Wasatch Experience
Implementation Summary

Complete this worksheet after you have modified your course, delivered it, and assessed it. Attach a syllabus/course outline, Activity Sheets for new activities, summary of your assessment, and essential copies of teaching materials to help the mentor team evaluate your achievement of workshop goals.

Course Name: PRT Integrated Core (F 2016)

Instructor Name: Jeff Rose

List learning goals for your course, lesson, or activity that highlight new sustainability elements.

- Students will articulate complexity surrounding sustainability beyond "conservation"

Explain the new sustainability element(s) you incorporated into your course and how they related to the learning goals above (at course, lesson, or activity level). Describe how you see these elements relating to sustainability.

I inserted a lesson into existing curriculum, devoting more class time and attention to sustainability as it applies and is theorized in PRT. Specifically, I modified the "Big Ideas" worksheet handed out during the Wasatch Experience, putting it into the early part of the semester. Additionally, students were required to incorporate a "sustainability plan" into their final semester project.
Provide a concise listing of sustainability lessons and activities and show their location in the course schedule. For selected new activities attach a completed Activity Sheet.

- Incorporated "Big Ideas of Sustainability in PRT" activity on Tuesday, September 6th.

- Included a "sustainability plan" as part of final semester project. From the assignment: "Provide information on the ways your program addresses both short-term and long-term sustainability, including resource inputs and outputs and expenditures, as well as issues such as environmental impact, social inclusiveness, and economic responsibility."

* See Activity Sheet for details on that activity.
What motivated you to change your course?

The Wasatch Experience didn't necessarily teach me anything new, but it encouraged me to emphasize sustainability as an integral part of the existing curriculum.
Fall 2017 PRT Integrated Core Assignment Booklet

Exams (3 x 100 Points)
Three exams during the semester cover readings, lecture, discussion, and guest lectures or special activities. Studying for and taking these exams should help you to process the knowledge you have gained throughout the semester and demonstrate your abilities regarding course content. Each exam will cover material presented during the respective section and may be comprehensive. In previous semesters, students have greatly benefitted from participating in study groups to help prepare for these exams. The exams may include true/false, multiple choice, matching, statistical calculations, and short answer questions. Make-up exams will be permitted only in extenuating circumstances, with prior approval and discretion of the instructors, and will be given prior to the scheduled exam.

Application Exercises (100 points) – Mary
In order to help you develop and practice the skills necessary for conducting program evaluations, a series of application exercises will allow you to demonstrate a series of skills related to evaluation development, data entry, and data analysis and interpretation. Application exercises are due individually, but collaboration is appropriate. There are 11 opportunities throughout the session and you will receive credit for 10. Aside from exercises 2, 3, and 4 (which count for multiple courses), your additional best 7 (of the remaining 8) will contribute to your grade.

Critical Component Understanding Exercises (200 points) – Graded by TAs
We suggest that there are three critical components that are particularly relevant to the practice of Parks, Recreation, and Tourism: Social Equity, Environmental Sustainability, and Health and Wellness. To demonstrate your understanding of these, you will need to select two of the three reaction assignments to complete. The first, of your choosing, will be due by 9/21 and the second, also of your choosing, will be due by 10/19. For each paper, approval of the assignment must be received from your TA at least 2 weeks in advance (9/7 and 10/5, respectively). Please note that if you do not receive approval for the experience in advance, you will NOT be allowed to complete the assignment. In order to receive approval, submit a short paragraph detailing what you will be doing for the assignment and how you feel it fits in with the critical component on which you will be focusing. These papers are designed to result in a number of benefits. First, you will gain deeper knowledge of some of the key issues of our field. Second, you will be able to experience first-hand some of the issues involved with these issues. Finally, you will have the opportunity to practice your written communication skills. All three of these benefits will assist you in becoming more efficient and understanding in parks, recreation, and tourism.

Social Equity (100 points)
You will need to identify and attend/participate in event (e.g., speaker, gathering, film festival, write a congressman, etc.) that addresses a social equity issue. You will then produce a first-person reaction paper (maximum of 5 double-spaced pages) addressing the following:

- Articulate why you chose this particular reaction assignment.
- Describe the event in enough detail for a non-participant to clearly visualize and understand what took place.
- In your own words, explain your understanding of social equity.
- Explain specifically how this event addresses a social equity issue.
- Articulate how and why this event affected you. If it didn’t affect you, why not?
- Hypothesize about any possible broader impacts (or impact on a broader audience) because of the event that may or may not materialize.
Environmental Sustainability (100 points)
You will need to identify and adopt a new behavior which promotes “environmental sustainability” and track your maintenance of that behavior for at least two weeks (14 days). This must be a behavior that you do not currently practice but that you feel represents a practice that will promote environmental sustainability. You’ll keep a journal documenting your behavior (this journal must be submitted) and then produce a first-person reaction paper (maximum of 5 double-spaced pages) addressing the following:

- In your own words, explain your understanding of environmental sustainability.
- Articulate why you chose this particular reaction assignment.
- Explain how you perceive your relationship with the world around you.
- Describe the behavior you chose and how, specifically, it promotes environmental sustainability.
- Identify any barriers/constraints which made it difficult to engage, and any affordances/resources which made it easier to engage.
- Hypothesize about how likely you are to continue to engage in the behavior (and encourage others to do so) and the factors that have the greatest impact on this likelihood.

Health and Wellness (100 points)
You will need to adopt a new health and wellness lifestyle and track your maintenance of that lifestyle for at least two weeks (14 days). This must be a new behavior that you do not currently practice but that you feel represents a practice that will improve your long-term health and wellness. You’ll keep a journal documenting your behavior (this journal must be submitted) then produce a first-person reaction paper (maximum of 5 double-spaced pages) addressing the following:

- In your own words, explain your understanding of health and wellness.
- Articulate why you chose this particular reaction assignment.
- Describe your lifestyle (activity level, types, frequency, duration, etc.) before and after this assignment. Identify any benefits and/or consequences you discovered as a result of your new health and wellness behavior.
- Identify any barriers/constraints which made it difficult to engage in your new health and wellness behavior and any affordances/resources which made it easier to engage in this new behavior.
- Hypothesize about how likely you are to continue this new behavior (and encourage others to do so) and the factors that have the greatest impact on this likelihood.

Legal Case Analysis (75 points) – Mary
In order to more fully understand the connection between risk management in PRT and the judicial system, students will select a legal case to review that connects one form of liability to what they hope to do professionally. Students will write a paper (5 pages, double-spaced, maximum) that covers the following topics: A summary of the case, an explanation of the relevant points of law, and a description of how this case may be applied to your professional interests. Specific and practical applications are beneficial.

Personal Professional Risk Management Plan (85 points) – TAs
Risk management is an important and necessary component of any PRT profession. Throughout the Integrated Core, we will discuss several topics related to risk management. In order to apply that information in a practical way, students will complete a personal professional risk management plan.
plan including the following components: 1) Students will provide a written description of an agency or position they would like as a source of employment in the future; 2) Students will identify and thoroughly describe 3 specific risks that they may encounter in this position (physical, financial, psychological, and/or political). It would be beneficial to select from more than one type of risk; 3) Students will provide a complete evaluation of each of these risks in terms of both frequency and severity; 4) Based on the knowledge gained in the course, students will then describe their plan for treating each of these risks. Be very specific about all forms of treatment along with the reasoning behind these choices; and 5) Once risk treatment has been established, students must thoroughly describe how it will be implemented. In other words, what will this look like in practical terms? This paper should be a maximum of 7 double-spaced pages.

**Creative Reflections (2 x 50 points) — Graded by Jeff (1) and Mary (2)**

One of the keys to a deeper understanding of materials is the ability to express knowledge in creative and different ways. This assignment is designed to help students achieve a better understanding of course material by applying it in ways outside of norm. Twice during the semester students will complete a creative reflection on the integrated core. In some way, students need to reflect creatively on their own experience in the integrated core. These assignments are to be completed individually. What did you learn? What would you do differently? How will you implement what the information and experiences in this class to your life both personally and professionally? Examples can include but are not limited to photo collages, videos, creative writing exercises, and leading a class discussion. These reflections may be associated with some of your journal entries but really should be something unique that represents some transformative learning experience. Please note that about half of your grade will be based on your creativity demonstrated in the assignment and the other half will be based on your ability to explain what you have learned from the integrated core. This means that it would be beneficial to include a written explanation for how what you have created fits in with what you have learned. Assignments can be submitted through Canvas when appropriate or can be brought to their TAs during their small group discussion sections.

**Leadership Analysis (75 points) — TAs**

In order to more fully understand how leadership theories are applied in the “real world”, you will complete a leadership analysis that enables you to demonstrate your knowledge of the theories as they are used by those who lead others. By using your written communication skills you will be able to show a deeper knowledge of these ideas and their application to multiple scenarios in two parts. First, you will write and reflect on your own personal philosophy of leadership. This should include a detailed explanation of your personal leadership style and how it will be utilized in and, hopefully, suits your area of specialization. Then, identify a leader you admire and state why, specifically. What is it that he or she has, is, or does that makes his or her leadership effective? Provide concrete and specific examples of how he or she has demonstrated effective leadership based on the components of leadership theory that you have learned in class. In conclusion, what is the relationship between your leadership philosophy and this person’s leadership? Compare and contrast them again using concrete and specific examples. How has your chosen leader influenced you or what can you learn from him or her with respect to effective leadership? This paper should be a maximum of 5 double-spaced pages.

**Demonstration of Engagement (800 points)**

**Classroom (10 x 10 points)**
Learning involves more than just showing up and listening to an instructor. Students will also gain from thoughtfully preparing for each class session by digesting the assigned materials prior to class time and by actively engaging in class activities. Consequently, throughout the semester, you will have random opportunities to demonstrate your commitment to this responsibility. As such, excessive lateness or absences will have a negative
impact on your grade. These may be graded on a “got it”/“kinda got it”/“didn’t get it” basis for 10/5/0 points, respectively, and, as the moment will have passed, these points cannot be “made up.”

**Discussion Section (500 points)**

One of the most important keys to learning this semester will be through your active participation in your discussion section. In these groups you will have the some of your most important learning experiences through small group discussion and application of course materials. As a result, engagement and participation in your discussion section constitutes a *substantial* portion of your grade. In order to participate, you need to be present, on time, prepared, and willing to interact. Specific explanations of assignments, detailed exploration of the material, and application exercises will occur during these sessions, which will also provide opportunities to interact with and get to know your classmates. As such, excessive lateness or absences will, again, have a negative impact on your grade.

**Community Engagement Experiences (10 x 20 points)**

Part of the philosophy of the integrated core is the idea that learning concepts, theories, and ideas in a classroom is strengthened by seeing how these same things are applied in the community. As such, in small groups on Tuesdays, you will be going into the community to observe and experience examples of concepts discussed in class. The purpose is to familiarize you with your community and provide you with concrete examples and experiences of ways in which recreation events and programs can be linked to social equity, environmental sustainability, and health and wellness. Each week, groups will be given a specific assignment with directions and reflection questions and will need to document each experience via photos, videos, or audio recordings that can be uploaded to Canvas and shared with the class. These assignments are in addition to the journaling you will be doing for your discussion group.

**Reading Engagement Quizzes (10 x 20 points)**

The purpose of reading assignments is to assist you in understanding the material, and to allow us to use class time in the most productive manner. Completing and thinking through the readings is important to your personal learning, and is also a commitment to our classroom community. To assist you in processing your reading, weekly reading assignments will be accompanied by an online (Canvas) quiz. The quizzes will be open book and will cover all the readings for a particular week, however, you will have a 20-minute time limit and will only be allowed one attempt.

**Program Plan (610 points) – Graded by Jeff**

The heart of your learning experiences in the Integrated Core is the Program Plan. Your Program Plan provides you with an opportunity for direct application of most of the concepts discussed in the course. Each group will plan, implement, and (to the extent possible) evaluate a special event during the semester. By completing the Program Plan, you will gain hands-on experience for key skills and concepts including program development, program implementation, program evaluation, risk management application. In conjunction, groups will complete a Program Plan to document your efforts. This written document allows you to thoughtfully demonstrate and analyze the process you used in creating and evaluating your program and will consist of the components needed to conduct your special event, and includes the following:

1. **Mission, Vision, Values**—A description of your program’s philosophy.
2. **Needs Assessment**—A rationale for your program. In this, you must clearly specify why your program is a useful or necessary program. The logic behind your needs assessment should be researched and include how it relates to the following: your emphasis area, one or more
of the critical components discussed in class (social equity, environmental sustainability, and health and wellness), and your population focus for the semester. Please note that the program participants need to be from a population that is at least nominally underserved.

3. Goals and Objectives—What you are trying to accomplish through this program and how will it be accomplished?

4. Logic Model—Provide a completed logic model for your program and a thorough description of each element (Resources/Inputs, Activities, Outputs, Outcomes, and Impacts), including what those elements are, why they are important, and how each leads to the next.

5. Program Description—Design and plan of the special event. Program plan must include a description of the event and related activities, participants, location, physical environment, along with the necessary equipment, staffing, and scheduling.

6. Diversity Plan—A thorough and detailed description of exactly how your program will meet ADA requirements (checklist will be provided), avoid discriminatory practices, and how you will accommodate your target population to fit its needs. This section should include a description of the population on which you are focused, an explanation of the needs of this population, and be specific as to how you are addressing their diverse needs and why these adaptations are necessary.

7. Promotional Plan—Provide information regarding how you plan to promote your event. The promotion plan should include a promotion budget, the target audience, promotion tools, a description of why the promotion tools fit with your target audience, a logo, and a sample of promotional materials. Your promotional plan must include a brief press-release.

8. Sustainability Plan—Provide information on the ways in which your program addresses both short-term and long-term sustainability, including resource inputs and expenditures, as well as issues such as environmental impact, social inclusiveness, and economic responsibility.

9. Financial Plan—Provide the financial information for your event, including proposed funding, sponsorships, resources, budgeting, and program pricing.

10. Operation Plan—Describe how you will deal with the following important operational decisions for your event: program policies, registration, staff preparation, and program pricing.

11. Risk Management Plan—Provide an in-depth analysis of the potential risks of your program, and a plan to avoid, minimize, and address such risks. Apply the four-step risk management process for risk identification, risk evaluation, treatment and implementation. This section will include a thorough description of all processes you will use to minimize all financial, physical, psychological, and political risks, all necessary documentation/reporting forms (i.e., incident reports), and any waivers that will be used for participants, vendors, etc. Your preliminary risk management plan must be approved at least 48 hours before your event occurs to avoid the risk of cancelation. The final version of this section will include any minor additions, suggestions, or adaptations that result from completing the event.

12. Facilitation and Management—Include the logistical information and presentation plan for the actual event. Include map of the venue/tasks to be performed along with a timeline of all event task lists starting pre-event through post-event and a thorough explanation of everything that needs to be done, when it will be done, and by whom it will be done.

13. Evaluation—Develop and implement a process for how you plan to assess each of the Outputs, Outcomes, and Impacts of your logic model. Make sure you thoroughly describe the quantitative and/or qualitative methods you will be using including the data collection procedures, a summary of the results, conclusions, and recommendations for the future.

14. Group Participation—Part of each individual student’s grade will be determined by his or her peers based on perception of overall contribution to the final project.

15. Video Presentation—A video presentation of your project will be presented at the end of the semester Integrated Core Program Symposium. This presentation should be approximately 5 minutes in length and should highlight the basis for your project and what you
accomplished. To frame your presentation, think of it as if you were advertising/presenting this experience to potential investors in order to earn money for future programs. The videos will be due to Mary by 5:00 pm on December 6th.

This project will be completed in multiple drafts, allowing you to develop and improve the project in a step-by-step manner. Each draft will be turned in for credit (50 points) on the assigned dates. The more completely you finish each draft, the better the feedback you will receive, and therefore, the better you will be able to make your final project. A summary of what should be included in each draft is below. Be aware that more than a simple sentence or two is expected for each component; instead, be prepared to thoroughly explain all of your ideas.

Note that “quality and professionalism” represents a significant portion of your final grade for this project, so please ensure that you put the effort into creating a well written and professional looking document. Using your APA handout should greatly help in this area. If you want extra feedback or further explanation of a comment or idea, please ask. We will be more than happy to help. An easy way to think about it is this: The more proud you are of your final document, the more likely it is that you will do well.

**Draft I (25 points; Due Friday, October 27)**
1. Mission, Vision, Values
2. Needs Assessment
3. Goals and Objectives
4. Logic Model
5. Program Description
6. Diversity Plan
7. Promotional Plan

**Draft II (25 points; Due Tuesday, November 21)**
1. Sustainability Plan
2. Financial Plan
3. Operation Plan
4. Risk Management Plan
5. Facilitation and Management
6. Evaluation

**Final Plan due December 12, 8:00 am**

**Grading Scale**

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### Grading Rubric for PRT 3100, 3320, 3520, and 3780

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Complete one Activity Sheet for each activity you developed that incorporates sustainability into your course.

**Activity Name:** Big Ideas of Sustainability in PRT

**Instructor Name:** Jeff Rose

State the activity learning goal(s).

- Complicate sustainability beyond traditional “conservation”

Summarize activity.

- In small groups, students will identify at least 3 of their incoming “big ideas” about conservation → group reports
- Each small group will receive 9 Big Ideas cards, identifying & briefly describing each idea.
- On larger paper, students will make a map of these 9 ideas and their connections to the following ideas/settings: Parks, Recreation, Tourism, Leisure, Hospitality, Sport, Youth Development, Economy, Ecology, Social Equity, and Health & Wellness

At what point in your course is this activity delivered?

9/8 “Foundations of PRT” module

- Share “maps” with entire class
- Facilitate student questions & responses
Provide teaching tips to help other instructors implement your activity in their courses.

Describe your assessment strategy and instruments for student learning and attitudes. Attach grading rubric and/or assessment instruments.

- The main thing instructors should look for is complexity of student maps and the number and types of interconnections made. There is no right answer (of course), but there are more & less complex ways of representing sustainability.