or national level.
   c. **Special expertise, unusual time commitments, or exceptional leadership** - includes service in professional organizations, contributions to accreditation documents, administrative duties such as department head, a major role in faculty governance, etc.
   d. **Advising** – actively and accurately advising an appropriate load of undergraduate and/or graduate students; being informed about curriculum and related processes, being available to advisees, assisting with academic, QEP and career planning (includes thesis/dissertation committee service as well as advising student professional organizations.)

2. **Methods of evaluation**
The faculty member’s documentation of service/engagement activities will be examined and evaluated with regard to time and energy requirements, level of expertise involved, available quantitative/qualitative data (e.g.,
number of advisees, advisor evaluations by students, etc.), and other indicators of quality of service, including documentation or artifacts included in the appropriate dossier appendix. Service in the Human Services Department will be based on the concept of “units” of work, which generally reflects the expectation for most faculty members for a typical year.

**Definitions**

_**Internal service**_ refers to service to the university, college, department, program

_**External service**_ refers to service to the community and the profession

**Units**

**Below are examples of types of service with assigned points:**

**Internal Service (to the university, college, department, program)**

**Three Service Units**

- Program directorship or coordination
- Unpaid teaching overload
- Significant professional or university committee leadership

**Two Service Units**

- Leadership on a committee (e.g., chair of a committee, etc.)
- Student advising (entry, ongoing, final)

**One Service Unit**

- Service on department, college, university, or system committees and task forces, (Search Committee, etc.)
- Graduate student advising (entry, ongoing, final)
- Faculty or staff mentoring
- Delivering staff / faculty in-service / workshop for WCU
- Student organization advisement
- Student recruitment activities

**External Service (to the community and the profession)**

**Three service Units**

- Significant leadership of a national and/or professional service project or committee

**Two Service Units**
- Professional conference track or program chair
- Professional conference chair or organizer
- Community engagement
- Consulting in the community
- Outreach: newspaper editorials, interviews (printed, radio or TV)

**One Service Unit**

- Speeches, workshops, invited presentations for schools, communities or businesses
- Professional organization: Serving on the editorial board of a journal or as an ad-hoc reviewer
- Professional organization: Reviewer for professional conferences
- Professional organization: Session chair or discussant for professional conferences
- Member of an external university committee
- Liaison to universities, school systems, businesses
- Taking students to conferences, if not coauthoring
- Taking students to community service projects (for online courses, involve students in community projects)

**General comments**

Faculty members are expected to participate in service activities at each institutional level (department, college, university). In addition, each faculty member is expected to engage in external service appropriate to professional training. Professional development activities in the domain of service/engagement are valued by the department and should be described and documented as appropriate for the specific review event.

A non-tenured tenure-track faculty member is encouraged to carefully consider the amount of service he or she commits to in any given year. The general expectation is for the faculty member at the beginning of the tenure process to focus on service to the program and department then with yearly progression in the tenure process, expand service to the college, university and community. Directly discussing with the department head as to the amount of and appropriate types of service is advised.

**III. Specific Procedures for Review Events**

**A. Annual Faculty Evaluation (AFE)**
1. **Overview** – All 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. The Deans and the Provost determine the deadlines for the review process. The range for AFE inclusion will be from April 1 of the previous year to March 31 of the current year.

2. ** Procedures and preparation of documentation**
   a. At least one month in advance of due date, the department head will request faculty members to submit all materials to be considered for the annual faculty review. Each faculty member will submit:
      i. a completed AFE Check Sheet (Attachment C). Attachment C when properly completed will include a teaching statement that addresses pedagogical content knowledge, professional aspects of teaching and student responses to instruction (See II.A1.a-c above for detailed description), and statements describing the faculty member’s scholarship and service;
      ii. a formal review of the faculty member’s teaching as described by 2a.2 in this document (Attachment A);
      iii. a separate course evaluation report for each course taught; and
      iv. faculty may attach a narrative to explain past performance and future goals. The department head will make faculty aware of documentation needed to complete/support the AFE. The department head will then distribute instructions to faculty at least one month in advance of due date.
   b. The Department Head shall prepare a written AFE Statement, addressing the faculty member’s performance in the areas of teaching, scholarship, and service, in the context of departmental expectations. The Department Head will use the faculty teaching statement, SAI data, committee review of teaching (Attachment A), AFE check sheet (Attachment C), data collected from Digital Measures and Banner and other faculty submitted supporting documentation to prepare the AFE statement.
   c. Once the AFE statement is prepared the department head will arrange to meet with the faculty member to review and sign the AFE Statement. Signing the AFE statement does not mean the faculty member agrees with the statement by the department head. The faculty member may prepare a rebuttal statement if s/he deems it necessary (consistent with the faculty handbook).

3. ** Evaluation of Fixed Term Faculty** – Evaluation of fixed term faculty is completed each year using the agreed-upon AFE process for tenured and tenure track faculty in the areas of teaching and service. Those with contractual agreements specifying other expectations will be evaluated using appropriate aspects and weightings described in section IV.A (page 13).

4. **Evaluation of Adjunct Faculty** - These procedures and guidelines are based upon the assumption that the adjunct faculty
member is responsible only for teaching. Those with contractual agreements specifying other expectations will be evaluated using appropriate aspects and weightings described in section IV.A (page 13).

a. All part-time instructors will be evaluated with regard to teaching effectiveness, using data from the following sources:

i. **Annual review of teaching materials.**

ii. **Student Assessment of Instruction**, using the university instrument, for each section taught and a personal statement addressing pedagogical content knowledge.

b. Adjunct faculty should have peer review of materials during the first semester of the academic year in which they teach.

c. The Department Head in conjunction with the Program Director shall write an evaluation summary of teaching effectiveness during the preparation of AFEs in the spring.

d. The Department Head shall place in the adjunct faculty member’s file the evaluation summary, the peer review of teaching materials, and all available SAI reports.

### B. Tenure, Promotion, and Reappointment

1. **Overview** - The Office of the Provost will generate an annual list of faculty eligible for tenure and reappointment.

2. **Composition of the Collegial Review Committee**

   a. The departmental Collegial Review Committee shall be chaired by the department head (non-voting) and shall be composed of six tenured faculty members elected annually by the department’s full-time faculty. In the event that there are fewer than six 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, selects tenured faculty from similar departments to constitute a committee of at least three.

   b. The College Collegial Review 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 Collegial Review 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**
   The candidate list for each college is prepared by the Office of the Provost and distributed to the deans for review. The Office of the Provost in conjunction with the Dean’s office finalizes the list. 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.

   Supporting documentation (i.e., curriculum vita, selected copies of publications, presentations, grants, and awards) should be organized in a notebook binder. Please do not place documents in plastic cover sheets and insure that each section of your binder is clearly labeled. Since the dossier style requirements may change, faculty are responsible for reviewing the office of the Provost guidelines.

   **The office of the Provost provides the timeline for the collegial review annually.**

   a. Preparation of the files of the candidates - files on each candidate shall be prepared according to university guidelines provided through the Provost.

   b. Procedures of the Departmental Collegial Committee on Reappointment, Promotion and Tenure. (See Section II, 4.02 of the Faculty Handbook.)

   c. Other Procedures during and at the end of the annual consideration process.

      i. Human Services faculty are requested to indicate to the department head if they are eligible for reappointment, promotion, and/or tenure and if they desire consideration (Attachment D). Upon confirmation of their eligibility those faculty members who wish to be considered for reappointment, promotion, and/or tenure are reminded of
the criteria by which recommendations will be made. If a non-tenured faculty member is on the timeline for reappointment and or tenure consideration, but chooses not to be considered, the contract with that faculty member will be terminated at the conclusion of the current academic year.

In its consideration of each candidate, the department shall assess and be guided by the individual's promise for sustained future professional achievement based upon the cumulative record in all the categories listed above.

Recommendations for appointment/reappointment and promotion to a rank shall be consistent with the provisions of the Faculty Handbook. A recommendation for the conferral of permanent tenure must be based on a thorough assessment of the candidate's cumulative record and promise for sustained performance.

C. **Post-Tenure Review**

1. **Overview** - These guidelines are based upon section 4.08 of the Faculty Handbook. Post-Tenure Review (PTR) is required of all tenured faculty with 50% or more responsibilities involving teaching, scholarship, and/or service. This review is required of all tenured faculty no later than the fifth academic year following the most recent review event (other than AFE).

2. **Composition of review committee** - The departmental Collegial Review Committee serves as the post tenure review committee, consistent with faculty handbook guidelines.

3. **Procedures and preparation of documentation**
   Included in the review process are the last five AFE statements and a current curriculum vita. In the case of unsatisfactory post tenure review, the department head, and Departmental Collegial Review Committee will meet with the faculty member to create a plan to best meet the department’s standards for tenured professors.

   See the Faculty Handbook (Section 4.08) for further details concerning procedures, outcomes, appeals, and due process.

IV. **Expectations and Criteria**

The criteria specific to each form of review and each type of promotion are described in detail below. The criteria for “meets expectations” in teaching are standardized. For “exceeds expectations” an additional list must be provided from
below. For Scholarship and Service expectations, the faculty member should refer
to the relevant “units” listed.

A. **Annual Faculty Evaluation: (4.05)**

**Teaching:**

In order to meet expectations in teaching, the faculty member should receive
satisfactory overall ratings on:

a. teaching statement that addresses pedagogical content knowledge,
   professional aspects of teaching and student responses to
   instruction (See II.A1.a-c above for detailed description)

b. peer review of teaching by direct observation and review of
   teaching materials identified earlier in this document,

c. SAIs (Faculty members should earn an average score of 3.0 or
   greater on each of the 5 “factor scores” of the SAIs on all courses.

d. Demonstration of engagement in professional development
   activities.

**Exceeds Expectations for Teaching:**

It is the faculty member’s responsibility to make the case for the significance of
their teaching (i.e. new instructional strategies, professional activities related
to teaching, teaching strategies) and what is listed below is not intended to be an
exhaustive list of all activities that can be classified as teaching activities.

**Examples of teaching that would count toward exceeds expectations:**

- New instructional strategies
- Professional activities related to teaching and subsequent curricular changes
due to the professional activity
- New innovative teaching strategies
- Teaching awards
- Substantial changes to a course
- Integration of new technology into a course
- Innovative technology into a course
- SAIs are 3.5 or above
- Community integration into the course and benefit to community
- Service learning
- Community engagement
- Chair of dissertation committee
- Chair of a thesis committee
- New course
- Teaching overload (non-paid)
- Independent study
- Sponsor student presentation

**See Appendix C for criteria, listed above, needed to exceed in teaching:**
Scholarship
Two Scholarship Units (Non-tenured faculty should refer to Reappointment [see B below] for AFE)

Service
Six Service units from internal and external service. The department recognizes that new faculty members would be expected to limit their engagement in service during their first two years.

B. Reappointment: (4.06)
To be reappointed the entire cumulative record of the faculty member is considered for the areas of teaching, scholarship and service. Minimally meeting or failure to meet expectations over two or more years does not well serve the non-tenured tenure track faculty member. Such a pattern may result in a non-recommendation for reappointment at the department, college, or university level.

Teaching
In order to meet expectations in teaching, the faculty member should receive satisfactory overall ratings on:

   a. teaching statement that addresses pedagogical content knowledge, professional aspects of teaching and student responses to instruction (See II.A1.a-c above for detailed description)
   b. two person committee review of teaching by direct observation and review of teaching materials identified earlier in this document,
   c. SAIs (Faculty members should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAI on all courses.
   d. Demonstration of engagement in professional development activities.

Scholarship
Two Scholarship Units for the first year and three units each year thereafter. These units should come predominantly from category A outlined in section II.B. Evaluators are looking for evidences of the establishment of a clearly articulated scholarship agenda.
Service
Annually Six Service Units with representation from both internal and external service. The department recognizes that new faculty members would be expected to limit their engagement in service during their first two years.

A non-tenured tenure-track faculty member is encouraged to carefully consider the amount of service he or she commits to in any given year. The general expectation is for the faculty member at the beginning of the tenure process to focus on service to the program and department and then with yearly progression in the tenure process expand service to the department, college, university and community. Directly discuss with the department head as to the amount of and appropriate type of service is advised.

C. Tenure (4.07)
Guidelines presented in this document represent criteria for reappointment, tenure, and promotion. When departmental, college, and university committee members consider a faculty member’s submitted tenure portfolio and tenure request they are considering whether the faculty member will make sustained contributions to the university.

Teaching
In order to meet expectations in teaching, the faculty member should receive satisfactory overall ratings on:

a. teaching statement that addresses pedagogical content knowledge, professional aspects of teaching and student responses to instruction (See II.A1.a-c above for detailed description)
b. two person committee review of teaching by direct observation and review of teaching materials identified earlier in this document,
c. SAIs (Faculty members should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAI for all courses.
d. Demonstration of engagement in professional development activities.

Scholarship
An accumulation of 15 Scholarship Units, at least 12 units from Category A. This record should demonstrate on-going activity and future promise in scholarly activities.
Service
An accumulation of 30 Service Units with representation from both internal and external service.

D. Promotion to Associate Professor (4.07)

Teaching
Guidelines presented in this document represent criteria for reappointment, tenure, and promotion. When departmental, college, and university committee members consider a faculty member’s submitted tenure portfolio and tenure request they will be asking, “Is this faculty member a person who will continue to make sustained positive contributions to the university and the region in the areas of teaching, scholarship, and service?” It is important for tenure track faculty members to understand that only meeting minimal expectations annually may put a faculty member in a tenuous position when it comes to receiving a positive recommendation for tenure and promotion.

In order to meet expectations in teaching, the faculty member should receive satisfactory overall ratings on:

a. teaching statement that addresses pedagogical content knowledge, professional aspects of teaching and student responses to instruction (See II.A1.a-c above for detailed description)

b. two person committee review of teaching by direct observation and review of teaching materials identified earlier in this document,

c. SAIs (Faculty members should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAI for all courses.

d. Demonstration of engagement in professional development activities.

Scholarship
An accumulation of 15 Scholarship Units, at least 12 units from Category A. This record should demonstrate on-going activity and future promise in scholarly activities.

Service
An accumulation of 30 Service Units with representation from both internal and external service.
E. Promotion to Full Professor (4.07)

The promotion to full professor at Western Carolina University is held in high esteem. A faculty member who requests consideration for promotion to full professor status should show evidence of a sustained record of performance in the areas of teaching, scholarship, and service as evidenced by the criteria below:

Teaching

In order to meet expectations in teaching, the faculty member should receive superior (exceeds expectations), as evidenced by:

a. teaching statement that addresses pedagogical content knowledge, professional aspects of teaching and student responses to instruction (See II.A1.a-c above for detailed description)
b. two people review teaching through direct observation and review of teaching materials identified earlier in this document.
c. SAIs (Faculty members should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAI for all courses.
d. Professional development.

Scholarship

Fifteen Scholarship Units, subsequent to promotion to Associate Professor, with at least 12 Units from Category A.

Service

An accumulation of 30 Service Units subsequent to promotion to Associate Professor, with representation from both internal and external service.

F. Post –Tenure Review

Teaching

In order to meet expectations in teaching, the faculty member should receive satisfactory evaluation of:

a. Self-evaluation
b. Colleagues’ review
c. SAIs (Faculty members should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAI for all courses.
d. Professional Development.

Scholarship

An average of 2 Scholarship Units for each year since tenure or the last post-tenure review.
**Service**

An average of 6 Service Units with representation from both internal and external service each year since tenure or the last post-tenure review.

For Post-Tenure Review, the needs of the program and department could enable more or less concentration on the three above areas. Consultation with the Department Head will determine an appropriate workload, which could be a heavier teaching load, extra service, or extra research with a corresponding reduction in the other areas.

Approved by:

____________________________________________  ___________
Department Head, Human Services                Date

____________________________________________  ___________
Dean, College of Education and Allied Professions Date

____________________________________________  ___________
Provost                                       Date
Attachment A

Peer Review of Teaching Materials and Classroom Observation

Department of Human Services

Faculty member being reviewed ____________  Course name and number ________________

Name of reviewer _____________________  Date of Direct Observation ________________

Materials reviewed:

| _____ | Syllabus | _____ | Student Work Samples | _____ | Assignment |
| _____ | Details/Handouts | _____ | Website | _____ | Assessments | _____ | Other |

Brief description of what was observed (including lesson content, delivery method, etc.)

Review the faculty member with reference to the following three categories. The descriptions are provided as a guide and need not be responded to in their entirety.

<table>
<thead>
<tr>
<th>Pedagogical Content Knowledge: evidence of currency in the field, knowledge of how students learn, and recognition of students’ prior knowledge.</th>
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<tbody>
<tr>
<td>☐ Observed in teaching  ☐ Reviewed materials  ☐ Cannot review – did not observe or review materials</td>
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<td>Comments:</td>
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<tr>
<th>Professional Aspects of Teaching: evidence of providing appropriate and timely feedback to students, providing clear instructions, providing regular information regarding progress, responding appropriately and in a timely manner to students, making materials available, holding classes and making suitable use of class time.</th>
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<tbody>
<tr>
<td>☐ Observed in teaching  ☐ Reviewed materials  ☐ Cannot review – did not observe or review materials</td>
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<td>Comments:</td>
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<tr>
<th>Student Response to Instruction: evidence of course organization and clarity, availability to students, respect for students and rapport with students.</th>
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</table>
Attachment B

Human Services Procedures for External Peer Review

1. The candidate will inform the department head that s/he plans to include external reviews in the dossier as soon as possible to meet TPR and AFE deadlines.
2. The candidate will submit to the department head up to five names and contact information for potential experts in the field.
3. The department head will identify two external reviewers who agree to review the candidate’s materials.
4. The department head will send to the reviewers the candidate’s project, a copy of the departmental CRD to provide context, and an evaluation protocol to guide review.
5. Each external reviewer will review the project and complete the protocol. The candidate will be provided copies of both review protocols to include in the dossier.
Attachment C
Human Services AFE Check Sheet

TEACHING
List all courses:

Spring Semester

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Enrol (response rate)</th>
<th>Org *</th>
<th>Ent h*</th>
<th>Rap*</th>
<th>Fb*</th>
<th>Learn*</th>
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Average SAI

Fall Semester

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<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Enrol (response rate)</th>
<th>Org *</th>
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<th>Rap*</th>
<th>Fb*</th>
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Average SAI

*Enrol—Class enrollment
*Org—Organization and Clarity
*Enth—Enthusiasm and Intellectual Stimulation
*Rap—Rapport and Respect
*Fb—Feedback and Accessibility
*Learn—Student Perceptions of Learning
1. Self-evaluation using the three principles.

   a. **Pedagogical Content Knowledge**: Effective teachers remain current in their fields, know how students learn, and recognize what prior information, including misconceptions, students bring to their courses. Most important, they know how to combine these three kinds of knowledge to create teaching acts that lead to student learning.

   *Content knowledge*

   (Put statement here.)

   *How students learn and what they bring to the learning process*

   (Put statement here.)

   b. **Professional Aspects of Teaching**: Such functions include, for example, providing appropriate and timely feedback to students, providing clear instructions, providing regular information regarding progress, responding appropriately and in a timely manner to students, making materials available, holding classes and making suitable use of class time.

   (Put statement here.)

   —

   c. **Student Response to Instruction**: Students have a unique and important perspective on certain components of teaching effectiveness. They value intellectual engagement,
enthusiasm, and passion for course content. Both course organization and clarity, two aspects that relate to student success, are validly rated by students. Effective teachers are available to the students. The extent to which students feel respected and share a sense of rapport with the instructor correlates with teaching effectiveness.

(Put statement here.)

2. Your peer review conducted by: [Please attach the peer review (Attachment A)]

3. Student Assessments of Instruction (what ratio of classes received 3.0 or higher)

Check all that apply to indicate ways in which you are exceeding expectations in teaching

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<tr>
<td>a.</td>
<td>New instructional strategies</td>
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<td>Professional activities related to teaching</td>
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<td>c.</td>
<td>Teaching awards</td>
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<td>d.</td>
<td>Substantial changes to a course</td>
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<td>e.</td>
<td>Integration of new technology into a course</td>
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<td>f.</td>
<td>SAIs are 3.5 or above in at least 75% of sections</td>
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<td>g.</td>
<td>Community integration into the course and benefit to community</td>
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<td>Chair of dissertation or thesis committee</td>
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<td>i.</td>
<td>Member of dissertation committee</td>
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<td>Chair of a thesis committee</td>
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<td>Member of thesis committee</td>
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<td>Service learning</td>
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<td>Independent study</td>
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<td><strong>n.</strong></td>
<td>Sponsor of student presentation</td>
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<td><strong>o.</strong></td>
<td>New course</td>
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<td><strong>p.</strong></td>
<td>Teaching overload (non paid)</td>
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<td><strong>For any item checked above, where appropriate, provide documentation by corresponding alpha letter. i.e., d.—Was a finalist for Chancellor’s Teaching Award</strong></td>
<td><strong>q.</strong> Other</td>
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<td><strong>a.</strong></td>
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</tbody>
</table>
by corresponding alpha letter. i.e., d.—Was nominated for Chancellor’s Teaching Award

Exceeds Expectations _____
Meets Expectations _____
Needs Improvement _____
(Meets expectations requires satisfactory self and peer reviews and an average SAI of 3.0 for all courses)

SCHOLARSHIP

Place a number indicating the number activities you wish to count for the item selected.

<table>
<thead>
<tr>
<th>Three Scholarship Units (Category A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Sole or co-authorship of a book</td>
</tr>
<tr>
<td>A2. Sole or co-author of an edited book including authorship of at least one chapter or section</td>
</tr>
<tr>
<td>A3. Manuscript published in a refereed or peer-reviewed national or international journal</td>
</tr>
<tr>
<td>A4. Awarded external grant of at least $10,000</td>
</tr>
<tr>
<td>A5. Editor of a journal</td>
</tr>
</tbody>
</table>
A6. Received a patent related to one’s discipline

A7. Non-traditionally peer reviewed scholarly product(s), peer reviewed according to department guidelines

For any item chosen in **Category A** provide documentation by corresponding number.

<table>
<thead>
<tr>
<th>Two Scholarship Units (Category B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. Published book chapter</td>
</tr>
<tr>
<td>B2. Peer reviewed or invited presentation at a national or international conference</td>
</tr>
<tr>
<td>B3. Accreditation report*</td>
</tr>
<tr>
<td>B4. Program review, externally reviewed*</td>
</tr>
<tr>
<td>B5. Awarded external grant of under $10,000</td>
</tr>
<tr>
<td>B6. Non-traditionally peer reviewed scholarly product(s), peer reviewed according to department guidelines</td>
</tr>
<tr>
<td>B7. Manuscript published in a refereed or peer-reviewed state or regional journal</td>
</tr>
</tbody>
</table>

*Program review and accreditation reports count as scholarship when they include substantial data analysis and interpretation.

For any item chosen in **Category B** provide documentation by corresponding number.
<table>
<thead>
<tr>
<th>One Scholarship Unit (Category C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. Awarded an internal grant</td>
</tr>
<tr>
<td>C2. Professional newsletter article</td>
</tr>
<tr>
<td>C3. Newspaper or magazine article</td>
</tr>
<tr>
<td>C4. Research-focused media appearance</td>
</tr>
<tr>
<td>C5. Collaborator on student research presentation</td>
</tr>
<tr>
<td>C6. Boyer scholarship peer reviewed according to department guidelines</td>
</tr>
<tr>
<td>C7. Manuscript published in a non-peer reviewed or non-refereed journal</td>
</tr>
<tr>
<td>C8. Published book review</td>
</tr>
<tr>
<td>C9. Presentation at a local, state, or regional conference</td>
</tr>
<tr>
<td>C10. Application for an external grant of at least $10,000</td>
</tr>
<tr>
<td>C11. Other</td>
</tr>
</tbody>
</table>

For any item chosen in Category C provide documentation by corresponding number.

Total Units ________________

Exceeds Expectations _____
Meets Expectations   _____
Needs Improvement    _____

(Meets expectations for AFE = 2 Scholarship Units for full time tenured faculty and 3 Scholarship Units full time untenured tenure track faculty)
SERVICE

Place a number indicating the number activities you wish to count for the item selected.

<table>
<thead>
<tr>
<th>Internal Service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Three Service Units</strong></td>
</tr>
<tr>
<td>a. Program directorship or coordination</td>
</tr>
<tr>
<td>b. Unpaid teaching overload</td>
</tr>
<tr>
<td>c. Significant professional or university committee leadership</td>
</tr>
<tr>
<td><strong>Two Service Units</strong></td>
</tr>
<tr>
<td>a. Leadership on a committee (e.g., chair of a committee, etc.)</td>
</tr>
<tr>
<td>b. Undergraduate student advising (entry, ongoing, final)</td>
</tr>
<tr>
<td>c. Chair of a university accreditation committee</td>
</tr>
<tr>
<td><strong>One Service Unit</strong></td>
</tr>
<tr>
<td>d. Service on department, college, university, or system committees and task forces (Search Committee, etc.)</td>
</tr>
<tr>
<td>e. Liaison to other departments or colleges</td>
</tr>
<tr>
<td>f. Graduate student advising (entry, ongoing, final)</td>
</tr>
<tr>
<td>g. Faculty or staff mentoring</td>
</tr>
<tr>
<td>h. Delivering staff / faculty in-service / workshop for WCU</td>
</tr>
<tr>
<td>i. Student organization advisement</td>
</tr>
<tr>
<td>j. Student recruitment activities</td>
</tr>
</tbody>
</table>

For any item chosen under **internal service** provide brief listing of activities by letter indicated.

<table>
<thead>
<tr>
<th>External Service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Three Service Units</strong></td>
</tr>
<tr>
<td>a. Significant leadership of a national and/or professional service project or committee</td>
</tr>
</tbody>
</table>
### Two Service Units

| a. | Professional conference track or program chair |
| b. | Professional conference chair or organizer |
| c. | Community engagement (local / regional / state / national / international and professional, civic, economic, service on external accreditation team, or educational entity) |
| d. | Consulting in the community (local, national, international) |
| e. | Outreach: newspaper editorials, interviews (printed, radio or TV) |

### One Service Unit

| f. | Speeches, workshops, invited presentations for schools, communities or businesses |
| g. | Professional organization: Serving on the editorial board of a journal or ad hoc reviewer |
| h. | Professional organization: Reviewer for professional conferences |
| i. | Professional organization: Session chair or discussant for professional conferences |
| j. | Member of an external university accreditation committee |
| k. | Liaison to universities, school systems, businesses |
| l. | Taking students to conferences |
| m. | Taking students to community service projects (for online courses, involve students in community projects) |
| n. | Other |

For any item chosen under **external service** provide brief listing of activities by letter indicated.

### General Overload Service Units (to be justified by Faculty member)

- Teaching an unremunerated overload (3 units)
- Undergraduate advising ____ (1 unit)
- Other: ______________________ (indicate the number of units: ____)

Total Units ______________

Exceeds Expectations ______
Meets Expectations ______
Needs Improvement ______

(Meets expectations = 6 Service Units per year with representation from both external and internal service). The department recognizes that new faculty members would be expected to limit their engagement in service during their first two years.
To: Department Head

I have reviewed the Tenure and Promotion Guidelines of the College of Education and Allied Professions and have determined that:

_______ I am not eligible for consideration according to the guidelines stated.

_______ I wish to be considered for reappointment.

_______ I wish to be considered for tenure.

_______ I wish to be considered for promotion.

_______ I do not wish to be considered this year.

_______ Not applicable.

_____________________________________
Signed

_____________________________________
Date

Within 5 days, please return to: Department Head
Killian 208
Appendix 4.6 FTE for PRM Program Faculty

<table>
<thead>
<tr>
<th>Semester</th>
<th>Dr. Phipps</th>
<th>Dr. Tholkes</th>
<th>Debby Singleton*</th>
<th>Dr. Morgan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2012</td>
<td>0.33</td>
<td>0.21</td>
<td>0.19</td>
<td>NA</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>0.78</td>
<td>0.77</td>
<td>0.95*</td>
<td>0.37</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>0.50</td>
<td>0.50</td>
<td>1.10*</td>
<td>0.34</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>0.21</td>
<td>0.27</td>
<td>0.13</td>
<td>NA</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>0.79</td>
<td>0.78</td>
<td>0.77*</td>
<td>NA</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>0.95</td>
<td>0.60</td>
<td>1.17*</td>
<td>NA</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>NA</td>
<td>0.49</td>
<td>0.41</td>
<td>Dr. Bobilya</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>NA</td>
<td>0.77</td>
<td>1.06*</td>
<td>0.74</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>0.65</td>
<td>0.58</td>
<td>1.36*</td>
<td>0.45</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>No data</td>
<td>.44</td>
<td>0.38</td>
<td>0.36</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>No data</td>
<td>0.75</td>
<td>0.92</td>
<td>0.80</td>
</tr>
</tbody>
</table>

Dr. Morgan was employed August 2012-May 2013.
Dr. Bobilya began employment August 2014.
Dr. Phipps began phased retirement Summer 2014.
*Data for Debby Singleton which is * contains FTE’s for PRM and HPE (2010-Spring 2015).
Summers are PRM only classes.
Appendix 4.7 Student Credit Hour Production

**Student Credit Hours 2010-2015***

<table>
<thead>
<tr>
<th>Year</th>
<th># of Faculty</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>2.5</td>
<td>737</td>
<td>724</td>
<td>310</td>
<td>1,771</td>
</tr>
<tr>
<td>2011-2012</td>
<td>2.5</td>
<td>794</td>
<td>646</td>
<td>283</td>
<td>1,723</td>
</tr>
<tr>
<td>2012-2013</td>
<td>3.5</td>
<td>863</td>
<td>660</td>
<td>299</td>
<td>1,820</td>
</tr>
<tr>
<td>2013-2014</td>
<td>2.5</td>
<td>810</td>
<td>660</td>
<td>299</td>
<td>1,769</td>
</tr>
<tr>
<td>2014-2015</td>
<td>3</td>
<td>765</td>
<td>736</td>
<td>343</td>
<td>1,844</td>
</tr>
<tr>
<td>2015-2016</td>
<td>3</td>
<td>920</td>
<td>897 (projected)</td>
<td>Future</td>
<td>1,871 (fall, projected spring, no summer)</td>
</tr>
</tbody>
</table>

*Based off of Banner Reports generated November 30, 2015*
### Appendix 4.8 PRM Course Load and Enrollment by Instructor

<table>
<thead>
<tr>
<th>PRM Course offerings</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tholkes</strong></td>
<td></td>
</tr>
<tr>
<td>PRM-252 (2) Wilderness First Aid (Summer)</td>
<td>12</td>
</tr>
<tr>
<td>PRM-356 (4) Outdoor First Aid (Fall)</td>
<td>12</td>
</tr>
<tr>
<td>PRM-250 (3) Foundations of Parks and Recreation (Fall, Spring)</td>
<td>55</td>
</tr>
<tr>
<td>PRM-370 (1) Internship Orientation (Spring)</td>
<td>25</td>
</tr>
<tr>
<td>PRM-383 (1) repeat 3 times) Internship in PRM (Fall, Spring, Summer)</td>
<td>30</td>
</tr>
<tr>
<td>PRM-425 (3) Land-based Outdoor Pursuits Education (Spring)</td>
<td>13</td>
</tr>
<tr>
<td>PRM-433 (3) Outdoor Recreation (Fall)</td>
<td>32</td>
</tr>
<tr>
<td>PRM-480 (3) Independent Study (Summer)</td>
<td>10</td>
</tr>
<tr>
<td>PRM-483 (6) Capstone Internship in PRM (Summer)</td>
<td>9</td>
</tr>
<tr>
<td>PRM-484 (3) Internship in PRM (Summer, Fall)</td>
<td>4</td>
</tr>
<tr>
<td>PRM-485 (3) Internship in PRM (Summer, Fall)</td>
<td>3</td>
</tr>
<tr>
<td>PRM-495 (1) Senior Seminar in PRM (Spring, Fall)</td>
<td>22</td>
</tr>
<tr>
<td>PRM-486 (3) Field Experience (Fall, Spring, Summer)</td>
<td>5</td>
</tr>
</tbody>
</table>

| **Bobilya**           |            |
| PRM-254 (3) Introduction to Outdoor Pursuits (Fall, Spring) | 36 |
| PRM-383 (1, repeat 3 times) Internship in PRM (Fall, Spring, Summer) | 30 |
| PRM-361 (4) Program Planning and Evaluation (Fall) | 32 |
| PRM-480 (3) Independent Study (Fall, Spring, Summer) | 18 |
| PRM-483 (6) Capstone Internship in PRM (Fall, Spring, Summer) | 15 |
| PRM-484 (3) Internship in PRM (Summer) | 4 |
| PRM-485 (3) Internship in PRM (Summer) | 1 |
| 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 |

| **Singleton**         |            |
| PRM-270 (3) Leadership and Group Dynamics (Fall, Spring) | 50 |
| PRM-350 (1) University and Career Planning in PRM (Fall) | 36 |
| PRM-383 (1, repeat 3 times) Internship in PRM (Summer) | 10 |
| PRM-430 (3) Entrepreneurship and Commercial Rec. (Fall) | 35 |
| PRM-434 (3) High Adventure Travel and Outfitting (Spring) | 30 |
| PRM-461 (3) Management and Administration of PRM (Spring) | 35 |
| PRM-480 (3) Independent Study (Summer) | 6 |
| PRM-483 (6) Capstone Internship in PRM (Summer) | 6 |
| PRM-484 (3) Internship in PRM (Summer) | 2 |
| PRM-485 (3) Internship in PRM (Summer) | 1 |
| PRM-486 (3) Field Experience (Summer) | 1 |
| PRM-493 (2) Stand-up Paddleboarding (Fall, Summer) | 30 |
Phipps
PRM-270 (3) Leadership and Group Dynamics (Spring) 24
PRM-321 (3) Outdoor Education and Interpretation (Spring) 22
PRM-480 (3) Independent Study (Spring) 5
PRM-483 (6) Capstone Internship in PRM (Spring) 3
PRM-484 (3) Internship in PRM (Spring) 2
PRM-485 (3) Internship in PRM (Spring) 1

Adjunct Faculty
PRM-270 (3) Leadership and Group Dynamics (Fall, Spring) 55
PRM-340 (3) Challenge Course Facilitation (Fall) 12
PRM-356 (4) Outdoor First Aid (Fall) 12
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Spring</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Applicants</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Admissions</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Enrolled</td>
<td>54</td>
<td>66</td>
</tr>
<tr>
<td>2011</td>
<td>Applicants</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Admissions</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Enrolled</td>
<td>69</td>
<td>67</td>
</tr>
<tr>
<td>2012</td>
<td>Applicants</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Admissions</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Enrolled</td>
<td>64</td>
<td>62</td>
</tr>
<tr>
<td>2013</td>
<td>Applicants</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Admissions</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Enrolled</td>
<td>53</td>
<td>57</td>
</tr>
<tr>
<td>2014</td>
<td>Applicants</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Admissions</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Enrolled</td>
<td>57</td>
<td>No data</td>
</tr>
<tr>
<td>2015</td>
<td>Applicants</td>
<td>No data</td>
<td>No data</td>
</tr>
<tr>
<td></td>
<td>Admissions</td>
<td>No data</td>
<td>No data</td>
</tr>
<tr>
<td></td>
<td>Enrolled</td>
<td>80</td>
<td>94</td>
</tr>
</tbody>
</table>
Appendix 5.2 Academic Qualifications of PRM Students Admitted

Academic Qualification - Average SAT and Weighted Average High School GPA

<table>
<thead>
<tr>
<th>Semester</th>
<th># Enrolled</th>
<th>SAT Math</th>
<th>SAT Verbal</th>
<th>HS GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 Fall</td>
<td>12</td>
<td>559</td>
<td>528</td>
<td>3.31</td>
</tr>
<tr>
<td>2011 Spring</td>
<td>2</td>
<td>No data</td>
<td>No data</td>
<td>3.89</td>
</tr>
<tr>
<td>Fall</td>
<td>14</td>
<td>500</td>
<td>469</td>
<td>3.21</td>
</tr>
<tr>
<td>2012 Spring</td>
<td>6</td>
<td>425</td>
<td>468</td>
<td>2.85</td>
</tr>
<tr>
<td>Fall</td>
<td>11</td>
<td>556</td>
<td>504</td>
<td>3.36</td>
</tr>
<tr>
<td>2013 Spring</td>
<td>2</td>
<td>No data</td>
<td>No data</td>
<td>2.90</td>
</tr>
<tr>
<td>Fall</td>
<td>16</td>
<td>508</td>
<td>494</td>
<td>3.50</td>
</tr>
<tr>
<td>2014 Spring</td>
<td>2</td>
<td>No data</td>
<td>No data</td>
<td>2.44</td>
</tr>
<tr>
<td>Fall</td>
<td>12</td>
<td>521</td>
<td>489</td>
<td>3.35</td>
</tr>
<tr>
<td>2015 Spring</td>
<td>4</td>
<td>No data</td>
<td>No data</td>
<td>2.93</td>
</tr>
</tbody>
</table>
### Appendix 5.3 Number of Women, Minority, and International Students

#### Number of Women, Minority and International Students Admitted to PRM

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Women</th>
<th>Minority</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Fall</td>
<td>15</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>2011</td>
<td>Spring</td>
<td>16</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>15</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>2012</td>
<td>Spring</td>
<td>14</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>12</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>2013</td>
<td>Spring</td>
<td>13</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>17</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2014</td>
<td>Spring</td>
<td>21</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>25</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2015</td>
<td>Spring</td>
<td>22</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>No data</td>
<td>No data</td>
<td>2</td>
</tr>
</tbody>
</table>
Appendix 5.4 Number of Students Graduated Each Year

Number of Students Graduated Per Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Total</th>
<th># of PRM Faculty</th>
<th>Graduation Rate per Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>7</td>
<td>8</td>
<td>3</td>
<td>18</td>
<td>2.5</td>
<td>7.2</td>
</tr>
<tr>
<td>2011-2012</td>
<td>14</td>
<td>6</td>
<td>6</td>
<td>26</td>
<td>2.5</td>
<td>10.4</td>
</tr>
<tr>
<td>2012-2013</td>
<td>12</td>
<td>3</td>
<td>4</td>
<td>19</td>
<td>3.5</td>
<td>5.4</td>
</tr>
<tr>
<td>2013-2014</td>
<td>8</td>
<td>7</td>
<td>11</td>
<td>26</td>
<td>2.5</td>
<td>10.4</td>
</tr>
<tr>
<td>2014-2015</td>
<td>14</td>
<td>4</td>
<td>4</td>
<td>22</td>
<td>2.5</td>
<td>8.8</td>
</tr>
</tbody>
</table>

* 2.5 Faculty for years 2010-2011, 2011-2012, and 2013-2014 includes: Dr. Tholkes, Dr. Phipps, and Instructor Singleton (split between HPE and PRM)

*2012-2013: Dr. Cass Morgan was a member of the PRM faculty for one year.

*2014-2015: Dr. Andrew Bobilya joined the PRM faculty. Dr. Maurice Phipps went on phased retirement. Instructor Singleton’s duties split between HPE and PRM.
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
2010-2015

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

<table>
<thead>
<tr>
<th>Park</th>
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<tr>
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<td>Blue Ridge Parkway</td>
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<td>Glacier National Park</td>
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<td>Hanging Rock State Park</td>
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<td>Helen, GA</td>
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<tr>
<td>Tennessee Valley Authority</td>
<td>Knoxville, TN</td>
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<tr>
<td>Chimney Rock Park</td>
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<td>Craters of the Moon National Park</td>
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NATURE

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<tbody>
<tr>
<td>Cradle of Forestry</td>
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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
Lake Lure Inn and Conference Center
Haywood Park Hotel
Blockade Runner Resort
Wade Hampton Golf Club

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
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
Asheville, NC
Wrightsville Beach, NC
Cashiers, NC
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<td>Wildwater Ltd.</td>
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<td>Camp Merriewood</td>
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<tr>
<td>Camp Falling Creek</td>
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<tr>
<td>Camp Weed and Cerveny Conference Center</td>
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<tr>
<td>Camp Pine Acres (Girl Scouts)</td>
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<tr>
<td>Caraway Conference Center and Camp</td>
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</table>

**COMMUNITY RECREATION**

<p>| Washington D.C Parks and Recreation            | Washington D.C |
| Henderson Parks and Recreation                  | Hendersonville, NC |
| Sarasota County Parks and Recreation            | Sarasota, Fl   |
| Kansas City Parks and Recreation                | Kansas City, MS |
| Dekalb County Dept. of Recreation               | Decatur, GA    |
| Arkansas Dept. OF Parks and Tourism             | Little Rock, AK |
| Aiken County Parks and Recreation               | Aiken, SC     |
| High Falls County Park                          | Seneca, SC    |
| Native Nations Parks and Recreation             | Tucson, AZ    |
| Phoenix City Parks and Recreation               | Phoenix, AZ   |
| City of Mesa Parks and Recreation               | Mesa, AZ      |
| City of Tempe Community Service Dept            | Tempe, AZ     |
| Navajo County Parks and Recreation              | Holbrook, AZ  |
| City of Holbrook Parks and Recreation           | Holbrook, AZ  |
| Highlands Park and Recreation Dept              | Highlands, NC |
| Cabarrus County Parks and Recreation            | Concord, NC   |
| Rutherford County Parks and Recreation          | Rutherfordton, NC |
| Rowan County Parks and Recreation               | Salisbury, NC |
| Mecklenburg County Parks and Recreation         | Charlotte, NC |
| Gaston County Parks and Recreation              | Gastonia, NC  |
| Buncombe County Parks and Recreation            | Asheville, NC |
| Black Mountain Recreation and Parks             | Black Mountain, NC |
| City of Asheville Parks and Recreation          | Asheville, NC |
| Wake County Field Services                      | Raleigh, NC   |
| Forsyth County Parks and Recreation             | Winston-Salem, NC |
| North Carolina Senior Games                     | Raleigh, NC   |
| Wayneville Parks and Recreation                 | Wayneville, NC |
| Wake County Parks and Recreation                | Morrisville, NC |
| Charleston County Parks and Recreation          | Charleston, SC |
| Spruce Pine City Parks and Recreation           | Spruce Pine, NC |
| Mitchell County Parks and Recreation            | Spruce Pine, NC |
| Raleigh Parks and Recreation                    | Raleigh, NC   |
| Brunswick County Parks and Recreation           | Smithville, NC |
| Salisbury Parks and Recreation                  | Salisbury, NC |
| Greenville Parks and Recreation                 | Greenville, NC |
| Archdale Parks and Recreation                   | Archdale, NC  |
| Jackson County Parks and Recreation             | Cullowhee, NC |
| Community Development Services                  | Raleigh, NC   |
| Fletcher Parks and Recreation                   | Fletcher, NC  |</p>
<table>
<thead>
<tr>
<th>Location</th>
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<td>Brunswick County Parks and Recreation</td>
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<td>City of Nashua Parks and Recreation</td>
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<td>Nashua, NH</td>
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<td>City of Columbus Parks and Recreation</td>
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<tr>
<td><strong>YMCA’s</strong></td>
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<td>Shelby YMCA</td>
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<td>Raleigh YMCA</td>
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<td>YMCA Asheville</td>
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<td>Lake Norman YMCA</td>
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<td>Morrison YMCA</td>
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<td>Gaston County YMCA</td>
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<td><strong>MILITARY</strong></td>
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<td>America- Piedmont</td>
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<td>Sophia, NC</td>
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<td>Daniel Boone Council</td>
<td>Asheville, NC</td>
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<td>Girl Scouts of America</td>
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<td>Skill Creations (for disabled)</td>
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<tr>
<td>Henderson 4H</td>
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<tr>
<td><strong>CAMPUS</strong></td>
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<tr>
<td>Last Minute Productions</td>
<td>WCU, Cullowhee</td>
<td></td>
</tr>
<tr>
<td>University Center</td>
<td>WCU, Cullowhee</td>
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<tr>
<td>Continuing Education</td>
<td>WCU Cullowhee</td>
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</table>
Campus Recreation
Peak Adventures
Paul Smiths College
Base Camp Cullowhee

EMPLOYEE
IBM Employee Recreation
Kepler Associates
Signature Flight Support
Chatham Inc.

COMMERCIAL 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
21st Century Travel Service
Singing Waters Camping Resort (gone)
Granny Gear Productions
Cataloochee Ski Area
Sugar Mountain Ski Resort
Appalachian ATV’s
Latta Equestrian Center
Arrowmount Stables
Smoky Mountain Host
Folkmoot USA
Ober-Gatlinburg

WCU, Cullowhee
Sacramento, CA
Paul Smiths, NY
WCU, Cullowhee
Charlotte, NC
Arlington, VA
Charlotte, NC
Chatham, NC
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
Cullowhee, NC
Waynesville, NC
Gatlinburg, TN
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<tr>
<th>Lost Sea Cave</th>
<th>Sweetwater, TN</th>
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<tr>
<td>Dixie Stampede</td>
<td>Pigeon Forge, TN</td>
</tr>
<tr>
<td>Dollywood</td>
<td>Pigeon Forge, TN</td>
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<tr>
<td>Disney World</td>
<td>Orlando, FL</td>
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<td>Freedom Week-end Aloft</td>
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<td>Atlanta Braves</td>
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<td>Asheville Tourists Baseball Club</td>
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<tr>
<td>Oconaluftee Indian Village</td>
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<tr>
<td>Zippy Boat Works</td>
<td>Arden, NC</td>
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<td>Carowinds</td>
<td>Charlotte, NC</td>
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<td>Yogi in the Smokies</td>
<td>Cherokee, NC</td>
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<td>Harrah’s Casino</td>
<td>Cherokee, NC</td>
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<tr>
<td>Super Holiday Travel</td>
<td>Waynesville, NC</td>
</tr>
<tr>
<td>Travel South USA</td>
<td>Atlanta, GA</td>
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<td>Rosenbluth Travel Agency</td>
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<td>Fugazy Travel</td>
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<tr>
<td>Wilcox World Travel and Tours</td>
<td>Asheville, NC</td>
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<tr>
<td>Beacon Travel Service</td>
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<td>Fantasy Travel</td>
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<td>The Travel Agent</td>
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<td>Adventure Travel Service</td>
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<td>Wilcox World Travel and Tours</td>
<td>Asheville, NC</td>
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<tr>
<td>Holland-American West Tours</td>
<td>Seattle, WA</td>
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<tr>
<td>Super Holiday Travel</td>
<td>Waynesville, NC</td>
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**FITNESS /SPORTS CENTERS**

<table>
<thead>
<tr>
<th>Hickory Spa and Fitness Center</th>
<th>Hickory, NC</th>
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<tbody>
<tr>
<td>Dream Sports Center</td>
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<tr>
<td>Ski and Tennis Station</td>
<td>Winston-Salem, NC</td>
</tr>
<tr>
<td>Lake Toxaway Racquet Club</td>
<td>Lake Toxaway, NC</td>
</tr>
<tr>
<td>U S Aquatics</td>
<td>Rock Hill, SC</td>
</tr>
<tr>
<td>Trimp Tennis, Inc.</td>
<td>Mathews, NC</td>
</tr>
</tbody>
</table>

**RETAIL**

<table>
<thead>
<tr>
<th>Black Dome Mountain Shop</th>
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<tr>
<td>Diamond Brand</td>
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<tr>
<td>Venture Out (gone)</td>
<td>Dillsboro, NC</td>
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<tr>
<td>Boulder Outdoor Center</td>
<td>Boulder, CO</td>
</tr>
<tr>
<td>Alpine Ski Center</td>
<td>Banner Elk, NC</td>
</tr>
<tr>
<td>REI</td>
<td>Raleigh, NC</td>
</tr>
<tr>
<td>Great Outdoor Provisions</td>
<td>Greenville, NC</td>
</tr>
</tbody>
</table>
Appendix 5.7 Student Presentations at Conferences

November, 2010 - 18th Annual Adventure Education Conference
“Trekking in the Himalayas”, Brian Howley
“A Panel on Certification”, Justin Kleberg, Tye Cheatum, Becky Huncilman
“Research on Extreme Outdoor Activities”, Justin Kleberg, Terinda Whisenant

March, 2011 – The 13th Undergraduate Research Expo,
“Xtreme Sports Research”, Nate Christian, Troy Adams, Philip Yarbourogh, Saunders Southecorvo
“Western Waterfall Awareness”, Justin Kleberg, Will Butler, Emily Baker
“Gender Equity in Publications”, Will Mayse, Ty Fehrenbacher, Elliot Knoch
“Outdoor Recreation Research”, Emily Baker, Ted Freemey
“Recreation Use of Panthertown Valley”, Zach Broyhill
“Head High at the Y”, Joseph Faison

November, 2011 – 19th Annual Adventure Education Conference
“Diversity and Gender Concerns in Adventure Education”, Jillian Jones, Saunders Southecorvo, Annabell Plush, Justin Kleberg, Rachel Freitag
“Personal to Professional” Holly Marsh

“Fontana Area Clean-up” Kim Miller, Zedron Porter
“Club the Wild Rover”, Gavin Beetlestone
“Outdoor Recreation Survey”, Jessica Russo, Carson Pope, Luke Dotson,
“Whee Adventure Guides”, Ben David Jacobs, Kim Miller, Troy Adams
“New River Dude Ranch”, Autumn Wheeler
“Formation of the Smoky Mountain Paddling”, Carson Pope
“Resume Research”, Autumn Wheeler, Annabell Plush, Nick Provost

November, 2012 – 20th Annual Adventure Education Conference
“Certification Pros and Cons”, Andrew Blease, Jeremy Davis
“Rock Climbing Basics”, Jordan Davis
“Life in Canopy”, Will Ferrell

“A Shop Named SARA”, Nick Provost, Peter Moyle
“Gender Equity in Recreation”, Anthony Franklin, Steven Arico
“Double-J Fly Fishing”, Jason Williamson, Jordan Grant
“Outdoor Recreation Survey”, Lindsey Newsom, David Ludwig
“Panthertown Use Survey”, James Yates, James Houtzer
“Nantahala River Study”, Zedron Porter, Cody Jones, Jordan Grant
November, 2013 – 21st Annual Adventure Education Conference
  “Let’s Add Some Adventure to Your List”, Jordan Davis, Megan Luke, Caitlin Spees, Richard Frayne, Kimberly Colozzi, Katie Reed

  “Red Barn Events”, Madison Crawley
  “What Outdoor Recreation Employers Are Looking For”, Danielle Russell, Kayla Chipley, Madison Crawley
  “WCU Trail System Survey” Jordan Davis, Michael Milideo, Lance Flowers
  “Effectiveness of Environmental Education for Preschoolers”, Jennifer Stogner-Lee, Emily Shapiro, Aaron Caldwell

November, 2014 – The 22nd Annual Adventure Education Conference
  “Extreme Adventure Activities”, Myranda Sherrill, Joshua McGloin

  “Extreme Sports Research”. Josh McGloin, Myranda Sherrill, Alex Hall
  “King’s Taxidermy”, Adam King
  “The Effects of Crowding on Outdoor Recreation”, J.B. Powell, Clint Harris, Drew Briggs
  “Fitness and Nutrition Day at Fairview Elementary”, Clint Harris, Jonathan Waszak

November, 2015 = The 17th Annual Adventure Education Conference
  “WHEE Activity: A Winning Combination”, Tayler Hasbrouck, AC Smoker, Jen Browne, Raynor Ward, Matthew Drausweski
Appendix 5.8 Survey of PRM Alumni

BS- Parks and Recreation Management Alumni Survey 2015

1. What type of degree did you receive from the College of Education and Allied Professions?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS</td>
<td>13</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
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</tbody>
</table>

3. Please select the major associated with your undergraduate degree program:

<table>
<thead>
<tr>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>X Parks and Recreation Management</td>
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<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>
5. Please indicate the year that you received your degree or completed your program for licensure only:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Fall 2013, Spring 2014, Summer 2014</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Fall 2012, Spring 2013, Summer 2013</td>
<td>3</td>
<td>23%</td>
</tr>
<tr>
<td>Fall 2011, Spring 2012, Summer 2012</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Fall 2010, Spring 2011, Summer 2011</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Fall 2009, Spring 2010, Summer 2010</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>Other, Please list:</td>
<td>7</td>
<td>54%</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

Other, Please list:
- 2004
- Summer 2000
- 2001
- December, 2003
- Fall 2008
- 2005
- spring 2007
12. The education I received at WCU prepared me to...  

<table>
<thead>
<tr>
<th>Question</th>
<th>S A</th>
<th>A</th>
<th>Neutr</th>
<th>D</th>
<th>S D</th>
<th>N/A</th>
<th>Total</th>
<th>Mean</th>
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</thead>
<tbody>
<tr>
<td>1. Apply leadership and decision making concepts.</td>
<td>8</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>4.62</td>
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<tr>
<td>2. Understand group dynamics.</td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>4.77</td>
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<tr>
<td>3. Understand experiential learning techniques.</td>
<td>12</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>4.92</td>
</tr>
<tr>
<td>4. Understand administrative functions such as policies, supervision and risk management.</td>
<td>8</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>4.62</td>
</tr>
<tr>
<td>5. Prepare budgets.</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>4.08</td>
</tr>
<tr>
<td>6. Understand needs assessments, evaluative research and hypothesis testing.</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>4.08</td>
</tr>
<tr>
<td>7. Understand the function of the leisure service agencies.</td>
<td>8</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>4.62</td>
</tr>
<tr>
<td>8. Understand the historical aspects of recreation.</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>4.54</td>
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<tr>
<td>9. Understand tourism and commercial recreation.</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>4.38</td>
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<tr>
<td>10. Be knowledgeable about natural resources use and management.</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>4.46</td>
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16. The education and experiential learning at WCU prepared me to...

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<th>Neutra l</th>
<th>D</th>
<th>S D</th>
<th>N/ A</th>
<th>Total</th>
<th>Mean</th>
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</thead>
<tbody>
<tr>
<td>1.  further my skills and knowledge as a professional.</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>4.67</td>
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<tr>
<td>2.  meet the needs of diverse learners.</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>4.25</td>
</tr>
<tr>
<td>3.  reflect and evaluate on my own practice.</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>4.75</td>
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<tr>
<td>4.  effectively use technology.</td>
<td>4</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>4.00</td>
</tr>
<tr>
<td>5.  work with parents/guardians and families to better understand students and support their learning</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>12</td>
<td>3.58</td>
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<tr>
<td>6.  plan and solve problems with colleagues.</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>4.75</td>
</tr>
<tr>
<td>Statistic</td>
<td>1. further my skills and knowledge as a professional.</td>
<td>2. meet the needs of diverse learners.</td>
<td>3. reflect and evaluate on my own practice.</td>
<td>4. effectively use technology.</td>
<td>5. work with parents/guardians and families to better understand students and support their learning</td>
<td>6. plan and solve problems with colleagues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
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<td>-------------------------------------------</td>
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<tr>
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<td>4</td>
<td>2</td>
<td>-</td>
<td>4</td>
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</tr>
<tr>
<td>Max Value</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<td>Mean</td>
<td>4.67</td>
<td>4.25</td>
<td>4.75</td>
<td>4.00</td>
<td>3.58</td>
<td>4.75</td>
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<td>Variance</td>
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<td>12</td>
<td>12</td>
<td>12</td>
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</table>
## The education I received at WCU helped me...

<table>
<thead>
<tr>
<th>Question</th>
<th>S A</th>
<th>A</th>
<th>Neutral</th>
<th>D</th>
<th>S D</th>
<th>N/A</th>
<th>Total</th>
<th>Mean</th>
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</thead>
<tbody>
<tr>
<td>1. Be able to write an evaluation report.</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>4.33</td>
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<tr>
<td>2. Gain useful certificates.</td>
<td>7</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>4.58</td>
</tr>
<tr>
<td>3. Construct an effective resume.</td>
<td>5</td>
<td>7</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>4.42</td>
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<tr>
<td>4. To communicate effectively through writing.</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>4.42</td>
</tr>
<tr>
<td>5. To communicate effectively orally.</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>4.42</td>
</tr>
<tr>
<td>6. Be able conduct research and write a research report.</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>4.25</td>
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<table>
<thead>
<tr>
<th>Statistic</th>
<th>1. Be able to write an evaluation report.</th>
<th>2. Gain useful certificates.</th>
<th>3. Construct an effective resume.</th>
<th>4. To communicate effectively through writing.</th>
<th>5. To communicate effectively orally.</th>
<th>6. Be able conduct research and write a research report.</th>
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<td>4</td>
<td>4</td>
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<td>3</td>
</tr>
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<td>Max Value</td>
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<td>5</td>
<td>5</td>
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<td>5</td>
</tr>
<tr>
<td>Mean</td>
<td>4.33</td>
<td>4.58</td>
<td>4.42</td>
<td>4.42</td>
<td>4.42</td>
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<tr>
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25. IN YOUR OPINION... What was the most positive aspect of your WCU academic program?

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<td>The nurturing community</td>
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<td>The most positive aspect of my WCU academic program, Parks and Recreation Management, was all of the experiential learning that I completed through Land Based Recreation, Capstone and Mini Internships, as well as Program Planning.</td>
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<td>The hands on experience in different areas of recreation</td>
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<td>Experiential ed, good feedback from peers and faculty</td>
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<td>The faculty were amazing. I also learned a ton while on Study Abroad. I still use what I learned about national parks in the UK.</td>
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<tr>
<td>The professors</td>
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<tr>
<td>Small class size, one on one attention from professors, valuable educational and leadership experience, hands on learning through internship opportunities and also in class setting.</td>
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<td>Receiving a degree, certifications, and making contacts.</td>
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29. How could WCU have improved your academic program?

**Text Response**

More outreach. Bringing in more faculty members. Stressing the need to attend relevant conferences.

I wish that there were more outdoor based classes and a graduate level program to follow up with.

If I had a better understanding of the "real world" after school I could have prepared for it better. A better idea of what I wanted for myself after school would have been best here.

More discussion about graduate school.

Certifications should be updated to include Wife.

Better information regarding job opportunities after graduation or lack thereof

More use of technology such as web site and app designing. Also, more marketing and business classes.

33. Your Conclusions:

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<td>2. If you could begin again, would your choose the same major?</td>
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<td>2. If you could begin again, would your choose the same major?</td>
<td>3. Would you recommend WCU to others?</td>
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34. What is the first thing that you would tell someone who is considering going to WCU?

Text Response

Look at programs with more faculty members if you are looking for a PRM degree. It is difficult enough to get a position with this degree; having more resources will help western to have an exemplary rec degree program. Also, allow for an M.S. In PRM.

I absolutely love the area that WCU is surrounded in. The opportunities for outdoor recreation are almost endless. I love how close that my program grew to be and that the academic advisers are always there to help.

The best parks and recreation management program in the NC.

Think about what is important to you and how you can use the resources available to you at school to get what you want once you are done there.

The time one spends in Cullowhee lasts a lifetime and the friendships made make for opportunities beyond ones imagination. It most definitely in the middle of the most in the Southeastern US public university scene.

Cullowhee isn't so bad.

That it is a wonderful school for PRM majors

Great school with small classes and homey atmosphere

All of the professors at WCU have time for students and care for their students. I think that the tenure process in the academics is the biggest load of crap that I have ever seen. I attended grad school for PRM at Clemson and felt that the professors did not have enough time for their students because they had to publish in order to receive tenure. Several years after graduating WCU I realized how lucky I was that all of the professors were either tenured or were not on tenure track. I really appreciate the "open door" policy all of my pros at WCU had. This was definitely not my experience at a university were so much emphasis was put on publishing for tenure and not the students.
35. Do WCU and the College of Education and Allied Professions have your permission to use your name, position, organization name, or any specific comments for promotional and recruitment materials?

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36. May we have your mailing address and current contact information to send you information on future WCU and College of Education and Allied Professions events?

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<td>The Park and Recreation Management program at Western Carolina University gave me the opportunity to follow my dreams. What more could you ask for? Make sure all of the professors have plenty of time for their students. Do not put too much pressure on the professors to publish or obtain grants. I know that publishing and grants are important but quality time with students is much more important.</td>
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Appendix 5.9 Student Evaluations of the PRM Program

RESULTS OF SENIOR ASSESSMENT

PRM SENIOR SURVEY RESULTS SPRING 2010 – 2011

Q1. How would you rate your overall satisfaction with the Parks and Recreation Management Program at WCU?

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Q2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor?

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Q3. How would you rate your satisfaction with faculty-student interactions in the PRM program?

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Q4. Which parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?

☐ PRM 250 it was one of the earlier classes I took that made me decide that I wanted to be a PRM major. I enjoyed Debbie’s 430 class, except for the budget, but it was pertinent. Rhett’s 461 is a very informative class.

☐ Program Planning and mini-internships

☐ PRM 420 is a very educational course if one applies oneself.


☐ The program planning and business planning course. Also the foundation of PRM because a lot of the information from that class I still use/talk about at my internship at the Great Smoky Mountains National Park.

☐ The mini-internships, program planning, 461 management, challenge course facilitation, leadership (420).

☐ I think the smaller class size and the interaction with the professors. The professors were always open to help and would go out of their way to help me out on anything.

☐ Group dynamics with Paula DeMonet’s, entrepreneurship, land based experiences, internships, field trips with Maurice’s class, where we learned to work in groups and learn to roll a kayak and climb in Panthertown.

☐ PRM 361 was very eye opening. It was a hard class, however I learned a lot. PRM 430, I am not going to start my own business-ever. I enjoyed the class, but I felt as if I didn’t do 110% because it wasn’t something that I personally cared for. I am currently taking PRM 461 and I
enjoy the class. I feel as if it is a 1st year class because of the quiz format. I am learning a lot. I really enjoyed the swift water class, high ropes, and PRM 254 with Todd Murdock.

The course that I felt were valuable was PRM 361, program planning-I learned a lot about what it takes to put together a good program proposal as well as looking and planning for risks that may happen. I also enjoyed group dynamics taught by Debbie Singleton. It was great to learn about planning for different age groups and personalities.

Leadership and Group Dynamics, Program Planning, Business Planning, Entrepreneurship, Outdoor Recreation and Interpretation.

Courses-PRM 250, 361, 430, 461, 495, 370. I thought the aspect of programming (assessment of needs, implementation, evaluation) was very helpful. I learned so much from Debbie’s class where we learned/made a business plan.

270, because I learned how to be in front of the class. PRM 254, was interesting because of the skills I learned.

Most of the business classes because I feel I will use them more on an everyday basis in my career choice.

Internships, senior seminar, undergraduate research expo.

I enjoyed the PRM 420 course. It was an in-depth look at leadership and we put it to use in the field.

The technical side such as rope work really helped me. I enjoyed everything done in the field. I did find the managerial classes helpful but I know they are necessary.

The most valuable courses to me were Maurice’s Program Planning, Debbie’s entrepreneurship class and Ben’s Recreation Resource class. I like these classes because they gave me a skill that I didn’t have.

I liked learning the business aspects that went towards some of our courses. The challenges were nice and the memories made are the most valuable.

Program Planning and PRM 430-Both of these courses will help me in community recreation.

I thought all the classes were helpful. I really enjoyed Debbie’s business class, she is a good teacher. I also really enjoyed having Ben as an advisor. He is calm and very helpful, I thought I could come to him if I had any questions.

The courses I have recently taken in my past year here at WCU have been valuable. Program evaluation management, skiing class, outdoor recreation. I have had experiences with this major here at WCU. I can use all the courses I am currently in now to my benefit in life.

Q5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?

I think there should be an aspect of outdoor recreation along with emergency care that could be a major option.

The management and administration class should be more experimental and not so much short term memorization. As an outdoor leadership concentration, I feel that I need more practice with hard skills. More trips to parks and other outdoor recreation areas.

We should add a course just for marketing. I am still having problems in that field. Also, making a data base where students can talk to each other freely to exchange new information about the job market or changes and new experiences. Also, using the e-briefcase for final
projects would help students. And last, during the foundations class if he could hand out the check sheet for portfolio.

- Community Recreation-Need more classes for concentration. Outdoor Recreation-go outdoors.
- I think the PRM 461 class is very effective but I don’t like the power points. They are wordy like novels and don’t give us a chance to take full notes. It would be nice to have a link on the PRM website that shows current jobs for internships.
- I believe we need more hands on opportunities and maybe a revision of some of the courses to keep up with the times.
- More hands on experience. More field trips in all classes. Take out required classes like PRM 461, PRM 361.
- The internships should be required to be more relevant to the profession. Classes offered spring or fall only is a drag!!
- I would hope that there could be more classes to take that deal with the interaction of HPER and Hospitality side of Parks and Recreation.
- More certification would be nice: LNT, WFR, etc. It’s nice that we have instructors that come and help us. I’ve learned a lot from Todd Murdock, Earl Davis, and Sam Fowlkes. Debbie’s 430 should be a 400 level class. It’s a lot of work and needs more credits.
- None for me.
- More in-field experience like that required in PRM 361 and 321. It helps gain experience and gain valuable contacts.
- I believe that the papers/projects should be up to date formatting for example, resume, needs a better format.
- The GPA requirement should be a program GPA not overall like other majors at WCU. Also time schedules for some classes. Maurice’s 361 should be shorter.
- I think there should be an additional course on recreation therapy. Maybe offer options for those courses that are only offered in the spring or fall semester.
- I think there should be an emphasis on the natural environment. It should lean towards NRM and some other sciences.
- I think there should be more recreation resources management courses. Like what to do when you have too many people coming to an area.
- I think we should do more things other than outdoor leadership. The commercial part of our major has been left in the corner. I think that would attract more students that don’t want to be full on hospitality students.
- We need to have more courses focused around community recreation.
- I wish Maurice could still take students to the Grand Tetons because I would have loved to gone. I think it would have been a great experience.
- No

Q6. Have you any other comments related to your experiences as a Parks and Recreation Management major at WCU?

- Ben has been incredibly helpful.
- Hope I find a job with the meta-skills I have made here at WCU.
- I believe we need more resources to be available to us for our own use.
Good program for the resources available. Hopefully more funding will allow more options within the program.

I would do it all again. I believe that the teaching staff and the material we learn has gotten me ready. The internships were an amazing idea.

I like having all my classes in Reid. It’s nice because there is always someone in the “green room” for help. The magazines are great to read and learn more information from. The PRM board in the hallway has good information for students. I like seeing the new stuff. RTH 250 with Jennifer Hinton is a lot of work. It should be a 300 level class.

I have enjoyed my classes and most of my time here. Thank you.

I believe that the teaching staff and the material we learn has gotten me ready. The internships were an amazing idea.

I have been extremely satisfied by the professionalism of our professors. Their experience in the field is what makes them great leaders. The stories complement the teaching. We are fortunate to have Ben, Debby, and Maurice!

I’ve really enjoyed it. I wish that as a transfer student there would be a way to include essay question that we could write about our previous outdoor education. The final senior exam doesn’t seem as fair to transfers.

I have enjoyed the program. I am very glad I got involved with it.

We need more outdoor classes, maybe a ropes course or something.

I loved it, wish I had gotten in the major sooner to have more time in it.

A job fair would be beneficial also more outings.

I enjoyed my time in the outdoor playground and my years in the program.

I love this major and the experience I have had.

The only regret I have is not being more involved with the PRM Club. If we could somehow do more with it I believe it would be more appealing for students to join and participate in.

I loved my time here and I am sad to leave.

I have been asked how I like the major by my friends. I have told them that it is a good major. If you enjoy the outdoors and hands on tasks it is fun. I have told my friends about my canoeing and skiing course and how much fun it was!
Q1. How would you rate your overall satisfaction with the Parks and Recreation Management Program at WCU?

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Q2. How would you rate your satisfaction with the academic advising you received from your PRM advisor?

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Q3. How would you rate your satisfaction with faculty-student interactions in the PRM program?

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Q4. Which Parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?

- Community Rec Class, Internship Class, Debbie’s 400 Land Class
- PRM 361, 321, 425
- PRM Entrepreneurship. Creating a business plan was not only challenging but very useful. It made me feel ready for an aspect of the real world.
- PRM 250, PRM 361, PRM 356, PRM 270, plus mini-internships and the capstone internship
- I love how close all the students are with each other. We all get along and everyone is more than willing to help each other out. The most valuable course to me I would say is senior seminar because it gives a chance to reflect on all the other courses and what we’ve learned.
- The most valuable classes were probably the ones I dreaded the most. Creating Risk Management Plans, Program proposals, budgets, activity books and logs have all been very valuable. Learning how to properly write/create official documents has been hugely helpful.
- PRM 420 Expedition Leadership, PRM 254, OEC, PRM 250, PRM 433, PRM 440
- The courses with certifications were most valuable to me and what I plan to do.
- All of the internship experience and networking facilitated by the PRM program has created valuable relationships going forward. The networking has fostered both business and personal relationships for the future. It has also allowed me to refine a skill set, preparing me for the industry that I want to work in.
- PRM 361; PRM 430
- Experiential teaching was beneficial; internships were great; portfolio was extremely beneficial to bring everything together.

Q5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?

- More on community recreation if you are going to have that as a concentration
- PRM 460 needs to be revised
• I have really enjoyed my time in the Parks and Recreation Management program and the current program worked for me as a student. I hope that the program would be able to grow and take on new adventures as they come.
• I feel student involvement should increase but that is mainly the student’s responsibility.
• Advertise the major to undecided students.
• More girls need to be pulled in. Teaching methods for non-PRM professors should be changed. For example, reading straight from the book to class
• The expedition aspect seems to be going the way of the dodo bird. It would be nice to see that emphasized more. Research and how to utilize places like the library is something I only learned extensively in other classes. An emphasis on how to research, use the archives, the referenced material in appendices of texts, etc. is something not focused upon.
• Not sure.
• PRM 461 and community recreation, but a 4th teacher will change that.
• Encourage keeping recreational logs and get students included in an active outdoor lifestyle. It seems that few majors really recreate or have little direction in which they want to head. 3.0 should be minimum requirement; it would increase the caliber of students. Teach WFR.
• PRM 461

Q6. Have you any other comments related to your experiences as a Parks and Recreation Management major at WCU?
• It has been a beneficial experience I plan to continually use.
• The teachers make the program what it is and I believe that every single teacher in the department has done an amazing job relaying the course information to the students as well as providing personal experiences.
• Thank you for all the advice and the outcome for my portfolio. It helped get me a job.
• PRM is a great major. I thoroughly enjoyed my time as a PRM major. With all the changes occurring in the next couple years, it makes me wish I was sticking around. I’ve learned a lot and feel confident in my abilities of gaining employment after graduation. Thank you.
• I think it is a great program and I believe the students of the program should always try to be kept close during the time at WCU because you learn more from each other and always have someone to ask for help from.
• What a wonderful experience and location. This time here has made me want to change direction in my life and recommend this to many more people. I would like to see the club grow and work more with other outdoor clubs and schools.
• Thank you for all the help!
• Loved it.
• The program was great. Thanks for encouraging my passion.
• Really enjoyed the courses and the hands on experience I got.
PRM SENIOR SURVEY RESULTS SPRING 2012 - 2013

Q1. How would you rate your overall satisfaction with the Parks and Recreation Management Program at WCU?

14 4 2 1

Q2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor?

16 2 3 0

Q3. How would you rate your satisfaction with faculty-student interactions in the PRM program?

16 4 1 0

Q4. Which parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?

- PRM 252, PRM 250 (2), PRM 383, PRM 433 (2), PRM 361
- Business Plan, OEC, Leadership & Group dynamics. Introduction to Outdoor Pursuits.
- 250 was a great starter class. I also really enjoyed 254. It was a great introduction to the topics we discussed on a regular basis. 433’s research also helped me to better understand what is required in PRM research.
- PRM 420 because we got real hands-on experience practicing the skills we learned in class.
- Challenge Course Facilitation, Water-based, Group dynamics
- PRM 254, PRM 420
- All experiential classes. Land-based, Water-based, Introduction to Outdoor Pursuits, High Ropes.
- All of the administration based classes were very valuable to me. These classes are what will get up upper level jobs in the outdoor field. The skills based classes were really fun as well though. I have really learned a lot from being a PRM major at WCU.
• PRM 430. Debbie’s business plan class, PRM 361, PRM 383 (s) all were hands on experience.
• I liked the experiential classes. It allowed me to work on my skill sets. Swift water rescue was a great class that helped me out.
• PRM 430 with Debbie was extremely beneficial from a business standpoint. PRM 361 can definitely be used in a vast amount of jobs in our field. I like the opportunities we have to get certifications as well.
• Ones that were more “hands on” like PRM 254, 433, 461. That got us more involved.
• The internships were very valuable to me since they gave me hands on experience.
• PRM 254, PRM 420
• PRM 430 is very valuable to me even though it was a major challenge. Creating a business plan was beneficial and taught me a great deal. I feel as if all PRM courses are valuable in different ways.
• The practical ones where we got to practice actual skills. Program planning with Maurice- a lot of work but valuable learning and skills.
• I really liked Debby Singleton’s Entrepreneurship class, Career Planning, the ropes course, and Introduction to Outdoor pursuits
• Having such an excellent faculty has been the most valuable to me
• The “how to” classes liked OEC, program planning, challenge course facilitation, etc
• Ones that were more “hands on” like PRM 254, 433, 461. That got us more involved.
• OEC, all classes that offer certifications, 321-education aspects
• 426-425
• My overall feeling regarding the program was that all of the classes were somewhat important as applied to real world applications. That said, many aspects of the program were tainted with overly capitalistic business oriented logic to keep students at the university longer than necessary.
• OEC has been one of my favorite and most beneficial classes since I have been in PRM. It gave me an abundant amount of hands on activity that will help benefit me throughout any career choice.

Q5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?

• Additional courses for community recreation.
• Rec. therapy class shouldn’t be mandatory to graduate. Although, it’s helpful, don’t really learn much by reading; taking tests.
• PRM 461 could have been a good useful class with a good teacher. We need more business and management training. Bring back statistics. It is an easy class and the students should take it.

• As someone who is currently in RTH 250, I believe this class can be cut out. Everything we’ve discussed in the class should be common sense to any prudent individual.

• Have students take PRM 350 by sophomore or junior year because making a resume/starting the portfolio would be more useful to have earlier instead of senior year.

• PRM 461 needs to be revamped. This includes the teacher and the curriculum.

• Prerequisites for PRM 494- program planning, entrepreneurship, and Prerequisites for order of kayak instruction- 254, summer-beginner & intermediate kayak, swift water rescue

• The program planning class should be structured better

• Debbie should teach more PRM classes.

• PRM 350 should be taken sooner

• It would have been nice to have a more logical progression in the PRM course plan. Instead of enrolling in any available class. An immersion semester would be nice as well.

• Having the opportunity to go outdoors would be great! Being a student that works through school I don’t get much time to be outdoors and learning there are classes but they are limited to the audience and field.

• I agree with the experimental learning semester which Andrew discusses. It would help to compile the more lengthy classes into one semester in order to make the scheduling process easier.

• I don’t believe that certain classes should be required such as PRM 430. If someone is not interested in running his own business taking that class is not helpful.

• I enjoyed the entire program. PRM 461 class could be changed to help focus it.

• PRM 461 needs to be more student friendly.

• I think it is great. If I had to choose anything to change it would be to have more experimental opportunities. We have some now but I think it would be great to be able to get that outdoor experience.

• PRM 350- management, it is needing more time for what’s due

• I think each concentration should have more specific classes that relate to them. For example, commercial and resort recreation should include some marketing classes.
Have seniors become more involved in teaching classes - mainly teaching hard skills to freshman/new majors
More hands on, bring back expedition course
Focus on knowledge and skills pertinent to career choices that are realistic.

As much as I hate to admit it, private and community recreation is all that remains truly viable at this point. Government recreation opportunities are failing and should not be encouraged at this point.
The biggest issue I had was 461. I felt like that class was a complete waste of time because he just made us memorize huge lists and then quiz/test us on them. There didn’t seem to be any real quality to him teaching it.

Q6. Have you any other comments related to your experiences as a Parks and Recreation Management major at WCU?

The program is awesome, wanted more info on community recreation.
n/a
Ben and Debby are the best teachers ever!
As a PRM major I’m always told that I have the easiest major - we have to change that!
Overall great program, plenty of certifications available within the program. A great learning experience.
Start your internships sophomore summer.
I have greatly enjoyed my time in the PRM program.
Maurice is a dream crusher. Ben is awesome - should teach more classes.
Debbie is easy to work for, with, and learn from.
It was an amazing experience, thank you guys!
Since my enrollment in the PRM program I have felt nothing but welcomed and supported by the faculty. Coming to Western and this program has been one of my best decisions! Thank you all very much!
Y’all are amazing!!! Incredibly happy with declaring PRM, have met some amazing people
I love how the group (students & teachers) were so tight knit, and I like how my classes allowed for hands-on experience which helped me build my resume.
My experience at Western has been very positive. All staff have been professional and done an excellent job.
It was a great 3 ½ years. Thanks
Loved every minute of it
I had a great time as a PRM major. I learned a lot of new things and made a lot of new friends. I appreciate the personal relationships that are made between instructors and students, it makes our time here feel valued. Thanks.
• I’ve loved every second of this major. It has everything.
• All of the instructors are very respectable and make college less stressful
• Very good faculty, thank you for all your help and advice
• Advise students to pursue realistic goals rather than facilitating flawed logic which will likely lead to career hardships and failure
• I just wish the field of PRM could be better known. I did not realize this was a profession field until actually came here to Western.

PRM SENIOR SURVEY RESULTS 2013 – 2014

1. How would you rate your overall satisfaction with the Parks and Recreation Management program at WCU?
10 7

2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor?
15 2

3. How would you rate your satisfaction with faculty-student interactions in the PRM program?
13 3 1

4. Which Parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?
• The ones that helped me gain experience. backpacking, swiftwater, mountain rescue, etc.
• Change course facilitation & PRM 420. I feel like these classes brought us closer together and developed a better understanding of group dynamics through experiential education. PRM 420 (Exp. Behavior) gave me the ability to define my own leadership style, while being able to read the levels of participants.
• Any class that gave me experience in the field (high ropes facilitation, swiftwater, landbase pursuits, group dynamics, leadership-420).
• 425, 420, 321, 356, 254, 270, 361, mini-internships, field days.
• Program planning & evaluation, internships.
• I believe that Debby’s business class would have been the most valuable to me. I plan on opening my own business so the class was extremely beneficial.
• Program planning & evaluation PRM 420, Outdoor Ed & Interp.
• Program planning, Outdoor Ed/interpretation, Capstone orientation, Outdoor Emergency care.
• Land-based, PRM 420, senior seminar.
• Entrepreneurship & Commercial recreation; the business plan was very helpful. Program planning; entire class helped prepare for professional program planning.
• Ireland exchange program, Land based outdoor pursuits.
• Adventure conservation class, one on one time with teachers.
• Program planning, Entrepreneurship and Commercial Recreation, Management and Administration, Inclusion and Recreation for people with disabilities.
• Intro. to Outdoor Pursuits, Land-Based Pursuits, Leadership and Group Dynamics, Maurice’s 420 class. Anything that got me up and out of the classroom and involved in an experience. I learn by doing.
• I really enjoyed and benefited from taking courses such as OEC and Mountain travel and rescue. These courses not only taught me a lot and were interesting, but will make my resume look really nice.
• PRM 433, 356 and 361; interpretation & education class.

5. What, if any, aspects of the Parks and Recreation Management program do you believe should be changed?
• Honestly, the only time I had a bad time in PRM was the way I was made to feel stupid anytime speaking/learning in PRM 426.
• More staff. More classes outside. More experiential education.
• A longer backpacking trip with the new faculty coming in-reinstate the Tetons trips.
• Not really-maybe just a little more for some to be more experienced folk.

Teachers/Professors-more.
• The changes I believe are already underway.
• Being able to plan and facilitate a program in Program Planning & evaluation & the internships.
• With the way current recreational trends and societies “need” to be fit. I think WCU’s PRM program should put more emphasis on Commercial recreation.
• The PRM 420 trip needs to be longer for better results. Debbie’s class is more suited to a Business Major than for PRM.
• More experiential learning opportunities.
• Stay golden.
• Provide more community & commercial recreation options to curriculum. I also like the idea of providing a fitness focus area.
• More experiences leading different populations.
• 430, 461. I feel are unprepared for.
• Maybe more community recreation classes.
• I think that there should be an advocacy class as a form of a more program-related marketing class. Fund-raising class could also be an option or could be an included aspect in the advocacy class. PRM students are passionate about what they do, and it is important that they be able to share that enthusiasm with others.
• I think the program is very well run and the courses are very well thought out. I would not change anything that is being done but would add a natural resource class just because some of the students will be working with the National Park Service and Forest Service. This class would help a lot, coming from personal experience.
• Overall capstone hours. Maybe drop it down to 300 or 350. It is hard to find a full-time seasonal position that pays well enough. I don’t want to move back in with my parents.
6. Have you any other comments related to your experience as a Parks and Recreation Management major at WCU?

- I loved this major, the professors are all one of a kind and I couldn’t be luckier than to learn from Ben, Debby & Maurice.
- The statement “If you don’t know where you’re going, you may end up somewhere else” feels very true to me because I began at WCU for Rec. Therapy but decided it wasn’t for me after A&P. Very glad I changed majors. I wouldn’t have changed it for the world. I look forward to possibly a Master’s program.
- Being able to work closely with Ben, Debby and Maurice was something I doubt other students in different programs have. Very Grateful!
- GREATNESS! Love the program. Ben & Maurice are great and will do anything to help you succeed.
- Keep up the good work!
- I really enjoyed the experiences I have had in the PRM program at WCU. The professors that teach the program are among the most approachable at WCU.
- Thank you!
- I am glad we put so much emphasis on internships and gaining experience, and that the professors try to help us through our time here and want us to succeed.
- Debbie is an amazing advisor.
- Make PRM club more public & maybe mandatory for all PRM students to join. Hold more PRM club programs and events to enhance prestige & general public awareness.
- Make sure that new faculty keep the same level of skill and experience as the current.
- Mars Bars for everyone.
- It’s been a great experience here and I just want to thank all my professors and the department for a great 4 years.
- Excellent faculty knowledge base, extremely helpful.
- I think that the “closeness” of students and instructors is a very important part of the program and that it should remain this way in the future. Other majors have a student/instructor relationship where the students don’t benefit or gain education as much as they could if they could relate to their instructors as in this major. It helps students learn more and become more involved.
- I enjoyed the program. I learned a lot.
1. How would you rate your overall satisfaction with the Parks and Recreation Management program at WCU?
   13 | 7 | 1

2. How would you rate your satisfaction with the academic advisement you received from your PRM advisor?
   16 | 5

3. How would you rate your satisfaction with faculty-student interactions in the PRM program?
   20 | 1

Which parks and Recreation Management courses or other experiences as a Parks and Recreation Management major were most valuable to you?
- High Adventure Travel, PRM 430, PRM 250, PRM 361, PRM 430. The mini-internships were very educational.
- As a student transferring from one major at Western into Parks and Recreation I can honestly say that I was floored by the running of the Parks and Recreation department. As a student, I have never felt so helped, guided, and really challenged in my work. I believe that the course that are most complained about are the ones that are most beneficial. PRM 361 as well as PRM 430 was extremely helpful to me. I got a job while in PRM 430 and it was amazing to see that everything we were learning were things that were being asked of me to do within my work. The Parks and Recreation Management program really works hard to prepare you for real life. I am beyond thankful to have been a part of this program.
- PRM 254 was my favorite class because I learned several new things in this course. I also enjoyed doing Adopt-A-Trail as my mini-internships.
- The most valuable experience to me was the amount of camaraderie between PRM students. The bonds and connections that I've made will never be broken.
- All were valuable, but especially PRM 254, 433, 321, 420 O.E.C. training, and the internships. I like the practical hands-on skills training more so than paper work because those are the areas in which I am most in need of instruction and experience. Internships give lessons that classes cannot.
- Mostly the experiential classes like high ropes and swift water.
- Wilderness First Aid
- The courses with hands on learning to enhance classroom section, such as Intro to Outdoor and Land Based
- Entrepreneurship to parks & rec.
- I really took the most away from Debbie's business plan class and Andrew's program planning class. I felt these gave me the most applicable lessons that I will be able to use in whatever job I end up with. I also valued the professors I had. I felt like they would help out any
way possible to help me succeed. I like the relationships built with them and I am thankful I
could take some of their knowledge away with me.
• PRM 254, PRM 430, PRM 420
• PRM 321 was probably the high point of my time in the PRM program. Maurice's style
of teaching and presentation fit well with my learning style, and he actually challenged students.
You had to read the text or you didn't do well, as opposed to the other PRM classes I took were
most were able to skate through as long as you listened in class and chose competent classmates
to work on your group projects with. The content of that class was heavily dependent on one's
understanding of design and how it plays into the visitor experience in parks and forests. Many
found it trivial information, but understanding the invisible surrounding a major aspect of our
field is crucial to running visitor centers and educational program for the public.
• 430, 461, 321, 361, 254
• Intro to outdoor pursuits is one of my favorite classes. It makes you a well-rounded PRM
major. It teaches you the basics and also help with bonding and group exercises. I enjoyed OEC
such a great class. I like the open door feel between students and faculty. Glad Debby will be a
full PRM member.
• Program Planning & Business administration
• The ones that were the best for me was the ones that gave hands on learning and we got
to do active learning and activities
• Hands on activity classes (254, 270, OEC), PRM 461, 370, The JOB/internship board is
very helpful, the teachers are available and willing to help.
• The most valuable experienced I had in the PRM major were learning how to facilitate
programs and then facilitating the programs including budgets, risk management, scheduling,
proposals, and move. Since these types of task are part of what I will be doing this coming
summer and fall I will use my skills on program planning a lot.
• The Experiential Classes

What, if any, aspects of the Parks and Recreation Management program do you believe should
be changed?
• Make the program larger. Become accredited.
• The capstone, if taken in the summer, should NOT, cost tuition. We aren't using
professors' time or any school resources. More diversity in classes. It was much too focused on
outdoor.
• I believe that a basic math course should be required, as I believe it ends up being more
important to our field than we believe.
• I wouldn't change anything. I learned so many new things in this program and I do
believe it has prepared me for the job field.
• More faculty. Bigger Program. Accreditation.
• Add a fall or spring semester WFR on campus. It's pretty good as is. Don't get accredited.
Maybe include some courses for people who are coming in with little or no prior
experience/skills in some of these activities, and include them during the semester, not just over
the summer.
• Master’s program.
• More commercial rec classes should be added.
• Some of the business courses are really intense, 361, 430, and other classes are not. I
think you should even the workload across courses. More faculty.
Should have more classes about community parks & rec rather than outdoor pursuit classes.

I think having more of a variety on the focus of classes would be more beneficial. I feel that the majority of our classes were geared towards outdoor and adventure recreation. I didn't really take anything away for community recreation. I think some of the outdoor rec classes could be electives instead of required classes, as well as adding community recreation elective classes.

There should be more of a variety of classes offered. I originally joined the major while class was still here and there were camp management classes offered.

As far as the Parks and Recreation program here at Western goes, I feel that although the professors mean well most of the time, this type of degree program needs more hands-on skills-based participatory classes that emphasize those activities. This program does a really good job at teaching soft skills and introducing the theories of meta skills, but hard skills are lacking severely. My own interest in outdoor pursuits drove me to gain hard skills on my own before I started here; this is out of the ordinary I realize, as most of my classmates did not have any background in this type of work or play. You could do more to attract current outdoor professionals to return to college after time away working in the field. (Work with regional organizations like NOC and OB to better educate the employees those companies are invested in) Using these older students as teaching fellows to mentor the straight-out-of-high-school crowd that makes up the majority of the program's students could have significant impact on their understanding of the outdoor world that they cannot gain attending the PRM classes. The hard skills needed to perform and teach the activities are missing. Because of this, many of my fellow students are not prepared to perform as outdoor professionals in the industry. I do not blame the professors directly for this, but the program as a whole needs to change. This will be very difficult considering the format of University learning, but it can be done. Going back to previous methods of learning such as full semester of field experience take the students out of the classroom and threw them into a NOLS type of environment would fix this problem. Maybe the Parks and recreation program should focus on the business and entrepreneurial classes while a new, separate degree program for Outdoor Leadership is implemented for those wanting to pursue that line of work. Certain classes would overlap for certain, but other than those few instances they should be separate. Many of the people I am in class with, these are seniors individuals, would not be able to lead a simple backpacking trip because of their lack of hard skills and being surrounded by others that don't have the drive to go out and have experiences on their own time; behaviors, habits, and interests rub-off on each other, and when the non-outdoorsy PRM Major doesn't want to spend his/her free time out in the field gaining hiking, climbing, or padding experience, the rest of the peer group may cave to peer pressure and do what is easiest: watch football and drink beer. This isn't how you build enthusiastic outdoor professionals. This deficiency must be addressed if this university wants to produce outdoor leaders with the experience needed to move our profession forward. Senior seminar: 50 minutes once a week is not enough time. This should be a 3 or 4 hour class on Wednesday or Friday mornings. The Socratic method used is a good starting point, but to gain any deep knowledge of the subject at hand one must research (leader and the students) each topic and not be coached into how the questions will be presented by the instructor. Too easy. Very little critical thinking required, and a couple of students barely participated.

RTH Instructor
• RTH for people with disabilities was terrible and I didn't learn anything. The classes should be able to gear us towards working with individuals needs and it doesn't very dissatisfied.
• Maybe look into getting more staff as the program keeps growing
• Some of the management classes are repetitive. If a class is heavy with projects that take all semester then there shouldn't be a final.
• I believe classes should be offered more than just one semester a year, some classes could get combined such as PRM 350 and PRM 370, and we should incorporate a class on budgeting as most agencies make manage and director’s budget and plan budgets.
• Add more experiential classes

Have you any other comments related to your experience as a Parks and Recreation Management Major at WCU?
• I am so grateful to have participated in this program.
• I know it seems that I am falsely raving about this program, but as this is anonymous and I will receive no "reward" for these comments I hope that they can be trusted. The professors in the PRM program are not only excellent professors and amazing at what they do, they are also excellent people. Their heart and passion for their work only balances their genuine character. I truly feel that my professors went above and beyond, not only in the realm of education, but also in being a physical example. I am overwhelmingly grateful to have been a part of such an incredible program.

• I have enjoyed my time as a PRM major and I will be happy to see this program grow.
• Wouldn't have done anything different!
• Allow technology when it's being used appropriately for learning purposes. Cell phones are becoming calculators/schedule managers/research tools/lecture recorders, etc. They are here to stay and are becoming more useful for enhancing learning experiences.
• Stop focusing so much on outdoor recreation
• All classes helped me grow professionally and personally.
• I was pleased with my professors and the amount of professionalism they brought to the classroom. I enjoyed the small classes and felt that helped to contribute to my success here.
Thanks for everything!!
• I am semi upset that I'm graduating this semester and wasn't able to have the new professor for any classes.
• If those in the program think it has a reputation of being the "stoners" major of choice they wouldn't be wrong. I'm not specifically calling out people for choosing to use cannabis, or other entheogens; I could really care less about what others do in the privacy of their own lives. What I'm mainly referring to is the reputation that PRM (along with Communications, Psychology, Philosophy) is where the kids that are kind of lost and don't know what they want to major in end up. Maybe they went camping once or twice with friends and they felt at peace during those trips; a wonderful thing that can be life changing, but do they want to immerse themselves in that world for years to come based on that experience? Certainly the folks looking to working in the community or commercial rec fields need not be ruggedized outdoor travelers, but the resource management and outdoor leadership folks do as I commented on in the previous question. There needs to be a requirement for resource mgmt. and outdoor leadership that continually participate in a outdoor activity of their choosing throughout their time in the program; not just when specific classes require it. We are expected to become leaders in our field, but very few PRM students are willing to do the leg work needed to make that a reality. If a
college athlete with a real honest-to-god chance of making it into the pros decided to stop training because he wanted to party during his/her free time, that person coach/advisor would probably wring them by the neck for not living up to their full potential. PRM activities are just as important as team sports, and the faculty needs to push the resource management and outdoor majors to use their free time wisely if they really think they are interested in working in the outdoor industry. In my time here at WCU I have tried countless times to encourage, trick, ask, beg, and plead my fellow PRM folks to get together to camp, hike, paddle, climb, etc. One person and one person only has taken me up to go paddling this year, and no one has ever shown interest in going on weekend or after-class hikes. When the PRM classes go on a simple weekend backpacking trip they act like it is punishment and sometimes use deception and excuses related to their lack of personal care to try and leave the field early. This is immature behavior for a rising outdoor leader. There is no sense of family like I have experienced in other departments and schools that is unless it involves whisky, weed and no actual physical activity.

- The ability to communicate freely with all of the instructors helps tremendously.
- The bond I have with these groups of people is amazing I have really enjoyed my time here in this program and the knowledge and leadership skills I have gained.
- Wish certain classes would have been able to push me to work harder.
- It has really helped me see ways to help people enjoy something that I love. There is more than just sitting behind a desk.
- Offer more experienced based classes that focus on one activity. Promo Videos. More conferences. Research Studies.
- Blackboard should be used a bit more to put any handouts, teacher notes, and PowerPoint slides on it for students who have either lost their papers, slow note takers, or missed class.
- You guys have built a fantastic program.

Western Carolina University
University-Wide Organization Chart
July 2015

[Diagram of the University-Wide Organization Chart]

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Appendix 7. Standard 7 Operational and Program Resources

Appendix 7.1 Equipment, travel, technology, and operating budgets

The fundamental purpose of the Department of Human Services (HS) is to provide scholarly instruction for service-oriented students supported by a strong focus on research and the opportunity to provide services for regional residents. Program areas within the department include: Birth-Kindergarten Education, Higher Education Student Affairs, Counseling, Doctor of Education, Human Resource Development, Parks and Recreation Management, and School Administration. Travel funds for HS faculty are available from the Chancellor’s Travel Fund, the CEAP Dean’s Travel Fund and Project Value Funds. HS travel funds are determined based on the faculty members faculty status. All travel funds are available (with certain restrictions) for faculty members who wish to apply for them. 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 Human Services Project Value Fund

Application for Departmental Project Value Fund

Application for Travel Support to a Conference

Project Value

Guidelines for Presentation Awards

Faculty travel awards are to support presentations accepted at state, national, or international conferences and are open to all full time faculty members (tenure track, tenured, and fixed term). To allow for as many of the departmental faculty as possible to receive travel funds to support presentations, faculty members are encouraged to apply for the Chancellor’s Travel Fund if applicable.

It is important for faculty to understand there is a clear expectation that presentations are an important step toward submission for publication. When application is made the applicant must include a plan for publication.

*In times of state level budget shortfalls all travel funding may be stopped before conference attendance. Should this happen, travel money that has not been encumbered cannot be released from Project Value.

Faculty Presentation Application

Applicant Name:

Presentation Title:

Type of Presentation:

Host Organization:

Dates of Conference: From: To:

Location of Conference:

Please respond to the following questions or items:

1. How would participating in this conference contribute to your research agenda, your field, and Western Carolina University?
2. Provide a brief narrative describing your plans to turn this presentation into a peer reviewed publication to include timeline and the journal you are considering for submission.
3. Please provide a projected budget of your travel needs.

<table>
<thead>
<tr>
<th>Registration</th>
<th>Mileage</th>
<th>Air</th>
<th>Lodging</th>
<th>Meals</th>
<th>Taxi</th>
<th>Parking</th>
<th>Other</th>
<th>TOTAL</th>
</tr>
</thead>
</table>

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4. Have you made application for the Chancellor’s Travel Fund? Yes ☐ No ☐ Date
5. Please attach a copy of the conference brochure or provide the URL for conference information and your conference proposal.* URL Link:
6. Please complete a prior approval document to accompany your application. Yes: ☐
*These funds may be awarded based on acceptance of your proposal at the conference. Please provide a copy of the acceptance letter when received.
Appendix 7.2 Major Facilities and Equipment

Equity and supplies definition: the College of Education and Allied Professions (CEAP) 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. CEAP 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, canoes and kayaks are stored in a separate boat shed and stand-up paddleboards are stored in an equipment room in the back of Reid gym.

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
8 pool kayaks

In the boat shed
11 Canoes
19 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/SUP trailer

In the Reid Storage Room
12 stand up paddle boards
12 stand up paddles
12 leashes

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
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
10 figure eights
1 I’D
3 paws
3 pirana
2 spider straps
1 rope cutter
2 pickets
12 ice axes
3 snow shovels
1 stokes litter
1 army litter
1 portable littler
**Technology definition:** CEAP and HS 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:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Budget spent by PRM</td>
<td>2014-2015</td>
</tr>
<tr>
<td>General Fund</td>
<td>$1469.86</td>
</tr>
<tr>
<td>Project Value</td>
<td>$575.27</td>
</tr>
<tr>
<td>E&amp;T Fund</td>
<td>$4677.00</td>
</tr>
</tbody>
</table>

Note:
PRM has an annual E&T fund of $1,600 to be used for “disposable” equipment
Accreditation renewals paid through the Dean’s Fund
Tenured faculty travel paid through Project Value or Chancellor’s Travel Fund
Additional funds were requested each year for “big ticket” items, paid for through the Dean’s fund
Reid Gym – Department of Human Services

- All 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, 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
- All Reid classrooms are set up with a full teaching station.

Software
- Microsoft Office Suite with Work, Excel, PowerPoint, Access, Publisher, Front Page, Outlook
- Adobe Acrobat
- MyCat
- Blackboard
- Virus Protection
- SPSS (available from the Coulter Faculty Center)
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
- NCAHPERD 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
- Journal of Outdoor Recreation, Education and Leadership
- Research in Outdoor Education
- Journal of Adventure Education and Outdoor Learning

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 Human Services

Rena McKay, Administrative Support Associate
Denise Royer, Student Services Specialist
Graduate Assistant support as needed
Student worker support as needed
Appendix 8 Supplemental Materials

Appendix 8.1 PRM Program Prioritization - 2014

CEAP Program: PRM  
Department: Human Services

<table>
<thead>
<tr>
<th>2014-2016 Goals (two – five)</th>
<th>CEAP Strategic Plan Reference</th>
<th>WCU 20/20 Reference</th>
<th>Resource Need (description)</th>
<th>Estimated Cost</th>
<th>Recurring or One-time</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create a new faculty line item to teach Community Recreation focus area. (2014-2015)</td>
<td><strong>Goal 1.2:</strong> Continue to provide high-quality educational programs in the allied professions within the college. <strong>Initiative 1.2.2</strong> Enhance faculty, staff, and material resources in the B.S. in Parks and Recreation Management Program, as this successful undergraduate major aligns closely with the</td>
<td>Goal 1.2 Initiative 1.2.1</td>
<td>New faculty line item</td>
<td>$60,000 (+ 23% for benefits)</td>
<td>Recurring</td>
<td>In order to expand the PRM program, we need a faculty member who can teach and work in the community recreation sector. This is a vital area for PRM. It would allow us to offer courses in community recreation and allow us to consider accreditation through the National Recreation and Parks Association. PRM</td>
</tr>
</tbody>
</table>
| 2. Reallocation of faculty to PRM | **Goal 2.1:** Continue to provide high-quality educational programs in the allied professions within the college. **Initiative 1.2.1** Enhance faculty, staff, and material resources in the B.S. in Parks and Recreation Management Program, as this successful undergraduate major aligns closely with the university strategic plan and exhibits significant growth potential. | **Goal 1.2**  
1. Move existing non-tenure track, fixed term position from STL to HS.  
2. Allow faculty from other programs across the college to teach PRM classes to help fill their teaching load once graduate programs are eliminated or undergraduate programs are low enrolled. | **Recurring**  
Fixed term faculty member is already advising and teaching in program, the move would allow for continuity and the ability to create new PRM courses for liberal studies and the health/wellness focus area. Faculty from other CEAP programs have expertise which would complement the PRM program and help |
exhibits significant growth potential.

| 3. Vehicle to be shared with other programs, leasing options to be explored. | **Goal 1.2:** Continue to provide high-quality educational programs in the allied professions within the college. **Initiative 1.2.2** Enhance faculty, staff, and material resources in the B.S. in Parks and Recreation Management Program, as this successful undergraduate major aligns closely with the university strategic plan and exhibits significant growth potential. | Goal 1.2 Initiative 1.1.1 Initiative 1.1.2 Initiative 1.1.4 Goal 1.3 Initiative 1.3.1 Lease 15 passenger van (with trailer hitch) to transport students to off campus outdoor locations for class field trips and activities. | Van Lease $1600 per month plus fuel (no maintenance costs) | Van lease, recurring each year. | cover classes we are presently not able to offer on a regular basis. | Van: Currently we have to plan our off campus classes around the UC Van schedule. These are the only vans available on campus with a trailer hitch. |
4. New trailer for towing Stand up paddle boards and canoes

**Goal 1.2:** Continue to provide high-quality educational programs in the allied professions within the college.

**Initiative 1.2.2**
Enhance faculty, staff, and material resources in the B.S. in Parks and Recreation Management Program, as this successful undergraduate major aligns closely with the university strategic plan and exhibits significant growth potential.

<table>
<thead>
<tr>
<th>Goal 1.2</th>
<th>Initiative 1.1.1</th>
<th>Initiative 1.1.2</th>
<th>Initiative 1.1.4</th>
<th>Goal 1.3</th>
<th>Initiative 1.3.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trailer is needed to transport SUPs and canoes to local rivers and lakes.</td>
<td>Trailer costs may run between $4,000 to $5,500 depending upon size and manufacturer.</td>
<td>Trailer: one time cost.</td>
<td>Trailer: Existing canoe trailer is 20+ years old. Recent inspection and quote by Facilities Management revealed repairs that were cost prohibitive or beyond routine. Currently we are borrowing a trailer from BCC and have to plan our off campus activities based on the availability of the BCC trailer.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Develop an active Advisory Group for PRM program to include internal and external members. Form an Advisory Group of approximately 10 persons to include following groups: faculty, students, alumni, and employers that will meet twice annually to review program accomplishments and goals and seek input on current trends and future directions. 5 member advisory board for each focus area.

| Initiative | Goal 3.1: Strengthen relationship s and communication between the University and its external partners. | Mileage for external partners for at least one on-site meeting (Cullowhee or Biltmore Park). | $300.00 | Recurring (Possible sources: External grant indirect; Project Value; program trust fund built with consulting fees; QEP funds) | PRM is required to have an advisory group. The individuals will be PRM professionals working in the Western North Carolina region. They should be compensated for their travel to PRM advisory group meetings. |
1 person to focus on fundraising
1 person to help with risk management issues

6. Indoor Ropes Course
6.1 Management and coordination of facility

7. Plan and create liberal studies courses for PRM

8. Masters in Experiential Education *permission to plan
8.1 Create a new faculty line item to teach in undergraduate PRM program and develop the graduate program (2015-2016)

9. Marketing budget (branding apparel, give
away items, posters, etc.)
Appendix 8.2 Provost’s Report on Program Prioritization

WCU Program
Prioritization Task Force
Final Report, Part I:
Prioritization Process
Program Assessments and Comments
May 2013
Introduction

The Program Prioritization Task Force was created by Provost Angi Brenton in September 2012 for the purpose of fulfilling the university's promise to better serve the educational needs of our students, state, and region, as stated in Strategic Direction 1 of the 2020 Strategic Plan:

*Western Carolina University is committed, first and foremost, to fulfilling its academic mission of providing each student a rigorous and relevant curriculum with learning experiences that emphasize knowledge and skills that are durable, flexible, and transferable. WCU is committed to providing an education grounded in a strong set of foundational knowledge and skills combined with specific practical knowledge in content degree areas, the outcome of which is personal, intellectual, and economic enrichment for each student. WCU seeks to ensure educational opportunities that result in graduates who are prepared for success, who are ready to compete in a challenging, changing, and global environment, and who are committed to contributing to the intellectual, cultural, and economic development of our region and state.*

Goal 1.1 of the Plan seeks to "deliver high-quality academic programs (undergraduate, graduate, and professional) designed to promote regional economic and community development." To that end, initiative 1.1.1 promises to "undertake a rigorous and inclusive process to prioritize all undergraduate and graduate programs based on universally applied criteria, including quality, regional need, demand, enrollment trends, retention and graduation rates, and alignment with the University mission and the following integrated curricular focus areas: creative arts, education, environment, health, innovation and technology, and recreation and tourism."

From October 2012 through May 2013, the Program Prioritization Task Force designed and implemented a process to accomplish this initiative. Our charge was to provide a comprehensive review of programs, with a goal of program-specific recommendations to Chancellor David Belcher. The results of this process are found in Appendix 1 of this report in the form of a breakdown of the 130 programs reviewed. Appendix 2 of this report includes assessments and comments for each of the programs reviewed.

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The Task Force would like to note the diligent and unparalleled support offered by the Office of the Provost throughout our process. Anne Aldrich, Executive Assistant to the Provost, provided a firm foundation of support that allowed us to complete our work efficiently.

The members of the Task Force also want to remember Provost Angi Brenton for her leadership throughout our process. Even after Provost Brenton's cancer diagnosis in February 2013, she maintained leadership and provided direction. The Task Force was honored to have worked with her and each member will carry lessons of her leadership through our continued service to WCU and the region.

**Task Force Charge and Operational Principles**

The Task Force met every Monday from September 2012 through May 2013, with the exception of holidays and during the review of program files. During our weekly meetings, the Task Force worked to design a clear process and appropriate review criteria. Early meetings focused on our concerns, goals, and clarity of purpose as we began broad discussions of prioritization, units of analysis, means of communication, and other concerns. Provost Brenton encouraged the Task Force to keep in mind five key drivers of our process: the 2020 Strategic Plan; the pursuit of excellence; enrollment growth; stewardship and accountability; and budget cuts.

As one means of ensuring clarity among all Task Force members, we discussed and created a working overview narrative (reproduced in italics below) that drove our process. We shared this overview with the WCU community via our Task Force website, where we posted working documents, minutes, forum presentations, and other materials throughout the year. Our intention was to ensure that our process and vision were communicated with full transparency from the start of our process through its completion.

*Program Prioritization Overview Narrative (7 November 2012)*

*Western Carolina University's mission focuses on improving individual lives and enhancing economic and community development in our region, state and nation through engaged learning opportunities in our academic programs, educational outreach, research and creative activities, and cultural activities. Toward this end, WCU will begin an Academic Program Prioritization process in 2012-2013 to assess the quality, productivity, and centrality of all academic programs, with the goal of better aligning academic resources with strategic priorities and opportunities.*

*This process will allow us to make best use of our existing resources to serve our students and to assure the growth, vitality, and excellence of Western Carolina University. We are undertaking*
this initiative not under the imminent threat of looming budget cuts, but rather with a resolve to take a proactive and long-term view of how WCU can invest in excellent and distinctive programs for the future. Simultaneously, it is undeniable that budget constraints, declining federal and state funding, and limits on future tuition increases, as well as broader changes within the landscape of higher education, have affected our operation as an institution. Prioritization will ensure that WCU is flexible and responsive during these challenging times. We will be successful as we work together and transcend our own divisional perspectives, to take a broad perspective of our university as a whole. This process of Academic Program Prioritization will take place simultaneously with an Administrative Prioritization process to ensure that the University is functioning to its highest capacity at all levels.

The Academic Program Prioritization Task Force (PPTF) is composed of students, staff, faculty, and administrators. The Task Force membership, representing a broad array of experiences, perspectives, and disciplines, was appointed after nominations were solicited from Deans, Department Heads, the Faculty Senate, the Staff Senate, and the SGA. All members of the Task Force are committed to ensuring that the Prioritization process is conducted fairly, transparently, comprehensively, and consistently. Furthermore, all members should be seen as representatives of the university as a whole and not representatives of narrow interests, departments, colleges, or individual programs. It must be emphasized that the Program Prioritization process is not being undertaken with predetermined goals involving elimination or changes to any particular number of programs or with any specific financial goals.

The Task Force will spend the Fall 2012 semester conducting research on program prioritization, by studying academic literature and through comparison with various system, peer, and regional comprehensive institutions that have recently undertaken and implemented their own program prioritization processes. The Task Force will use this research as we define units of review, and in choosing and defining criteria and measures, both qualitative and quantitative, for our Prioritization process. This process will rely on consistent and comprehensive data-driven conclusions, with the integration of qualitative and quantitative data that is extant, available, and can be assessed reliably, according to selected parameters. In November, the Task Force will vet proposed criteria and measures in open forums and through various university committees and representative bodies, which may include the Chancellor’s Leadership Council, the Council of Deans, the Faculty and Staff Senates, and the Student Government Association, among others. The Spring 2013 semester will be spent collecting and reviewing data, presenting preliminary conclusions in numerous open forums, and will conclude with a series of recommendations to the Chancellor, which might include:

• Investment in programs that will advance WCU’s vision and programs with a high potential for success;
• Identification of successful programs that should continue their current course;
• Increasing the effectiveness or efficiency in programs that may lack focus in offerings or current structure;
• Developing collaborative programs within the university or with external partners;
• Phasing out some programs and reinvesting resources in those programs that offer more promise with respect to our core values and mission. We recognize that if programs are discontinued it will take time to honor our commitments to students already enrolled in the program as well as to seek alternate assignments for tenured faculty members.

Also among the outcomes will be a suggested iterative process that ensures proactive prioritization will take place on a five-year cycle. This process will include recommendations for different types of data to be identified and captured annually by OIPE (the Office of Institutional Planning and Effectiveness) for future program reviews and prioritization. The process also will include a mechanism for institutionalizing on-going program prioritization review.

Faculty, staff, and students will be invited to provide feedback throughout the process, via email, feedback forms on the Prioritization website, open forums, and other means. We hope that throughout the process we can preserve the collegial culture of WCU and provide the transparency that this process demands. While not all will agree with our recommendations, we hope that all members of the campus community will feel that the process was fair, open, and transparent. We invite you to follow the process on the Program Prioritization webpage, where regular updates will be posted throughout the year.

Western Carolina University is committed to serving our region as its educational, economic, and cultural center. We strive to become a national model for student learning and engagement, embracing our responsibilities as a regionally engaged university. Among our core goals and principles, WCU aspires to free and open interchange of ideas, responsible stewardship and organizational effectiveness and sustainability. The Program Prioritization Task Force is deeply aware of the impact of our actions on our colleagues, students, and external community, and we thank you in advance for your support and participation in this important process that will help us become a strong institution.

Finally, our work was guided by the following additional key goals and values:

• The importance of participation by all members of the WCU campus community, including faculty, administrators, staff, and students.
• Providing consistency, clarity, transparency, and openness throughout the process.
• A reliance on consistent and comprehensive data-driven conclusions, with the integration of qualitative and quantitative data that is extant, available, and can be assessed reliably, according to selected parameters.
• A deep understanding of the impact of our actions on our colleagues, students, and external community.
• A conviction that this is a time we must transcend narrow divisional loyalties to take the broader perspective of what is best for the university as a whole.
• A view to the future and better proactive planning for more regular program prioritization and review.

Task Force Process

Although Provost Brenton provided an aggressive timeline for our process, the Task Force ensured that this accelerated process would not fail from lack of foresight and planning. To this end, we engaged in a series of activities designed to teach every Task Force member about program prioritization. This process included discussion of shared articles, monographs, webinars, and tutorials from OIPE (the Office of Institutional Planning and Effectiveness) and the Registrar. Among our most valuable activities was a series of conversations held with peers and colleagues from other institutions, within the state and beyond, about their own academic program prioritization processes. UNC-G, ECU, NCSU, and Sacramento State University all had recently undertaken academic program prioritization initiatives. Each Task Force member agreed to contact a peer at these institutions, or was assigned a contact. All contacts at the comparative institutions were asked a common set of questions.

• Describe the process (committee/prioritization) on your campus.
• How did you define programs (or other units of review)?
• What were your criteria, and how did you choose those criteria? (In our minutes, we had a few versions of this question: what questions or concerns prompted you to choose those criteria? or what information were you trying to capture in the criteria that you chose?)
• What problems did you have with data, and how did you resolve those problems?
• What went well?
• What would you do differently if you could do it over?
• How did your campus react?
• Did your chancellor follow through?
• What were the different ways you communicated with your campus?

Among the most compelling feedback from these comparative discussions were insights into potential pitfalls and challenges.
First, we were told that a thorough and consistent means of communication was essential. Thus, we committed to a series of forums (three held during the academic year), frequent communications via email with Academic Affairs or key stakeholders (deans, associate deans, department heads), an open means of community feedback, including anonymous feedback, via the program prioritization website, and frequent updates of working documents and Task Force minutes on the prioritization website. Transparency, in process, choices, and communications, was a guiding principle.

Second, we were told to choose our review criteria and data with utmost caution. Many data points are desirable but not attainable. Some data points work well for some programs, but not for all. We therefore spent most of the Fall 2012 semester debating, selecting, rejecting, refining, and negotiating realistic data sets for each program of review. Our colleagues reminded us that criteria are central to the success of the process; when in doubt, simplify.

Third, our peers noted that the process must include rebuttal; this feedback was essential in developing our Phase II process for Category 3 programs.

Finally, nearly all peers noted that the success or failure of the program prioritization or review process hinged upon the willingness of administrators to follow through and to create clear assessments plans. To this end, the Task Force relied on the Office of the Provost to communicate our process and plans to administration.

The Office of Institutional Planning and Effectiveness was crucial to our development of data profiles, as was the Office of the Registrar. Representatives from these offices attended several Task Force meetings, provided sample data sets, provided tutorials on reading various data presentations, and compiled initial case studies to ensure that our final data points were, as much as possible, consistent and universal. The Task Force and OIPE noted that several programs would present challenges due to overlapping program codes, recent program or program code changes, or other unique data issues. The Task Force was determined, even before these issues were noted, to ensure that the process was not solely dependent upon quantitative data, so we added a narrative portion to our review process.

Equally important to our process was defining the unit of analysis for our review. While WCU has a college and departmental structure, academic prioritizations are typically centered on individual programs, which require a finer level of analysis than that in which we frequently engage. Much of WCU's annual and five-year reviews are focused on the department rather than
programs, yet programs are the basic element of our academic exercise, in that we offer degrees at the level of program. Provost Brenton, and the 2020 Strategic Goal 1.1 required a review of academic programs, which necessitated a series of discussions and decisions between Task Force leadership, deans, and department heads in defining what constituted programs. As will be seen in Part 2 of the Final Report, to be released in June, the Task Force urges that WCU be far more attentive to program-level data collection and definition to improve future program assessments and prioritization efforts.

In the end, majors and stand-alone minors were selected as the units of analysis, numbering 130 programs in total. Degrees such as BA and BS, or MAT and MAEd, when in the same discipline, were considered as a single program throughout our process. Department heads and deans were given multiple opportunities to clarify and, if necessary, cull specific programs from the prioritization master list. Stand-alone minors proved to be difficult to define throughout the process, both with respect to available data and with respect to program status. Provost Brenton determined that they must be included in the review process in order to ensure a full and total accounting of WCU’s complete range of program offerings.

**Review Criteria**

Over the course of the Fall 2012 semester, the Task Force met weekly to structure the process and criteria for program review. We decided early on that a five-year data set would be an appropriate measure of program development and performance. This period also coincided with the adoption of Banner, prior to which data would be less reliable at the department or program level. Provost Brenton led us through several weeks of discussion and revision of ideal criteria and means to assess the quality, mission centrality, and productivity of all programs under review. Following this process, we began winnowing the ideal criteria to a set of universal, manageable, and accessible criteria. The Task Force members sought both quantitative and qualitative criteria, to ensure that our program assessments took into account important and ongoing program engagements with the WCU strategic plan, the QEP, and other points of analysis that could not be captured within quantitative metrics.

In the end, over three dozen potential metrics became a much more streamlined set of data points, listed below, accompanied by a 600-word narrative. The narrative became our means of capturing qualitative data, particularly directed toward three specific points: 1) a brief context for
the last five years of program data; 2) specific ways the program relates to WCU's 2020 strategic plan; 3) program distinction in the region and the state. OIPE provided numerous drafts, formats, and presentations of our chosen criteria. Through a series of examples and discussions, the Task Force requested a presentation moving from most to least granular (with each chosen data element being represented at the most granular level available), from 9-digit CIP to department. The Task Force also firmly held, in all stages of our review process, to the practice of never elevating any single data point above any other. While we valued programspecific data highly, no one data point determined the ranking of a program.

In keeping with our stated commitment to transparency, the Task Force created a glossary of prioritization terminology, which was made available on our website and included in emails to Academic Affairs. Likewise, prior to our second open forum, a template of proposed criteria was released to Academic Affairs, so that department heads and program directors could begin to familiarize themselves with presentation, formatting, and analysis of the quantitative criteria. The Office of Institutional Planning and Effectiveness also created an accompanying FAQ, which was distributed at the same point as the proposed criteria.

The Task Force presented our proposed criteria in an open forum in January 2013. The forum yielded important questions and concerns about some data points, which resulted in jettisoning data or criteria which the Task Force concluded were not essential to the process. In this, we adhered to our peer institutions' advice to simplify when in doubt. One metric, for example, was a faculty count within programs, which proved difficult to produce over a five-year period. As suggested by forum feedback, the Task Force requested a single year of faculty data to be provided by department heads. The major program criteria are reproduced below.

**Review process: Phase I**

As we finalized our criteria, we also determined that a two-phase process, with initial and secondary assessments, would allow us to streamline our inquiry and allow greater focus on programs that required closer analysis. The Task Force also had agreed in January that all members would read all program files. The two-phase process, then, would allow the full Task Force to identify programs that necessitated additional analysis and allow for thorough discussion at a depth that could not be accomplished with all 130 programs. The Task Force determined that our Phase I analysis would be conducted with three categories:
• Category 1: programs recommended for investment.
• Category 2: programs requiring no additional study or discussion.
• Category 3: programs requiring additional study or discussion.

We held two initial meetings after submission of program data and narratives, aimed at common review and calibration of expectations for program assessment. In our first meeting, five programs were chosen by staff from OIPE to illustrate a variety of data analysis challenges. In our second meeting, twenty more programs were chosen. These test programs allowed us to create a firm rubric for individual analysis by Task Force members.

From 18 February to 12 March, the Task Force members individually analyzed all program data and narratives, providing a category assessment and comments for each program. During the course of our individual analyses, an error in comparative SCH data was discovered and reported to OIPE (department data were correct, but median comparison numbers were not). SCH metrics were corrected and regenerated, and department heads were given corrected data and 100 words to respond to the corrected version.

On 12 March, each member sent their individual results to the Office of the Provost for common compilation. On 14-15 March, we met at NCCAT for a two-day retreat and discussion of every assessed program, including the twenty-five programs that were used as case studies in our initial program assessment meetings. These two days were filled with conversation, debate, additional analysis, and ultimately, a high degree of consensus. A third day of meetings was held on 18 March for assessment of stand-alone minors.

The Task Force was constantly aware of avoiding advocacy in any manner as we analyzed and deliberated on the programs. Task Force member recused themselves from analysis of their own programs, and were asked not to speak on their programs during our two day retreat. College administrators on the Task Force recused themselves from the discussion of all programs in their college. This rule was rigidly enforced both in Phase I and II of our process.

By 21 March, the Task Force had completed the first round of assessments and emailed notifications of our category recommendations to department heads and deans. Phase I of program prioritization ended for those programs assessed as Category 1 or Category 2 with these notifications. The Task Force debated whether or not to continue the process for Category 1 programs to further clarify potential investment opportunities for those programs, but ultimately decided that the Chancellor would create his own assessment for those programs once sources of investment were determined.
Our Phase I category assessment rubric is reproduced here:

<table>
<thead>
<tr>
<th>STANDARDIZED CATEGORY 1, 2, 3 DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data trends and performance trajectory should be considered across the five year span of data.</td>
</tr>
<tr>
<td>Be attentive to the granularity of data (9- / 6- / 4-digit CIP code) and comparative measure.</td>
</tr>
<tr>
<td>Recall the important embedded initiatives within the 2020 strategic plan (QEP, etc.).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CATEGORY 1 DESCRIPTION: POTENTIAL INVESTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>This program exceeds WCU medians/averages on most criteria (or explains adequately why smaller numbers are necessary and appropriate for this discipline).</td>
</tr>
<tr>
<td>The program shows a clear and consistent upward trend in number of majors and SCH production</td>
</tr>
<tr>
<td>The program is above the WCU average for student retention and graduation.</td>
</tr>
<tr>
<td>Cost per student figures are at or below national averages (this may not be equally meaningful in assessing all programs)</td>
</tr>
<tr>
<td>The Allocated FTE is less than Generated FTE.</td>
</tr>
<tr>
<td>The majority of upper division and graduate classes in the program are taught by tenure-track faculty.</td>
</tr>
<tr>
<td>The number of lower division classes in the program taught by tenure-track faculty exceeds the WCU median.</td>
</tr>
<tr>
<td>There is some indication of unmet demand, that the program could grow further with more resources.</td>
</tr>
<tr>
<td>The qualitative statement gives data on program quality and high student outcomes.</td>
</tr>
<tr>
<td>The program seems well aligned with WCU’s mission and the 2020 Vision strategic plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CATEGORY 2 DESCRIPTION: NO ACTION RECOMMENDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>This program is close to the WCU median on most criteria</td>
</tr>
<tr>
<td>The program shows a stable or slightly increasing pattern for number of majors and SCH production</td>
</tr>
<tr>
<td>The program is at or near the WCU average for student retention and graduation</td>
</tr>
</tbody>
</table>
The program is close to national averages for cost per student (may not be equally meaningful in assessing all programs)

**CATEGORY 2 DESCRIPTION: NO ACTION RECOMMENDED (continued)**

<table>
<thead>
<tr>
<th>allocated FTE is close or equal to Generated FTE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close to half of all upper division and graduate classes are taught by tenure track faculty.</td>
</tr>
<tr>
<td>The number of lower division classes taught by tenure-track faculty meets or is close to the WCU median.</td>
</tr>
<tr>
<td>The qualitative statement gives data on program quality and high student outcomes.</td>
</tr>
<tr>
<td>The program is at least indirectly aligned with WCU’s mission and the 2020 Vision strategic plan</td>
</tr>
</tbody>
</table>

**CATEGORY 3 DESCRIPTION: REQUIRE ADDITIONAL STUDY OR DISCUSSION**

<table>
<thead>
<tr>
<th>The program is below the WCU median/averages on most criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program shows a declining pattern for number of majors and SCH production</td>
</tr>
<tr>
<td>The program is below the WCU average for student retention and graduation</td>
</tr>
<tr>
<td>The program is above national averages for cost per student (may not be equally meaningful in assessing all programs)</td>
</tr>
<tr>
<td>Allocated FTE is greater than Generated FTE</td>
</tr>
<tr>
<td>Less than half of all upper division and graduate classes are taught by tenure track faculty.</td>
</tr>
<tr>
<td>The number of lower division classes taught by tenure-track faculty is below the WCU median.</td>
</tr>
<tr>
<td>The qualitative statement gives insufficient data on program quality and high student outcomes.</td>
</tr>
<tr>
<td>The program is not aligned with WCU’s mission and the 2020 Vision strategic plan</td>
</tr>
</tbody>
</table>

**Review**
**Task Force Outcomes**

The Task Force found that a majority of programs (104 including all programs in Categories 1 and 2) were functioning at an appropriate or exceptional level, meeting WCU’s regional and national missions, and providing the students of WCU with a strong academic experience. Ninety-five programs were assessed initially as Category 2. Following Phase II of the prioritization process, one program was moved from Category 3 to Category 2, bringing the total number of Category 2 programs to 96. These programs were at or near the quantitative median for program metrics, and provided narratives in line with WCU’s mission and strategic plan. In short, these programs met expectations in the criteria laid out by the Task Force. There was great variation among Category 2 programs, with some performing highly in quantitative and qualitative expectations, and others showing some negative trends that brought them closer to a Category 3 designation.

Eight programs were classified as Category 1, highlighted as truly exceptional and high performing to the extent that additional investment would be warranted, should financial circumstances allow it. These programs showed positive metrics with upward trends, and provided narratives that not only were in line with WCU’s mission and strategic plan, but were clearly and definitively exemplary.

Finally, twenty-four programs were designated as Category 3. These programs showed weak quantitative data and/or worsening trends, coupled with qualitative narratives that did not clearly articulate connections with WCU’s mission or strategic plan, or did not clearly demonstrate program quality or student outcomes. Of the programs initially categorized as Category 3, one program, as noted above, was moved to Category 2 based on follow-up discussion and explanation. The remaining twenty-three programs were assessed as follows:

- 5 programs remained in Category 3 and were recommended for an action plan for improvement (ranging from one to two academic years);
- 13 programs were recommended for discontinuation;
- 5 programs were voluntarily discontinued.

Three additional programs were voluntarily discontinued prior to Phase I and were not counted in our Category 3 programs. The total number of voluntarily discontinued programs is eight. Thus, 109 of the 130 programs reviewed were recommended for investment, continuation without action, or continuation with an action plan. 21 programs were recommended for
discontinuation, or were voluntarily discontinued. In some cases, discontinuation was recommended so that a wholesale reconceptualization of the unit could be accomplished. The Task Force noted that some programs, while mission central, were no longer viable in their current structure. Discontinuation will allow academic leadership and faculty to reconceive these academic areas in a manner that will better serve our region and our students.
Appendix 1: Task Force Program

Recommendations

**Category 1: Recommended for Potential Investment - 8 programs**

<table>
<thead>
<tr>
<th>Department</th>
<th>Program</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry and Physics</td>
<td>Environmental Science (Interdisciplinary)</td>
<td>BS</td>
</tr>
<tr>
<td>Geosciences and Natural Resources</td>
<td>Natural Resource Conservation and Management</td>
<td>BS</td>
</tr>
<tr>
<td>Human Services</td>
<td>Parks and Recreation Management</td>
<td>BS</td>
</tr>
<tr>
<td>Communication Sciences and Disorders</td>
<td>Communication Sciences and Disorders</td>
<td>MS</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Emergency Medical Care</td>
<td>BS</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Recreational Therapy</td>
<td>BS</td>
</tr>
<tr>
<td>Nursing</td>
<td>Nursing</td>
<td>BSN</td>
</tr>
<tr>
<td>Social Work</td>
<td>Social Work</td>
<td>MSW</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>Digital Communications Engineering Technology (DCET)</td>
<td>Minor</td>
</tr>
</tbody>
</table>
Appendix 2: Task Force Program Assessments and Comments

Program comments vary in length and content, and are meant only to capture major themes of the Task Force discussions. Shorter comments do not denote any less attention paid to program data, narratives, or discussions.

COLLEGE OF ARTS AND SCIENCES

Category 1: 2
Category 2: 36
Category 3: 10

Action Plan: 1
Discontinue: 9
Voluntary discontinue: 5

COLLEGE OF EDUCATION AND ALLIED PROFESSIONS

Category 1: 1
Category 2: 16
Category 3: 3

Action Plan: 2
Discontinue: 1
Voluntary discontinue: 0

Human Services

Parks and Recreation Management BS: Category 1

The Parks and Recreation Management BS was praised for an excellent narrative, with strong 2020 Strategic Plan alignment, meaningful and sustained local and community engagement, and high potential for expansion. The student metrics were also positive
and growing. The Task Force felt this program was a strong Category 1, and recommends future investment.

Contact information

If you are a current undergraduate student or a faculty or staff member, contact the Office of the Provost at 828-227-7495 or via email at vcademicaffairs@wcu.edu.

If you are a prospective undergraduate or transfer student, contact the Office of Admission at 828-227-7317, toll-free at 877-928-4968 or via email at admisss@wcu.edu.

If you are a current or prospective graduate student, contact the director or adviser for your specific graduate program, or the Graduate School at 828-227-7398 or via email at grad@wcu.edu.

If you are a current or prospective distance education student, contact the director or adviser for your specific program, or the Division of Educational Outreach at 828-227-7397, toll-free at 866-928-4723 or via email at distance@wcu.edu.
Appendix 8.3 Western Carolina University #1 Adventure College Articles

For the past two years (2014 and 2015), WCU has been voted the number one Adventure College by an online reader poll sponsored by Blue Ridge Outdoors magazine. Below are the articles which feature WCU.


Meet 16 Outdoor Alumni from the South’s Best Adventure Colleges

Jess Daddio -- 21 Aug 14

Two words: experiential education

It’s the latest academic trend and for good reason. Studies show that students who learn by doing solve problems more effectively and retain more than the textbook-only approach.

Experiential education is the foundation for academic majors in outdoor adventure. Combining theory with experience gives students the opportunity to apply classroom principles to real-life scenarios. They learn hands-on skills in leadership, communication, conflict management, and conservation. Degrees in outdoor recreation aren’t just for hippies; they’re for the leaders of tomorrow and the future of adventure.

In this year’s Top Adventure College bracket, our editors chose 32 schools throughout the Southeast and Mid-Atlantic that either have an outdoor recreation degree or offer students a strong extracurricular outdoor program. After six weeks and over 115,000 votes from our fans,
Western Carolina University in Cullowhee, N.C., narrowly received the most votes for Best Adventure College, with Maryland’s Garrett College a close second.

There is no better way to understand the impact of experiential education and these outdoor programs than through the eyes of the students themselves. Here’s a rundown of the top eight outdoor schools and a look at some of their most accomplished alumni.

**Western Carolina University**

- **Location:** Cullowhee, N.C.
- **Size:** 10,107
- **Degree:** Parks and Recreation Management

Tucked away in the mountains of western North Carolina, WCU’s stunning campus is home to some serious adventure. Both the Parks and Recreation Management (PRM) department and the Base Camp Cullowhee outing program offer students a chance to get the quintessential experiential education experience. PRM majors walk away from college with a proficient skillset, both in technical outdoor skills and the less-tangible soft skills like communication and organization. Majors can intern with entities like Great Smoky Mountains National Park, the Nantahala Outdoor Center, Project SOAR, and many other organizations specific to the outdoors. Coupled with trip leading opportunities through Base Camp Cullowhee, PRM graduates leave WCU with a well-rounded education in the outdoor industry and are more than prepared for a career in everything from guiding to program management.

**Bobby Bryson**

- **Hometown:** Glenville, N.C.
- **Class of:** 2001
- **Major:** Parks and Recreation Management
- **Occupation:** Captain, Charlotte Fire Department, member of the North Carolina Helicopter and Aquatic Rescue Team (NCHART), Charlotte, N.C.
- **Outdoor Experience Prior to College:** Snowboarding, skiing, mountain bike racing

Growing up in a small town in the mountains of western North Carolina meant one thing for North Carolina native Bobby Bryson: playtime. From mountain biking to ski patrolling and raft guiding, Bryson is a jack-of-all-trades in the world of outdoor adventure and found the PRM program at WCU to be a perfect fit.

“Through all of the leadership classes I took, I learned so much about group dynamics,” Bryson says. “Those courses made me realize peoples’ potential. You can use those lessons for whatever you’re trying to get accomplished.”

Bryson now utilizes those group management skills not only as captain of Charlotte’s Fire Department but also as a member of the elite NCHART crew, a search and rescue team that utilizes Blackhawk helicopters for swiftwater, flood, urban, and wilderness rescue.
William Butler  
Hometown: Laurinburg, N.C.  
Class of: 2012  
Major: Parks and Recreation Management  
Occupation: Educational Technician, Great Smoky Mountains National Park, Cherokee, N.C.  
Outdoor Experience Prior to College: Eagle Scout, Boy Scouts of America

William Butler always knew he was going to craft his career around his passion for the outdoors. At a young age, Butler was introduced to adventure through his parents’ own love of nature and his excursions with the Boy Scouts. Born and raised in the mountains of North Carolina, Butler says WCU’s campus location and supportive staff only fueled his passion for nature.

“I really like connecting people with the outdoors and giving them that first sense of connection,” he says. “It’s amazing how many people are local to this region and have never been out to the national parks in their backyard.”

Now, introducing people to the adventure scene and educating them on responsible outdoor recreation is a main component of his job at Great Smoky Mountains National Park.