To: Sharon Nagy, Ph.D., Vice Provost  
Global Engagement, Clemson University

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Topic: Curricular Internationalization Seed Funding

From: Brett Wright, Interim Dean HEHD

Through: Francis McGuire, Interim Chair PRTM

The Department of Parks, Recreation and Tourism Management fully supports Dr. Skye Arthur-Banning's proposal to add an international component to our EDGE semester. That program has grown every year and we are seeking ways to increase its scope and impact. His proposal is the next logical step in the evolution of EDGE.

The expanded content and international context he is proposing align with our goals for the EDGE program and will also provide useful information for future efforts to add an international focus to PRTM. Skye has already created several international opportunities for our students and this proposal will provide many more students with that opportunity.

In addition, this program aligns well with our HEHD goals to ensure programs of distinction that incorporate Global Competitiveness and understanding of diversity integration while developing human potential in our students. Similarly, this meets one of the HEHD's main guiding principles aimed at providing opportunities to attain a global perspective and level of knowledge and skill necessary for our students to succeed in a complex global economy.

I strongly endorse this proposal and support his efforts to expand PRTM's international presence.
Internationalizing the PRTM Engaging in Diverse Guided Experiences Program (EDGE)

Project Description

Background
The 21st century learner: In the new millennium, students have changed, faculty have changed, universities have changed, and the work environment has changed. However, the traditional delivery system of course content (2 or 3 class meetings for 50 or 75 minutes each week, primarily lectures/discussion, contained within 4 walls) has not changed.

New delivery methods are necessary to engender skills such as critical thinking, problem solving, collaboration, written and oral communication, creativity, self-direction, leadership, adaptability, responsibility, and global awareness as described by Nancy Walser in an article entitled “Teaching 21st Century Skills” in the October, 2008, Harvard Education Letter. Integrating undergraduate research, service learning, campus and community engagement, travel experiences, team building, and cross-disciplinary understanding into how we deliver our curriculum is absolutely vital to addressing the realities of and adapting to the dynamic global community.

The core curriculum for students in the Department of Parks, Recreation and Tourism Management (PRTM) needed to become more adaptable, responsive, timely, and innovative to reflect the world in which we live. The solution was PRTM EDGE Program that started its 5th year in Fall 2014.

The Current Program
The PRTM EDGE Program is a collaborative and unique approach to delivering of the core PRTM content to all first semester sophomores who are PRTM majors. This program encompasses 15 credit hours with the integration of four (4) courses: PRTM 2260: Foundations of Management and Administration in Leisure Services, PRTM 2270: Provision of Leisure Service Experiences, PRTM 2290: Distributed Competency Integration in PRTM, and PRTM 1980 Creative Inquiry. This approach allows the content to be delivered in a flexible and integrative manner incorporating innovative teaching methods, Creative Inquiry research, real world experiences, HEHD Dispositions and experiential learning. During this semester the students own the faculty’s time and the faculty own the students’ time. With this flexibility, PRTM core course content is interwoven throughout the semester and taught using a variety of modalities including but not limited to: field experiences, service learning, small and large group work, learning portfolios, volunteer experiences in the community, participation in workshops and conferences, lectures, creative inquiry, and field trips to visit with leading PRTM professionals. The focus of this semester is not only to prepare students for their chosen profession but to also assist them in the development of knowledge and skills needed to be contributing and engaged members of society.

An Internationalized EDGE
A key aspect of the PRTM EDGE Program is that course material is not taught in silos but rather emphasis is placed on how the concepts of PRTM are integrated and interconnected. Additionally one of the six learner dispositions for HEHD is for student to “attain a global perspective and level of knowledge and skill necessary to succeed in a complex global economy.” Combining the immersive nature of the PRTM EDGE Program and having students gain a global perspective by being immersed in another culture are the driving ideas behind the creation of an internationalized version of the PRTM EDGE Program. The PRTM EDGE International Program would provide opportunities to observe and learn PRTM core concepts from diverse perspectives and further understand how these concepts apply in a greater variety of contexts. Creating an internationalized version of the PRTM EDGE Program would combine the PRTM core curriculum with the prospect of experiencing aspects of travel and tourism, community development and a global understanding of programming firsthand which fits in the philosophy of EDGE that focuses on “delivering material in the best way, at the best time, in the best place possible.”
Ideally the PRTM EDGE International Program would be a hybrid semester. Students would be on campus at Clemson University as a separate cohort group for the first 3 to 4 weeks of the Spring semester covering the PRTM core curriculum and preparing for time abroad. Students, along with a faculty member would then spend 8-10 weeks abroad to continue to learn PRTM course material from a university partner along with visiting recreation and leisure organizations and programs in other countries. The remaining 1-2 weeks of the semester students would be back on campus at Clemson to summarize and synthesize their experiences as almost a reflection and debrief unit to further highlight their experiences and look to future international opportunities.

Seed funding would allow for 2 faculty to travel to sites in the UK to visit with a potential Host Institution (Leeds Metropolitan University, just as of a week ago now called Leeds Beckett University) with whom we have been in discussion with regarding the program and partnership, as well as to visit various sites and locations that students would visit, much like the EDGE program would do traditionally around the state of SC.

**Objectives of the PRTM EDGE International Program:**
Clemson University's Parks, Recreation and Tourism Management Program has been accredited by the Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT) for over 30 years. In order to maintain accreditation, the learning objectives for the PRTM students must align with those of the National Recreation and Park Association Accreditation Standards as well as other objectives outlined by the PRTM Department. For the PRTM EDGE Program these objectives are upon successful completion of the PRTM EDGE Program students will be able to:

- Demonstrate entry-level knowledge of about operations and strategic management/administration in parks, recreation, tourism and/or related professions from a more global perspective.
- Demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.
- Critically analyze the quality and utility of knowledge gained throughout the EDGE semester and apply critical thinking processes to develop and assess alternative solutions to PRTM related issues/problems based on their experiences abroad. (Gen Ed. Competency)
- Apply critical thinking processes to connect PRTM related concepts to EDGE international learning experiences and future application as PRTM professionals at home and abroad.
- Identify, analyze, justify and decide a course of action on a PRTM related ethical dilemma and their ramifications in a systematic, thorough, diverse and responsible way. (Gen Ed. Competency)
Sustainability Plan:

1. Plan for sustainable enrollments over five program iterations:

Initially, we will jumpstart the program with the 30-40 students we have on a waiting list to get into the EDGE program. Obviously this option will not only be offered to these students but the discussion has been that in offering such a program, it will free up 12-20 additional spaces for students to enter our program in this vital core semester. We anticipate keeping the program internal for the first two years assuming that we meet the numbers we are seeking (minimum 12-maximum ~20).

The second phase we envision is to then advertise this program to PRTM like programs all around the country. Since the intent of this EDGE semester is to meet national accrediting standards of NRPA, all students in PRTM like programs around the country are also required to take similar courses. This program would then fit well into their curricula at their home institutions and should easily transfer back. This option should help us to fill the program in the years that we are short of the minimum or ideally grow the program using students from PRTM programs around the county as visiting students to Clemson for a semester.

2. Plan for sustainable staffing including onsite faculty and Clemson Faculty committed to the program.

One of the benefits of the institutions we have selected as potential partners is that they also offer Leisure and Sport programs at their Universities. As such, it is anticipated that students would take a PRTM 2270: Provision of Leisure Service Experiences or equivalent course as an example from the host institution and take a few of the courses from the visiting Clemson faculty traveling with the students.

In addition, it is anticipated that in the second phase of program expansion where students from other US institutions are also invited to be visiting Clemson students for the program, we could easily offer faculty from around the country to be involved in the expanded program who also could teach to the Accreditation standards just as they would at their own institutions. We have approached other institutions with similar programs, University of Utah and California Polytechnic State University as examples, and faculty at each institution have expressed an interest and willingness to be involved when the program reaches that expansion point.

Finally, Clemson faculty that would be involved in the program would include:
Dr. Skye Arthur-Banning, is an associate professor in PRTM who has been lead 5 study abroad experiences as a Clemson faculty member already (3 Paralympic trips (Vancouver, Canada; London, UK; Sochi, Russia) and 2 trips with a 3rd trip currently being planned to Tanzania, Africa.

Dr. Teresa Tucker, Lecturer in PRTM has directed the EDGE semester for the last 5 years and has been involved in co-Leading the 2010 Vancouver Paralympic Experience trip for Clemson students with Dr.Arthur-Banning.

Dr. Gwynn Powell, Associate Professor in PRTM has lead a study abroad Camps in Russia for 10 years both at Clemson and at the University of Georgia.

Dr. Francis McGuire, Interim Chair of PRTM and Alumni Distinguished Professor at Clemson has not been directly involved in a study abroad to this point at Clemson but is responsible for many of the curriculum developments we have had in our department and has said he would be thrilled to be involved with the project.

Other faculty in PRTM have expressed in interest and it would be expected that as the program evolves and grows, additional faculty would be involved, perhaps in shorter 2-3 week segments while overseas as a way to supplement content and material being presented.
Anticipated Dates of Travel for the Program and Partnership Prospect Trip: Feb 17 – Feb 22, 2015

Itinerary:

Feb 17: ATL – LHR (overnight flight)

Feb 18: (Morning) LHR – Leeds

(Afternoon) Tour and visit with University of Leeds Met Representatives

Feb 19: Meet with Leeds Representatives and tour facilities and area

Feb 20: (Morning) Travel to Glasgow

(Afternoon) Meet with Folks @ University of Glasgow

Feb 21: Tour Glasgow and Commonwealth games Facilities etc.

Feb 22: Travel to Dublin to tour and visit facilities

Feb 23: Dublin – ATL
Budget

International Airfare: ATL - LHR, DUB - ATL $1300 x 2 $2600
UK Airfare LHR - Leeds - Glasgow - Dublin $800 x 2 $1600

Hotel

**Feb 18, 19** Leeds 169 x 4 $676
**Feb 20, 21** Glasgow 214 x 4 $856
**Feb 22** Dublin 169 x 2 $338
In Country transport $100 x 2 $200
US transportation and Parking
Per Diem ($36 x 7 days) (less than 50% fed rate) $252 x 2 $504
Entrance fees for Venues $85 x 2 $170
Total: $7144

Budget Narrative:

Dr. Arthur-Banning and Tucker will be traveling to the United Kingdom to visit with various agencies and University institutions to arrange partnerships and program visit opportunities for the study abroad group to come the following year (Spring of 2016). As such, the expenses are related to such a visit in each city. The home location would be based at Leeds Metropolitan University with site and program visits in Glasgow and Dublin.

International Airfare: $2600

Flights from Atlanta (ATL) to London (LHR), returning Dublin (DUB) to Atlanta (ATL) are easy to secure and allow for connections in various other cities when appropriate.

Ideally the international section of the trip would be a multi-destination trip going from Atlanta to London/Heathrow as an overnight flight. The return segment would originate from Dublin returning to Atlanta. This will save on costs and some transportation and prevent having to return to Heathrow for a flight back to the US.

UK Airfare: $1600

Both Dr. Arthur-Banning and Tucker would then pick up a connection from Heathrow to Leeds (2 days) from Leeds to Glasgow (2 days) and on to Dublin (1 day). In addition, by breaking up flight segments like this, it will allow us to use UK discount carriers that may not provide international flight options.

Hotel: $1870

This expense is for 2 hotel rooms in each of the cities while in country at the US Department of State federal Per Diem posted rates for the city or in the case of Leeds and Dublin, the “other UK city” category. It is anticipated we will take an overnight flight to Heathrow (needing no hotel room), then spend 2 nights each in Leeds ($169 per room
x 2 rooms x 2 nights = $676) and Glasgow ($214 per room x 2 rooms x 2 nights = $856) followed by one night in Dublin ($169 per room x 2 rooms = $338) Total: 676+856+338 = $1870.

In country Transport: $200

While in the UK, we anticipate general costs in getting around to locations and our hotel room. As such, $100 per person has been expensed for public transportation (taxi, train, underground etc.).

US transportation and Parking: $200

This expense is for one vehicle from Clemson to the Atlanta Airport (270 miles round trip) plus parking fees for the week in Atlanta while traveling abroad (7 days parking).

Per Diem Meals: $504

As per the grant requirements, this meal per diem is for less than 50% of the Federal Per Diem rates published. Current rates for Leeds and Dublin are $103 per day and for Glasgow is $114 per day. In both cases we have simply chosen to use the state Per Diem rates of $36 per day x 7 days while traveling ($252) x 2 people = $504.

Entrance Fees for Venues: $170

While traveling, we anticipate visiting several of the recreation, sport or tourist sites around the UK such as Old Trafford in Manchester or the Kilmainham Gaol in Dublin so that we have a better sense of how we will incorporate those destination site visits into the curriculum. It is anticipated that cost will be $85 per person x 2 people.