



<http://www.csuci.edu/ira/index.htm>

Application
Instructionally Related Activities Funds Request
2012-2013 Academic Year
DEADLINE: Fall and Academic Year 3/31/12
Spring 2013 deadline is 10/31/12

Applications must first be sent to the appropriate program chair. Chairs will then recommend and route them to the Dean's Office for review and authorization. The Dean's Office will then forward them to the IRA Committee for consideration.

Activity Title: Yosemite National Park Field Study

Project Sponsor/Staff (Name/Phone): Dan Wakelee (x8542); Don Rodriguez (x8494)

Activity/Event Date(s): November 9-11, 2012

Date Funding Needed By: deposit required May 15

***Please Note that for Fall Requests the earliest that you will be notified of funding availability will be early June 2012 and for Spring Requests early January 2013.*

Please check if any of the following apply to your IRA:

- Equipment Purchase
- Event
- IT Requirements
- International Travel
- Space/OPC Requirements
- Infrastructure/Remodel
- Other _____
- Field Trip
- Participant data collection for public dissemination, i.e. interviews/surveys that result is a journal/poster session/newsletter
- Risk Management Consultation
- Late Submission

Previously Funded: YES NO Yes, Request # 424

*If previously funded, please attach copy of IRA Report

Does your proposal require IRB (Institutional Review Board) approval: Yes No

Assessment submitted for previously Funded Activity: YES NO

Academic Program or Center Name and Budget Code: ESRM

Date of Submission: 4/2/2012

Amount Requested:
(Should match item 2. E. on page 4)

Estimated Number of Students Participating: 32

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Conditions and Considerations

Equipment Purchase-If requesting large equipment, Project Sponsor must show proof of correspondence with OPC Administration. In addition, all other purchases must follow Procurement Guidelines.

Events-For a large event, consultation with the events coordinator is recommended.

Participant Data Collection for Public Dissemination-If Project Sponsor proposes to conduct research with human participants then it may be subject to IRB (Institutional Review Board for the Protection of Human Subjects) review. It is the Project Sponsor's responsibility to inquire with the IRB **prior** to IRA application submission to determine if the project is exempt from IRB review so that funding is not delayed. Please indicate on the cover page if your project is exempt from IRB review.

Field Trip-If approved, Identified Risks of Participation and Release Agreement must be submitted for each student to the Program Office (Public Folders-HR Forms).

IT Requirements-Requires proof of correspondence and approval from IT Administration

International Travel-Requires International Travel application be submitted to Center for International Affairs.

Risk Management Consultation-Requires proof of correspondence with Risk Management.

Space/OPC Requirements, Infrastructure/Remodel-Requires proof of correspondence with OPC Administration .

Late Submission - Requires explanation for emergency funding.

Fiscal Management: Project Sponsor's program will be responsible for all costs incurred over and above what is funded through the IRA award and will be responsible for seeing that any revenue that is intended to offset the amount of the IRA award is transferred accordingly.

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Requirements and Signatures

Please provide the following in your application:

1. **Brief Activity Description.** Describe the activity and its relationship to the educational objectives of the students' program or major.

This trip compliments the National Park interdisciplinary course (ESRM/POLS 341). The course was offered during spring 2010 and fall 2011 with wait lists for both sections. The goal of the course is to explore National Parks as institutions from multiple perspectives exposing students to the unique elements that make up these American landmarks. The course was created to allow students to explore various park units in the southern California region and throughout California through field activities, lectures, group projects, and individual explorations.

Students enrolled in the course receive general education credit and come from a range of majors. Although it contains elements of each of the following, the class is not a history, interpretation, policy or resource course but an examination of the institution and its various aspects, functions and challenges. Examination of opportunities, challenges and contradictions associated with carrying out the NPS mission is a central theme of the course. For some students the course represents their first visit to a National Park. Students are expected to complete a civic engagement project as a component of the course.

The National Park course grew out of a series of cooperative projects between CI faculty and Channel Islands National Park. Although the course proposal was authored by campus faculty, the superintendent at Channel Islands National Park collaborated with CI faculty in planning the first offering of the course. The unique history of Yosemite is woven into the fabric of the National Park Service and the course itself. This field experience is instrumental in articulating the unique character, culture, and significance of National Parks to students in the course..

The activity involves travel to Yosemite during the Veteran's Day weekend. Students are housed at the Crane Flat campus of the Yosemite Institute within the park. The Yosemite Institute also provides instruction and field experiences for students during the visit. The park leadership arranges for students to meet with key staff to examine both policy and operational issues. Students will be exposed to nationally recognized park staff such as Sheldon Johnson (interpretive ranger and Buffalo Soldier historian, Lee Stetson (nationally recognized John Muir impersonator), and a host of park staff recognized as leaders in resource management

Students participating in this activity reported that it deepened and changed their understanding of National Parks as institutions and significant parts of the American landscape. Several participants in the fall course are now employed by the Park Service.

2. **Relation to IRA to Course Offerings.** All IRAs must be integrally related to the formal instructional offerings of the University and must be associated with scheduled credit courses. Please list all classes that relate to the program proposed.

This activity is tied to ESRM / POLS 341 – The National Park. As noted previously, this course is an upper division interdisciplinary general education course that examines national parks as significant social institutions. The Yosemite experience, along with a local experience offered as an in-kind contribution by the Park Service, are integral elements of the course experience.

3. **Activity Assessment.** Describe the assessment process and measures that the program will use to determine if it has attained its educational goals. **Please note a report will be due at the end of the semester.**

Journaling - During the course instructors will provide questions for student consideration and structured journal entries involving topics covered in class and during field study exercises. Journals will be collected once per month, evaluated, and returned promptly. Journal assignments will be guided and purposeful with well-defined criteria for evaluation.

Engaging college age youth with National Parks Assignment - This assignment involves working in groups to produce a video, poster, social network outreach campaign, newsletter, or other vehicle for reaching college age youth in our county. The expectation is that each of these outreach efforts will reflect a substantial effort by all involved (a minimum of 20 hours over the entire semester is a goal for each member). The project also includes some critical reflective journal entries that capture the insights that are learned and shared among the groups related to the challenges in reaching out to your peers. This will constitute the written element of the project. An interactive campus symposium is planned for sharing student projects at CSU Channel Islands.

Student Learning Outcomes

Upon Completion of this course students will be able to:

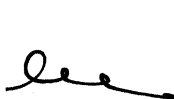
- Describe, understand and analyze the struggle to balance competing social, political and economic interests impacted by the operation of parks, particularly in the context of mission of the Park Service
- Describe the role of scientific study within the park and the use of scientific data by decision makers
- Describe and analyze the policy making and administrative processes that impact the management of a national park
- Analyze the effectiveness of programs designed to attract and educate diverse groups in the park
- Analyze how the interpretive (educational) programs of the park are connected to what children learn in schools
- Describe issues facing parks
- Write persuasively about major issues of conservation, public policy and education related to national parks

4. **Activity Budget.** Please enclose a complete detailed budget of the entire Activity **bold** specific items of requested IRA funding. (Page 4)

5. **Sources of Activity Support.** Please list the other sources of funding, and additional support for the activity.

7. **Acknowledgment.** Project Sponsor and Program Chair acknowledge that they have reviewed and accepted the Conditions and Considerations detailed on page 2.

Dan Wakelee



4/2/12

Date

Don Rodriguez

4/2/12

Date

Karen Carey

4/2/12

Date

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ACTIVITY BUDGET FOR 2012-2013

1. Operating Expense Budget

A. Supplies	0
B. Vendor Printing	0
C. In-State Travel	\$4,500
D. Out-of-State Travel	0
E. Equipment Rental	0
F. Equipment Purchase	0
G. Contracts/Independent Contractors	0
H. Honorarium	0
I. OPC Chargeback	0
J. Copier Chargeback	0
K. Other (Please Specify)	\$8,525

(accommodations and programming at Yosemite Institute Crane
Flat campus)

TOTAL Expenses	\$13,025
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2. Revenue

A. Course Fees	\$4,800
B. Ticket Sales	0
C. Out of Pocket Student Fees (exclusive of course fees)	0
D. Additional Sources of funding (Please specify And indicate source)	0

Total Revenue	\$4,800
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E. Total Requested from IRA	\$8,225
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Instructional Related Activities Report Form

SPONSOR	DEPARTMENT
Don Rodriguez / Dan Wakelee	ESRM
ACTIVITY TITLE	DATE (S) OF ACTIVITY
Yosemite National Park Field Study #424	11/11 – 11/13/2011

PLEASE EXPLAIN (1) DESCRIPTION OF ACTIVITY; (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S); AND (3) WHAT YOU LEARNED FROM THE PROCESS.

- 1) THE NATIONAL PARK CLASS TRAVELED TO YOSEMITE NATIONAL PARK DURING THE VETERAN'S DAY WEEKEND (NOVEMBER 11 THROUGH 13). A TOTAL OF 32 STUDENTS AND TWO FACULTY MEMBERS PARTICIPATED (SEE ATTACHED LIST). TRIP PARTICIPANTS STAYED AT THE CRANE FLAT CAMPUS OF THE YOSEMITE INSTITUTE. IN ADDITION TO FOOD AND LODGING THE YOSEMITE INSTITUTE STAFF LED A HIKE IN YOSEMITE VALLEY AND PROVIDED SUPPLEMENTAL INSTRUCTION ON NATURAL RESOURCES IN THE PARK. STUDENTS FROM THE CLASS PRESENTED INFORMATION TO THEIR PEERS ABOUT VARIOUS CHARACTERISTICS THAT DISTINGUISH YOSEMITE AND OTHER "FLAGSHIP" PARKS FROM OTHER UNITS OF THE NATIONAL PARK SERVICE. THE CLASS MET WITH THE RANGER RESPONSIBLE FOR DEVELOPING A COMPREHENSIVE PLAN TO MANAGE CLIMBING ON HALF DOME, JACK HOEFELICH, SUPERVISING RANGER IN YOSEMITE VALLEY AND MEMBER OF THE CLIMBING RESCUE TEAM, AND A MEMBER OF THE PARK'S BEAR MANAGEMENT TEAM. IN ADDITION, PARK RANGER AND AUTHOR SHELDON JOHNSON LED THE GROUP ON A WALKING TOUR OF SENTINEL MEADOW IN YOSEMITE VALLEY.
- 2) THE ACTIVITIES ON THE TRIP WERE ORGANIZED AROUND FOUR MAJOR THEMES THAT WERE THE FOCUS OF THE COURSE: 1) Parks as keepers of history, steward of precious resources, preservers of biodiversity, and players in the fight against climate change; 2) How to keep parks relevant to new, and increasingly diverse groups of potential visitors; 3) How to introduce parks as places to visit to the next generation of park visitors; and 4) Parks as exciting (and perhaps even risky) places to work and experience
- 3) AMONG OTHER THINGS, AS A RESULT OF THE TRIP STUDENTS WERE ASKED TO REFLECT ON HOW THE PARK WORKS TO ENGAGE THE PUBLIC. THE FOLLOWING IS A SAMPLE OF THOSE REFLECTIONS:
 ... Shelton Johnson's presentation. His reenactment and recount of the trials of a buffalo soldier were incredibly engaging. But I do believe that this is more evidence of his individual effort rather than the Park Service in general. He was an incredibly effective, engaging presenter who did a fantastic job of involving everyone in his audience. His presentation style approach could be adopted to more parks. Through some research into the effects of diverse cultures on different parks around the nation, many more presentations and reenactments could be adopted to target specific cultures.

... the Yosemite Institute proved to be a successful and effective educational organization by helping to give younger generations insight into the importance of healthy ecosystems as well as experience being in nature.

Shelton in Yosemite was amazing. He seemed to have stepped out of a history book and makes it come alive. Though his impersonation of a buffalo soldier who had come to Yosemite, you learned a bit about the struggle an African-American man went through. It took time to be treated equal to everyone else. Through this walk we took with him, I could see that he has a unique story that can engage minorities who journey here. By showing that minorities have a history in the parks, Yosemite is able to attract a more diverse audience.

The minute the bus passed the "threshold" to Yosemite, I noticed that there was a Caucasian at the entrance. I knew that I was going to be one of the hand full of Hispanics in the park but it never dawned on me that it would affect me so negatively. How can, being only a couple of hours from Fresno, Yosemite be lacking what is most abundant so nearby? Fresno is a city filled with Hispanics and African Americans, which from what I observed, were clearly not represented. One of the things that I wanted to prove was that Yosemite was not reaching out to the Hispanic community let alone the African American community. In one way, not having Spanish information readily available or simply not having Spanish speaking employees. My plan was to walk in to the visitor's center and start speaking Spanish to the Yosemite employee to prove that they did not speak Spanish. My plan failed.

I was pleasantly surprised to hear the visitor center employee, which was Caucasian of course, respond to me in Spanish. I did however find out that not all the employees speak Spanish and that if I had spoken to an employee that did not speak Spanish I would have had to wait for them to find a ranger who possibly spoke Spanish or waited for someone outside the park to translate over the phone. Another negative aspect of my "experiment" was that they only had one general pamphlet in Spanish. They did have other languages available but when I asked to see the camping information it was only in English.

Watching the presentation about the search and rescue team really put this into perspective for me. I had read about the guy who lost his thumb while climbing and luckily they could re-attach it to his hand, but I didn't realize the full extent of the rescue. Helicopter rescues are dangerous for everyone involved and the National Park Service has very special people who work for them considering their unselfishness in that they risk their lives every day to save the lives of unprepared visitors.

All of the signs that I saw were in English, none in another language. Most of the people that I heard speaking were speaking, German, Polish, Chinese, Spanish and Italian. This shows how difficult the park service jobs is to find the balance of promoting, managing and limiting risky activities with the park grounds.

After this weekend my eyes were opened to how the park service operates around these risky activities. The park service ranger who spoke to the class last weekend made very clear that they don't only limit but promote these recreational activities within the park.

Within the park service they have an emergency response crew that can effectively respond to many different kinds of risky situations. So after our experience in Yosemite I believe the park service are very effective in all aspect that are associated with risky activities.

Another experience we had in the valley was when we had our tour from Ranger Shelton. He took us back in time to 1903 when the first Buffalo Soldiers stationed in Yosemite Valley. His character captured about everyone in our group and several other people passing by. This tour was very educational and most of all targeted an older audience. This was very effective way to engage an older audience with educational history about the very valley we visited. I think these tours are the most effective way to capture the unique educational aspects that Yosemite has to offer.

Jack Hoeflich is the supervisor park ranger of the Valley District who clearly illustrated the mission of the search and rescue team. He told the story of a climber who got his finger cut off while hiking up El Capitan and required a helicopter rescue which cost around ten thousand dollars. Through this story he did not only illustrate the threats that come with climbing but also the expenses. The fact that search and rescues do not bear any cost to the person in need and the effectiveness of the program left me astonished. The climber was fortunate enough not only to live but also to recover his finger which was also rescued. In my perspective that is not only impressive but also incredible.

The lack of African Americans was clearly illustrated by Park ranger Shelton Johnson who gave an incredible interpretation of a buffalo soldier. His act is not only eye opening and impressive but also aims at incorporating and attracting more African Americans to the park. Unfortunately Mr. Johnson stated that he did not have many African Americans in his group when he gave such an interpretation, which is really sad because that interpretation was my favorite part of the whole trip.

Other famous speakers such as Sheldon instilled a unique cultural element that is under represented at the national parks. Sheldon's stories of the buffalo soldier are very unique and vivid tales. They explain how African Americans have played not only an important role in parks but, have been involved in the history of them as well. The tales told by Sheldon are very different than the traditional stories told by old white males in the past. Not only is it important to represent the diverse audience of people going to the parks but, the people who work for the parks should reflect the people who visit them as well. Sheldon Johnson presented an amazing guided tour that engaged the entire group emotionally. He was highly relatable, by talking about everyday human emotions. However, it is unfortunate that he no longer does the tours normally. I think parks should be dedicated to finding people that are charismatic and can easily convey different aspects of the parks' history. There was only one park ranger who worked in the visitor center who spoke fluent Spanish, and the only literature available in Spanish was a brief leaflet. The park could definitely increase outreach to the Spanish community, since California has a high number of Spanish speaking individuals.

. . . the talk given by Shelton Johnson was absolutely brilliant. Talking about the history of African Americans in the park is huge for reaching out to a minority group that is not typically known for national park visitation.

IN ADDITION TO WRITTEN REFLECTIONS, STUDENTS ARE PRESENTING FINAL PROJECTS THAT INCORPORATE INFORMATION AND EXPERIENCES INCLUDING THE YOSEMITE TRIP IN PRESENTATIONS TO THE CAMPUS COMMUNITY ON MONDAY 12/5 AND WEDNESDAY 12/7 IN THE ANACAPA VILLAGE COMMONS.

****Please attach assessment forms from students, list of attendees, peoplesoft program report**

E-mail to the Dean's Office
30 days after activity