



TOPIC: Frostburg State University: Bachelor of Science in Adventure Sports Management

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: January 13, 2015

SUMMARY: The university currently offers a B.S. in Recreation and Parks Management with a concentration in Adventure Sports Management. The proposed degree is the logical extension of the existing university collaboration with the Garrett College Associate of Applied Science (AAS) in “Adventuresports” program. The proposal to extend the concentration to a new degree program stems from the need to respond to changing markets and industry demands and to correct a situation where over 60% of Garrett College “Adventuresports” graduates transfer to schools other than Frostburg for a bachelor’s degree.

Although the original collaboration developed in 1992 has served both institutions well, the proposed major in Adventure Sports Management strengthens the collaboration and provides students with a more marketable degree. Students in Garrett’s Adventuresports program clearly prefer and seek a B.S. degree in Adventure Sports. When asked in a recent 2014 survey, 61% of the students indicated that they preferred a B.S. degree in Adventure Sports over a B.S. degree in Recreation and Parks Management with a curricular focus in Adventure Sports.

The proposed degree will be established as a “2+2” program with Garrett College and includes providing students with “reverse transfer” and housing options. Students completing the AAS will be awarded 68 credits in transfer. Those choosing to transfer prior to completion of the AAS will be able to transfer credits back to Garrett College to be awarded the AAS. All students in the Garrett College and Frostburg programs will have the option of living at either campus.

The economy of western Maryland is built on tourism. Adventure sports are an important component in the tourism industry. The ICF Canoe Slalom World Championships at ASCI (Adventure Sports Center International) exemplifies working with local industry resulting in economic development in western Maryland. Both programs, along with their faculty and their students, service this industry.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funding is necessary. The program will be supported through tuition.

CHANCELLOR’S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Frostburg State University to offer the Bachelor of Science in Adventure Sports Management.

COMMITTEE RECOMMENDATION:

DATE: January 13, 2015

BOARD ACTION:

DATE:

SUBMITTED BY: Joann Boughman

301-445-1992

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Maryland Higher Education Commission

Academic Program Proposal

Proposal for:

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program
- Within Existing Resources or Requiring New Resources

Frostburg State University
Institution Submitting Proposal

Fall 2015
Projected Implementation Date

B.S.
Award to be Offered

Adventure Sports Management
Title of Proposed Program

210301
Suggested HEGIS Code

310101
Suggested CIP Code

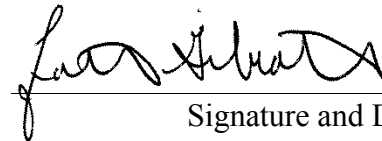
Kinesiology and Recreation
Department of Proposed Program

Lisa Simpson
Name of Department Head

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Signature and Date

12-11-14

President/Chief Executive Approval

Date Date Endorsed/Approved by Governing Board

Frostburg State University
Bachelor of Science in Adventure Sports Management
MHEC Program Proposal

A. Centrality to institutional mission statement and planning priority

Frostburg State University (FSU) has provided paths to success for students for over 100 years. Founded in 1898 to prepare teachers, the institution today is a public, comprehensive, largely residential regional university offering a wide array of affordable programs at the undergraduate and graduate levels. The University is, primarily, a teaching institution in which students are guided and nurtured by dedicated, highly qualified faculty and staff. Faculty members engage in wide-ranging research and scholarly activity with the ultimate goal of enhancing student learning. The University provides numerous opportunities for students to engage in community service, leadership development activities, undergraduate and graduate research, and internships. These activities serve as experiential laboratories in which students apply what they have learned in the classroom to real-world situations.

Frostburg State University is proposing a Bachelor of Science degree in Adventure Sports Management to meet local, regional, statewide, and national needs. In collaboration with Garrett College, this program is the logical extension of the collaborative program first developed in 1992. Historically, Garrett College has been a leader in the field. As part of the current collaboration, Frostburg offers a concentration in Adventure Sports within its own B.S. in Recreation and Parks Management.

The proposed program relates to Frostburg's mission and to its planning priorities by directly relating to Goal 6 in the Institutional Strategic Plan in respect to regional outreach, economic development, and workforce development in western Maryland. The economy of western Maryland is predicated on tourism and its unique natural resources. The B.S. degree in Adventure Sports Management will utilize and capitalize upon the University's proximity to this unique resource base.

The proposed bachelor's degree program is also in response to changing markets and industry demands and the need to address the entry of other four-year institutions, across the country, into the market. In addition, the new program is needed to correct a situation where over 60% of Garrett's graduates in Adventuresports¹ transfer to schools other than Frostburg for a bachelor's degree.

B. Adequacy of curriculum design and delivery to related learning outcomes

The proposed B.S. degree in Adventure Sports Management can best be termed as a two plus two program. The program maintains the integrity of Garrett's AAS degree in Adventuresports while adding Frostburg's focus on Recreation and Parks Management. All students completing the B.S. degree in Adventure Sports Management will also earn an AAS degree. This program offers a "reverse articulation" where Frostburg students completing the bachelor's degree program can transfer their credits back to Garrett and receive an AAS degree in Adventuresports. Details of the arrangement between Frostburg and Garrett are available in the MoU in Appendix B.

¹Adventuresports Institute (ASI) is a self-supporting auxiliary of and wholly owned by Garrett College. One function of the ASI is to support the AAS degree program. Adventuresports® is a registered trademark of Garrett College. The generic term of Adventure Sports is used by Frostburg in its courses and in the proposed program.

Mission

The mission of the B.S. degree in Adventure Sports Management is to provide students with a rigorous program to develop leadership and management skills in the adventure sports industry. The program develops graduates for an expanding tourism industry. It utilizes the unique outdoor and natural resources in western Maryland. The mission of the program is implemented through a diverse, recognized, and credentialed faculty committed to excellence in teaching, learning, scholarship, and adventure sports. The program fulfills its mission by preparing future leaders, managers, and entrepreneurs to enter a complex changing global society with competence and confidence.

Vision

The B.S. degree in Adventure Sports Management is recognized for providing experientially based learning opportunities. This distinctive and distinguished program will contribute to the reputation of Frostburg State University as the premier educational and cultural center for the region and for serving as a catalyst for economic development in the tourism industry. The program's efforts in undergraduate leadership preparation and experiential learning will achieve national recognition for providing "real life" experiences for students and for serving as a national model for regional engagement.

Program Objectives

Upon completion of the program, students will be able to do the following:

- 1) Integrate critical thinking and creativity to provide higher levels of leadership and practice in the adventure sports industry;
- 2) Possess skill competency in at least two adventure sports tracks including rescue and instruction skills, competencies, and certifications;
- 3) Utilize experiential education as an integral component within the program;
- 4) Understand the relationship among the outdoors, natural resources, and sustainability to the delivery of adventure sports programs and to advocate for these relationships in the programs delivered;
- 5) Develop the "soft" skills as upper class students assist other students in the program and at the same time develop their own leadership skills. Building on research by the AACU and the Learning for the 21st Century, these soft skills include integrating information and communication skills, thinking and problem solving skills, interpersonal and self-directional skills, and learning academic content through real world experiences; and
- 6) Develop a business plan and understand the fundamentals of starting their own adventure sports related business.

Admission/Graduation Requirements

There are no special admission or graduation requirements beyond those required for both institutions.

Program Goals

Based on student surveys, former student interviews, marketing analyses, and the experience of students in the existing programs, the following design criteria are recommended in implementing the program goals and the curriculum design.

Maintain the Integrity of AAS Degree – The design of the curriculum will maintain the integrity of the AAS degree at Garrett. Students complete the AAS degree requirements as published. Students will complete an additional skills track beyond the requirements of the AAS degree program. Frostburg will accept up to 70 credits from a community college, thereby accommodating the 60 credits of the AAS degree plus the credits from this additional skills track. If students transfer to Frostburg prior to completion of the AAS degree, they will be able to reverse transfer Frostburg's mentorship (ADSP 492)

for Garrett’s practicum (ASI 207), and Frostburg’s professional preparation courses (ADSP491) for Garrett’s practicum preparation (ASI 206) and receive the AAS degree. This approach provides the appropriate curricular and applied experience, saves students taking unnecessary credits that duplicate experiences, enables the completion of the AAS degree, and maintains the integrity of Garrett’s degree.

Develop Skills – Strengths of the existing program are the skills courses and the developmental track used in their progression. Currently, there are five major competency areas (i.e. snow, backcountry living, climbing, paddle sports, and biking). In addition, at the time of this proposal, a rescue track is under development. Within each track, students complete a progression of courses consisting of basic, intermediate, rescue, and instructor level courses. In the current AAS degree program, students complete one skills track. In the proposed program, students will complete a second track beyond the requirements of the associate’s degree. The addition of the second competency area significantly increases students’ marketability upon graduation.

In the marketing analysis of students who graduated from Frostburg’s current program, a persistent theme and strength of the Garrett program were the skills courses. Dan Goff, a graduate from 2011 reflected that it was the hands-on skills in the Garrett skills courses that were beneficial to him in his job in law enforcement in the National Park Service. Dan cited an example where two days before the interview, they performed a search and rescue operation in the park. He was able to track the footprints, a skill which he learned in the Garrett search and rescue skills course. In addition, Dan noted that the national certifications that he received in the program were recognized by most land management organizations such as the US Forest Service, BLM (Bureau of Land Management), and the National Park Service.

“The ‘hands-on’ learning in the skills courses was beneficial to me.... I use these skills every day in my law enforcement job in the national park.”

Dan Goff, Class 2011
National Park Service Law Enforcement
White Sand National Monument, New Mexico

Develop Leadership – The Garrett program utilizes a student leadership model where students in the program are utilized as assistant leaders in their adventuresport courses. This is an excellent leadership model where students in years three and four give back to the first and second year students, and in doing so develop their own leadership skills. It is a model where the student moves from being a participant to becoming a leader in the activity. A benefit of the four-year program is that the curriculum can be constructed so that students can truly develop their leadership skills during their last two years as student leaders.

“A strength of the program is that you can transition from a participant into the instructor’s role. By the time that I was a senior I was teaching as a co-instructor in many of the courses.”

C.C. Williams
Outdoor Education Coordinator for
the Park, Recreation, and Tourism
Department
City of Rockhill, North Carolina

Emphasis on Experiential Learning – Consistent with Goal 1 in the Institutional Strategic Plan and as embodied in the University’s tag-line “*A World of Experiences*,” this program utilizes experiential education in the delivery of its program. In addition, the program utilizes a “block learning” semester with the working title of LIFE (Leadership Immersion and Facilitation Experience). This approach incorporates the research findings of the 21st Century Principles and the Hart Research for the AACU. A narrative on the LIFE program is included in Appendix A.

Reflecting on the benefits of an immersion experience such as LIFE, Griffin Williams, a 2009 graduate from the Frostburg program, went on to complete a master's degree in outdoor education at North Greenville University in Georgia. The following quote exemplifies the importance of providing these types of experiential learning experiences.

“One of the most beneficial educational experiences that I did was an immersion experience where we did a risk management assessment of a camp in Alberta using the AEE (Association of Experiential Educators) standards.”

Griffin Williams, 2009 Graduate
Instructor, Winthrop University
Rock Hill, South Carolina

Management/Entrepreneurship – Examination of the adventure sports industry reveals an increased number of businesses started by an entrepreneur. Although many students do not become entrepreneurs upon graduation, the business component of the program focuses on preparing students to run their own business. Addressing this component is ADSP 360 Entrepreneurship in Adventure Sports where students develop a business plan for their own adventure sports business. This course and the entrepreneurship component of the program utilize the leading edge leadership of the Garrett Information Center and the Garrett Center for Entrepreneurship located on the campus of Garrett College.

“For most students the question is how do I fulfill my dreams in the outdoor industry.... Being an entrepreneur or running your own business is the next step in eventually fulfilling those dreams.”

Brian Haley, 2003 AAS Graduate
General Manager/Buyer
High Mountain Sports
Oakland, Maryland

Delivery of the Program at Garrett – It makes sense to locate as much of the program on the campus of Garrett College as possible. Garrett has allocated three full-time faculty positions to the program. They have an equipment center valued at over \$400,000. In addition, they have the support structure in terms of residence halls and other facilities. However, a finding from the marketing interviews of previous graduates of the current Frostburg concentration reveals that the strengths of the existing program are the social amenities and campus life provided on the Frostburg campus. To facilitate the success of the proposed program and to maximize potential enrollment, it is recommended that students be given the option to reside on either campus. An MoU outlining the contractual relationship between Garrett College and Frostburg is included in Appendix B

Curriculum

The courses for the proposed B.S. degree in Adventure Sports Management are listed in Table 1. Along with the major courses, the table also lists the General Education Program requirements and the institution where the courses will be completed. Also, this table addresses the 70 credit limitation on transferring credits from a community college.

The typical progression of courses over eight semesters is shown in Table 2. It demonstrates that the program as proposed is feasible, that it can be completed within 120 credits and that it meets the other requirements necessary for graduation (See Appendix C).

Table 1: Frostburg BS Degree in Adventure Sports Management		
Courses	Credit Hours Garrett College	Credit Hours FSU
GEP Credits	37	3
GE (General Education) for ASI degree	24	
Additional GEP courses needed	9	
Advanced Comp		3
BIO 110 Natural History (Group C: Science) [Required in AAS Adventuresports major]	4	
ASI Skills Courses	15	--
ASI110 Backcountry Living Skills	3	
ASI Basic Skills Courses	4	
ASI Intermediate Skills Courses	4	
ASI Instructors Level Course	2	
ASI Rescue Skills Course	2	
Major Content Courses (Garrett)	16	--
ASI 101 Intro ASI Park, Recreation	3	
ASI 164 Advanced Level First Aid and CPR	3	
ASI 170 Guiding and Instructing Adventuresports	3	
ASI 200 ASI Program Management	3	
ASI 201 Leadership/Group Dynamics	3	
Colloquium	1	
BIO 110 Natural History (Group C: Science)	--	
Major Courses (FSU)	--	36
RECR 393 History and Philosophy of Outdoor Recreation		3
RECR 488 Principles of Ecotourism		3
ADSP 330 Outdoor Education		3
ADSP 340 Expedition Planning in Adventure Sports		3
ADSP 350 Risk Management in Adventure Sports		3
ADSP 360 Entrepreneurship in Adventure Sports		3
ADSP 381 Facilitation Skills and Techniques in Adventure Sports		3
ADSP 382 Agency Assessment in Adventure Sports		3
ADSP 391 Journaling in Adventure Sports		3
ADSP 392 Mentorship I in Adventure Sports		3
ADSP 491 Professional Preparation in Adventure Sports (ASI 206)		3
ADSP 492 Mentorship (Internship) (ASI 207)		3
Support and Professional Development		13
Electives		13
Total Credits taken at GC/FSU	68	52

Table 2: Courses in BS Degree in Adventure Sports Management by Semester					
Semester/Courses	GC	FSU		GC	FSU
Semester 1: (Fall)	15.25	--	Semester 2: (Spring)	13.25	--
GEP courses	3		GEP courses	9	
ASI Skills Courses	2		ASI Skills Course	2	
ASI 110 Backcountry Living Skills (GC)	3		ASI Rescue Skills Course	1	
ASI 101 Intro ASI, Park, Recreation	3		ASI Instructor Level Course	1	
BIO 110 Natural History	4		ASI 104 Colloquium	0.25	
ASI 104 Colloquium	0.25				
Winter Intersession	3	--			
ASI 164 Wilderness First Responder (GC)	3				
Semester 3: (Fall)	16.25	--	Semester 4: (Spring)	15.25	--
GEP courses	9		GEP courses	9	
ASI 201 Leadership/Group Dynamics	3		ASI Skills Classes	3	
ASI 170 Field Guiding and Education	3		ASI 200 ASI Program Management	3	
ASI Skills Course	1		ASI 104 Colloquium	0.25	
ASI 104 Colloquium	0.25				
Semester 5: (Fall)	5	12	Semester 6: (Spring) [LIFE Program]	--	15
GEP courses	3		ADSP 330 Outdoor Education		3
ASI Skills Course (Instructor and Rescue)	2		ADSP 381 Facilitation Skills and Techniques in Adventure Sports		3
Advanced English Composition		3	RECR 488 Principles of Ecotourism		3
ADSP 340 Expedition Planning in Adventure Sports		3	ADSP 392 Mentorship I in Adventure Sports		3
ADSP 350 Risk Management in Adventure Sports		3	ADSP 391 Journaling in Adventure Sports		3
Electives		3			
Semester 7:	--	13	Semester 8:	--	12
RECR 393 History and Philosophy of Outdoor Recreation		3	ADSP 492 Mentorship Project (Internship)		3
ADSP 382 Agency Assessment		3	ADSP 495 Mentorship or Electives		9
ADSP 360 Entrepreneurship in Adventure Sports		3			
ADSP 491 Professional Development in Adventure Sports		3			
Electives		1			
Total Credits taken at GC/FSU				68	52

University Degree Requirements

Addressing undergraduate degree requirements is an important consideration in developing a collaborative program between two institutions. Frostburg's degree requirements for graduation are addressed in Appendix C.

Course Descriptions

In implementing the program, Garrett will not need to create new courses. However, for the implementation of Frostburg's component, nine new courses are proposed and several existing courses are revised in respect to their title, number, or description. Courses required for this program are listed:

Garrett College (*Note: Skills courses are not listed*)²

ASI 101 Introduction to Recreation, Parks, and Adventure Sports (3 cr.)

An overview of the recreation and adventure sports industries, including an analysis of the parks systems in various states and the nation. Prerequisite: ENG 073c. Offered fall semester.

ASI 104 Adventure Sports Colloquium I (0.25 cr.)

Students meet to share information with speakers from the field of adventure sports. Typically, the speakers are small business owners within the field of adventure or work for agencies that offer adventure as a product. Students are presented with information from these speakers and have the opportunity to ask questions about the field. (CR/NC grade)

ASI 105 Adventure Sports Colloquium II (0.25 cr.)

A continuation of ASI 104. (CR/NC grade)

ASI 110 Back Country Living Skills (3 cr.)

A course designed to introduce students to the basic skills and practices necessary to successfully and safely exist in the backcountry setting. Topics include proper dress, nutrition, backcountry navigation, personal hygiene, and shelter systems employing leave no trace (LNT) and low impact techniques. (Intro). Offered fall semester.

ASI 164 Advanced Level First Aid & CPR (3cr.)

An advanced level first aid and CPR course for individuals having professional responsibilities in the adventure industry. The certification awarded with this course depends upon the availability of instructional staff. Examples of certifications include the American Red Cross Emergency Response, the National Ski Patrol Outdoor Emergency Care, or a Wilderness First Responder course. In any case, a professional level CPR would be awarded. Offered Intersession semester.

ASI 170 Guiding & Instructing in Adv. Sports (3 cr.)

This course is designed to prepare the student for Guiding and Instructing in the Adventuresports field. Drawing on curricula from the American Canoe Association, (A.C.A.), the Professional Ski Instructors of America (P.S.I.A.), the American Mountain Guides Association (A.M.G.A.), the National Outdoor Leadership School (N.O.L.S.), and the Wilderness Education Association (W.E.A.), content will focus on: Teaching and Learning Styles, Assessment, Lesson Planning, Curriculum Design, Delivery Options, and Evaluation. Students will be required to design a course and facilitate a classroom session. Offered fall semester.

ASI 200 Adventure Sports Program Planning and Management (3 cr.)

The planning, scheduling, and implementation of recreational activities and events are presented in this course. Students will learn through lecture, simulation, and practical experience the procedures involved in developing, staffing, budgeting, and managing risks for adventure sports programs for diverse audiences. Offered spring semester.

ASI 201 Leadership and Group Dynamics of Adventuresports (3 cr.)

² Garrett College's Adventuresports Institute utilizes specialized adjunct instructors in many of their skills courses. The program has access to over 100 qualified and certified instructors in the different specialty areas. Although these instructors are not listed, they constitute an important faculty resource to the program that directly impacts the quality of the program.

Introduces students to the tools needed for planning and operating a professional level adventure outing. Emphasis will be given to risk management, group process, ethical issues in leadership, leadership models, experiential education models, and effective leadership skills. Prerequisite: ASI101. Offered fall semester.

ASI 204 Adventure Sports Colloquium III (0.25 cr.)
A continuation of ASI 105. (CR/NC grade)

ASI 205 Adventure Sports Colloquium IV (0.25 cr.)
A continuation of ASI 204. (CR/NC grade)

Frostburg State University

ADSP 330 Outdoor Education (3 cr.) +
Development of outdoor education in the non-profit service industry including National Outdoor Leadership School (NOLS) and Outward Bound. Course taken as part of LIFE program during the immersion semester. Prerequisite ADSP 360 or permission of the instructor. Spring. [Formerly: RECR330 Outdoor Education]

ADSP 340 Expedition Planning in Adventure Sports (3 cr.) *
Students learn the principles of planning adventure sports expeditions and experiences, including professional outfitting and the LIFE immersion experience. Course taken the semester prior to LIFE program immersion experience. Fall.

ADSP 350 – Risk Management in Adventure Sports (3 cr.) *
An integrated approach to risk management focusing on negligence, accident process, risk management plans and post-incident management. Fall.

ADSP 360 – Entrepreneurship in Adventure Sports (3 cr.) *
Principles of starting a new business in adventure sports. Development of a business plan. 3 hours, lecture. Fall.

ADSP 381 Facilitation Skills and Techniques in Adventure Sports (3 cr.) +
Development of facilitation skills including interpersonal skills and techniques to become an effective leader and manager in adventure sports. Course taken as part of LIFE program during the immersion semester. Prerequisite ADSP 360 or permission of the instructor. Spring. [Formerly: RECR381 Facilitation Skills and Techniques in recreation and parks management]

ADSP 382 Agency Assessment in Adventure Sports (3 cr.) *
The use of accreditation standards or similar industry standards to assess an adventure sports agency, camp, or private company. Prerequisite ADSP 360 or permission of the instructor. Fall.

ADSP 391 Journaling in Adventure Sports (3 cr.) *
Principles of journaling in an adventure sports setting. Course taken as part of LIFE program during the immersion semester. Prerequisite ADSP 360 or permission of the instructor. Spring.

ADSP 392 Mentorship I in Adventure Sports (3 cr.) *
Intensive study under an individual, owner, or leader in the adventure sports industry with an emphasis on an instructional setting. Course taken as part of LIFE program during the immersion semester. Prerequisite ADSP 360 or permission of the instructor. Spring.

ADSP 491 Professional Development in Adventure Sports (3 cr.) *
Emphasizing the positioning approach, the course introduces effective job search strategies to prepare students for their mentorship experience and eventual employment. Topics include the positioning approach; developing interview skills; creating a resume, cover letter and online portfolio; and utilizing a variety of sources to locate potential mentorship/internship/job opportunities in the adventure sports industry. Fall.

ADSP 492 Mentorship Project in Adventure Sports (3 cr.) *
Intensive study under an individual, owner, or leader in the adventure sports industry. Completion of an approved project and 400 hours minimum required. ADSP 495 may be taken in conjunction with this course. (Grading: P/NP). Fall/Spring/Summer.

ADSP 495 Mentorship in Adventure Sports (9-12 cr.) *
Optional credits for the 400 hours required for the mentorship. Fall/Spring/Summer.

RECR 393 History and Philosophy of Outdoor Recreation (3 cr.)
Philosophical basis of the historical, ethical, moral, social, and aesthetic issues surrounding outdoor recreation. Fall.

RECR 448 Principles of Ecotourism (3 cr.)
Explores the foundational principles, organization and management of ecotourism. Various nature-based tourism and ecotourism settings will be analyzed to compare operations, facilities, personnel and programming. Discussion of the management of ecotourism focuses on business planning, site development, operation responsibilities and best practices. Spring.

* New Course

+ Change of existing course – title, number, or description

C. Critical and compelling regional or statewide need

As outlined in *Maryland Ready 2013-2017: The Maryland State Plan for Postsecondary Education*, institutions across the state should create innovative partnerships for workforce and economic development. This proposal for the collaborative Adventure Sports Management program between Garrett College and Frostburg State University is timely with the ICF Canoe Slalom World Championships at ASCI in 2014 which once again focused the attention of the world on the natural and recreational resources of western Maryland, the Adventure Sports program at Garrett, and the programmatic offerings at Frostburg.

The economy of western Maryland is built on tourism. Adventure sports are an important component in the tourism industry. The ICF Canoe Slalom World Championships at ASCI (Adventure Sports Center International) exemplifies working with local industry resulting in economic development in western Maryland. Both programs, along with their faculty and their students, service this industry.

Both institutions have taken advantage of their unique adventure sports programs to attract students. Garrett's Adventuresports Institute has a statewide designation, and Frostburg's program is the institution's most attractive Academic Common Market Program. Through the SREB Academic Common Market, legal residents of South Carolina, Virginia, and West Virginia may complete the Adventure Sports Concentration in the Recreation and Parks Management degree at Maryland-resident tuition rates.

The first increase in enrollment in the Adventure Sports program at Garrett came with the creation of the program after the 1989 World Championships and Team Trials. Additional increases came with magazine articles and other news sources that focused attention on the program. For example, the publishing of a small article in *Backpacker Magazine* in 1994 resulted in a doubling of enrollment. A similar increase in enrollment may result from the World Championships in Canoe and Kayak in September 2014.

Although the original collaboration developed in 1992 has served both institutions well, the proposed major in Adventure Sports Management strengthens the collaboration and provides students with a more marketable degree. Students in Garrett's Adventuresports program clearly prefer and seek a B.S. degree in Adventure Sports. When asked in a recent 2014 survey, 61% of the students indicated that they preferred a B.S. degree in Adventure Sports over a B.S. degree in Recreation and Parks

Management with a curricular focus in Adventure Sports. In a second question, seventy percent of the students surveyed indicated that they wanted a B.S. degree in Adventure Sports. In contrast, only 41% of the students surveyed wanted a B.S. in Recreation and Parks with a Concentration in Adventure Sports.

D. Quantifiable and reliable evidence and documentation of market supply and demand in region and state

The outdoor recreation and tourism industry is a growth industry regionally and nationally. *The National Survey on Recreation and Environment (NSRE)* found that general outdoor recreation has grown in participation from 2000 to 2009 from 208 to 224 millions of people, a 7.5% increase. The same study found that the number of days of participation has increased from 61 to 81 billion days, a 32.5% increase for the same time period. The study indicated that most of the traditional adventure sports reflected similar growth.

This trend was reinforced by interagency studies coordinated by the USDA Forest Service which reported a similar growth in outdoor recreation including adventure sports. Their report cited “*Initial data from the 2009 Outdoor Recreation Participation Topline Report, published by The Outdoor Foundation, [that] shows that an increasing number of Americans returned to nature and active outdoor activities last year. The study finds sizeable participation increases in nearly every nature - based activity ... including double-digit increases in backpacking, mountain biking and trail running and close to a ten percent increase in hiking and camping.*” (October 27, 2009, Participation Topline)

An examination of Maryland occupational and industry projections for 2012-2022 was conducted (Table 3). Adventure sports management is a field that does not fit nicely into the workforce categories. It is a field that embodies aspects of or cuts across several categories. With this in mind, three occupational title categories are included to provide a sampling of potential workforce needs. These are lifeguards, ski patrols, and other recreational protective service workers (33-9092), amusement and recreation attendants (39-3091), and recreation workers (39-9032). Again, adventure sports management dovetails with aspects of these occupations but is different from these occupation categories. All three categories show replacement and total employment openings between 2012 and 2022.

Occ. Code	Occupational Title	Employment			Openings	
		2012	2022	Change	Replacement	Total
33-0000	Protective Service Workers					
33-9092	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	2,411	2,656	245	1,649	1,894
39-0000	Personal Care and Service Occupations					
39-3091	Amusement and Recreation Attendants	5,910	6,395	485	2,962	3,447
39-9032	Recreation Workers	5,133	5,482	349	606	955

Western Maryland and Garrett County reflect this growth in outdoor recreation and tourism, including adventure sports. The Adventure Sports programs at Garrett and Frostburg service this regional as well as

state-wide market. The proposed program will help strengthen both Frostburg’s and Garrett’s positions in the market.

The purpose of this analysis is to show that there is existing demand for the program based on current enrollments plus additional enrollments from other counties, regions, and states. The World Championships at ASCI and the introduction of the new B.S. degree in Adventure Sports Management itself will generate fresh interest and spur growth. In addition, the curriculum of the B.S. degree in Adventure Sports Management with its focus on the development of students as leaders is a significant factor making it more competitive in the national marketplace.

The following analysis demonstrates that existing demand and the retention of existing students in the two programs will provide a sufficient student base to support future growth. Garrett’s Adventure Sports program has been graduating on average 12 students (11.8 students) per year over a seventeen-year period from 1998 to 2014 (Table 4).

Table 4: Garrett College Graduates in Adventure Sports since 1998 ¹																	
	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Graduates: ²	10	15	16	12	14	13	13	8	10	10	5	15	13	10	8	8	11
¹ Source: Garrett College ² Seventeen year average is 11.8 or 12 students per year.																	

Over the last five years, the number of graduates from Frostburg’s concentration has been fairly stable (Table 5) with four students completing the concentration per year. Based on the retention of existing students in Garrett’s program and on current enrollments in Frostburg’s adventure sports concentration, a minimum of 16 graduates per year can be expected from the program.

Table 5: FSU Graduates in Recreation and Parks Management Major with a Concentration in Adventure Sports since 2008 ¹						
	AY 2008-2009	AY 2009-2010	AY 2010-2011	AY 2011-2012	AY 2012-2013	Average
Graduates: ^{2,3}	4	5	4	2	5	4
¹ Source: Office of Institutional Research ² Includes both BA and BS degrees. ³ Academic Year includes degrees awarded in August, December, January and May.						

Reflecting on the need of the program to come full-circle with an emphasis on leadership development, Terry Peterson, an associate professor in the Adventure Sports program at Garrett cited the need for the 4-year BS degree program.

“Just when our students (AAS degree) are ready to demonstrate leadership qualities, we lose them to graduation.”

Teresa Peterson
Associate Professor
Adventure Sports Program
Garrett College

E. Reasonableness of program duplication

There is no program duplication within Maryland. The University of Maryland, Baltimore County and the University of Maryland at Eastern Shore once had programs in “Pre-Recreation.” The University of Maryland, College Park discontinued its B.S. in Recreation in 1992. Currently, Frostburg State University and The Community College of Baltimore County partner in the delivery of the B.S. in Recreation and Parks Management at the Catonsville campus. Besides Garrett’s AAS and Frostburg’s concentration in Adventure Sports, there are no programs in the state that address adventure sports or any facet of outdoor recreation with this curricular and professional perspective.

F. Relevance the Historical Black Institutions (HBIs)

No Historically Black Institutions in Maryland offer a comparable program to the proposed B.S. degree in Adventure Sports Management. In addition, the proposed program utilizes the unique natural resources located in western Maryland as an integral part of its program delivery.

G. Distance Education

The proposed B.S. degree in Adventure Sports Management is not a distance education program. Courses will be delivered on site.

H. Adequacy of Faculty Resources

Frostburg State University is primarily a teaching institution. The faculty is expected to provide 24 credit hours of teaching per academic year along with service to the department, institution, community, and profession/practice. In respect to faculty within the Recreation and Parks Management program, it is

expected that faculty continue to practice in their field of expertise to maintain their skills and model the real-world application of course content to students. Since this proposed program is a 2+2 degree, the full-time faculty involved in the program of both Garrett and Frostburg are listed below.

Frostburg State University

Natalia Buta, Ph.D., *Rank:* Assistant Professor of Recreation and Parks Management; *Degrees:* Ph.D., University of Florida – 2010; M.A., Central Michigan University – 2006; B.S., University of Oradea, Romania; *Expertise:* Outdoor Recreation – 2002; *Courses:* RECR393, RECR488.

Maureen Dougherty, Ph.D., *Rank:* Assistant Professor of Recreation and Parks Management; *Degrees:* Ph.D., West Virginia University – 2005; M.Ed., University of South Carolina – 1988; B.S., Shepherd College – 1986; *Expertise:* Outdoor Recreation; risk management; *Courses:* RECR381, ADSP340, ADSP392, ADSP391, ADSP491.

Robert B. Kauffman, Ph.D., *Rank:* Professor in Recreation and Parks Management; *Degrees:* University of Maryland – Ph.D. in Recreation, 1984; The Pennsylvania State University – MS in Recreation, 1974; The Pennsylvania State University – BS in Business Administration, Economics, 1970. *Expertise:* Risk management, career development, boating safety, adventure sports. *Skills Courses:* Swiftwater Rescue, Rafting, Oar Rigging; *Content Courses:* ADSP350.

Troy Strieby, D.S.M., *Rank:* Assistant Professor of Health and Physical Education; *Degrees:* D.S.M., U.S. Sports Academy – 2002; B.S., M.Ed., Frostburg State University – 1988; *Expertise:* Outdoor recreation; rescue; legal liability; *Courses:* ADSP330, ADSP392.

Garrett College²

Andrew Hershey, M.S.: *Rank:* Associate Professor in Adventure Sports Program; *Degrees:* Slippery Rock University – 2000; Bachelors in Park and Resource Management – 1998; Master’s degree in Sports Management; *Expertise:* American Mountain Guide Association Rigging for Rescue, Single Pitch & Top Rope Site Manager, Instructor Trainer, Climbing Wall Instructor (Lead), Leave No Trace Master Educator, Risk Management, Leadership; *Skills Courses:* Climbing, Practicum Preparation and Internship, Backcountry Living Skills, Search and Rescue, Wilderness Guide Instructor; Leave No Trace Master Educator, AMGA Climbing Wall ID, Ice Climbing, Eastern Mountaineering, Winter Adventure Skills; *Content Courses:* ASI101, ASI200.

Mike Logsdon, MSEE: *Rank:* Professor and Executive Director, Adventuresports Institute; *Degrees:* West Virginia University Bachelors and Master’s degree in Electrical Engineering – 1975; *Expertise:* National Ski Patrol Instructor – Mountain Travel and Rescue, skiing, paddlesports; *Skills Courses:* Rafting, Oar Rigging.

Teresa Peterson, M.S.: *Rank:* Associate Professor in Adventure Sports Program; *Degrees:* West Virginia University, Master’s Degree in Recreation Resource Management – Educational Psychology; James Madison University Sports Management with minor in Business – 1983; *Expertise:* American Canoe Association – Kayak Instructor Trainer, Paddlesports, Professional Ski Instructor Association – Telemark & Cross Country Skiing, Programming, Leadership; *Skill Courses:* Kayaking, Rafting, Oar Rigging, Sea Kayaking, Swiftwater Rescue, Telemark Skiing, Cross Country Skiing, Low Ropes & Initiatives; *Content Courses:* ASI170, ASI201.

Scott Richardson, M.S.: *Rank:* Transition Age Youth Coordinator, Rental Equipment Center Manager, ASI Program Coordinator, Adjunct Faculty Adventure Sports; *Degrees:* University of North Texas Master’s in Gerontology – 1994; Shepherd University Bachelors of Science: Sociology – 1986, Garrett College Associates in AAS Degree in Adventures Sports Management 2002; *Expertise:* Mountain Biking, Therapeutic Recreation; *Skills Courses:* Mountain Biking; *Content Courses:* ASI170.

² Garrett College’s Adventuresports Institute utilizes specialized adjunct instructors in many of their skills courses. The program has access to over 100 qualified and certified instructors in the different specialty areas. Although these instructors are not listed, these faculty constitute is an important faculty resource to the program that directly impacts the quality of the program.

I. Adequacy of Library Resources

The Lewis J. Ort Library provides an array of print and electronic resources that support the academic programs offered at Frostburg State University. The library holds approximately 10,000 items in its collection (printed books and journals, microfilm, audiovisual materials, etc.) related to recreation and parks management. It also makes available to Frostburg students, faculty and staff access to approximately 80,000 electronic books in many subject areas, including adventure sports.

In addition, the library licenses electronic resources that provide access to indexes, full-text articles, statistical data, encyclopedias and reference material. The library currently does not subscribe to databases specific to the fields of adventure sports or recreation and parks management; however, multidisciplinary databases such as Academic Search Complete, ArticleFirst, Education Research Complete and ERIC, include relevant journal citations and selected full-text articles. Of the approximately 43,000 full text journals, magazines, and newspapers available through the databases subscribed to by the library, just over 700 titles have a primary focus in the leisure and travel sciences, including adventure sports.

The library subscribes to nine recreation and parks management journals in addition to those titles made available in databases, including the *Journal of Park and Recreation Administration*, *Parks & Recreation*, and the *Journal of Travel Research*.

The library's OneSearch and Research Port search systems provide access to databases and other electronic resources through the Internet to all currently registered Frostburg students, faculty and staff on a 24 hour/7 day basis. Materials comprising the library's collection may be searched using its online catalog, catalog USMAI. The cooperative sharing program between USM institutions provides students, faculty, and staff with borrowing privileges for circulating print materials from any USM library. Additionally, interlibrary loan capabilities extend these privileges to libraries throughout the United States. Electronic resources typically are not permitted to be shared among these libraries pursuant to the terms and conditions governing the licensing of databases and full-text content. As such, students will only have access to the library's online resources when they are enrolled in Frostburg courses. When students are enrolled only at Garrett College, they will only have access that institution's online library resources, unless they come to the Frostburg campus to utilize databases within the Ort Library building.

Should the library be asked to consider adding subscriptions or other information resources to support this program, discussion regarding additional funding would be necessary.

J. Adequacy of physical facilities, infrastructure and instructional equipment

The infrastructure and resources needed for the program are already in place. Garrett has a viable Adventure Sports program and the proposed program relies heavily on the utilization of Garrett's resources. Instructional equipment and physical facilities (natural resources) are discussed in this section.

Instructional Equipment

The skills courses in the Adventuresports program at Garrett fall under five general rubrics or activity areas. These activity areas include: snow, backcountry living, climbing, paddle sports, biking, and rescue (the last now being developed as a sixth thread). Servicing these activity areas and the program is an

equipment center valued at over \$400,000. The equipment center is funded by Garrett through student fees and is self-sufficient. It provides students with first class equipment for their classes and extra-curricular activities.

Physical Facilities

The proposed program utilizes both institutions' proximity to the unique natural resource base available in western Maryland. Table 6 in Appendix D provides a list of resources by activity. The listing is not designed to be exhaustive, but illustrative of the unique resources available in close proximity to Garrett and Frostburg.

K. Adequacy of financial resources

Revenues (Table 7)

1. Reallocated Funds – In Year 2, a faculty member currently on leave of absence without pay will be returning to the program. The funds include both direct salary and benefits. Other than this, no other reallocation of funds is anticipated.

2. Tuition and Fee Revenue – Twelve students are expected to enroll in 2015 in the first year (see Table 4). This is followed by another 12 students in 2016, year two. On average, Garrett graduates 12 students per year. Frostburg graduates another four students. Assuming a 66% retention of the existing Garrett students, Garrett would continue to supply eight students in the program. Frostburg hopes to recruit an additional four students. This enrollment figure does not include the potential bump received from the World Championships, nor does it include the additional students resulting from publicity on the implementation of the B.S. degree program with a leadership/management focus. Moderate growth is anticipated in Years 3-5. Most likely, the bump from the World Championships will have diminished somewhat by this time. However, with the added leadership dimension, the program should offset the diminished bump with its ability to attract new students.

Calculation of revenue is based on the current ratio of in-state and out-of-state students in the Garrett program. Based on current enrollment, the percentage of out-of-state students in the Garrett program is slightly over 25%. In Year 1, it is expected that three of the twelve students are out-of-state. Frostburg offers a reduced rate for contiguous counties. An analysis of current enrollment was conducted and since this group was not significant, it was not included on the table. In addition, Academic Common Market students are counted as in-state students.

3. Grants and Contracts – There are no grants or contracts supporting the program.

4. Other Sources – A \$200 fee per student is charged for the LIFE program. It is offset by an expense of the same amount. The fee helps to offset the expenses of field trips and other immersion experiences.

Expenditures (Table 8)

1. Total Faculty Expenses – With the anticipated growth in the program, an additional FTE is anticipated to be added to the program in the fourth year. Based on existing salaries and benefit rates, the cost is \$80,000 per year.

2. Total Administrative – There are no anticipated new administrative costs.

3. Total Support Staff – There are no anticipated new support staff costs.

4. Equipment – Garrett maintains a self-supporting equipment center with over \$400,000 of inventory. The equipment center services the skills courses and student recreational needs. If needed, students enrolled in Frostburg courses while in the program would have access to this equipment. Normally, the use of equipment is supported by a course fee. In addition, Frostburg students would have recreational use of the equipment center on par with degree-seeking Garrett students.

5. Library – There are existing library resources available at both Garrett and Frostburg to service the major.

6. New or Renovated Space – Since the program is offered onsite at Garrett, there is no new or renovated space required for the program.

7. Other Expenses – A \$200 fee per student is charged for the LIFE program. It is offset by an expense of the same amount. The fee helps to offset the expenses of field trips and other immersion experiences. In addition, accreditation costs of \$5,000 for initial accreditation are included in Year 5 of the budget. Also, this category represents two transportation costs. The first is for faculty travel to Garrett College which includes round trip car pool for 14 weeks (\$2,400). The second represents van use for extended field trips as part of the LIFE experience (\$1,150).

Table 7: Resources					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	80,000 ¹	0	0	0
2. Tuition/Fee Revenue (c+g below)	124,680	249,360	275,464	332,480	358,584
a. #F.T Students ²	12	12+12	12+14	14+16	16+18
b. Annual Instate Tuition/Fee Rate ³	9	18	19	22	25
Out-of-State	3	6	7	8	9
c. Annual Full Time Revenue (a x b)	124,680	249,360	275,464	317,024	358,584
d. #Part-time Students	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
e. Credit Hour Rate					
f. Annual Credit Hours					
g. Total Part-time Revenue (d x e x f)	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
3. Grants, Contracts, & Other External Sources ³	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
4. Other Sources ⁴	2,400	2,400	2,800	3,200	3,600
TOTAL (Add 1-4)	127,080	331,760	278,264	320,224	362,184
¹ A returning faculty on leave is allocated to this program. ² Since the BS degree is a 2+2 program, Frostburg's student enrollment and graduation is a two year turnover rate. ³ The ratio of in-state to out-of-state students is based on the current enrollment at Garrett. Academic Common Market students are counted as in-state tuition. Based on current enrollment, 75% of the ASI students are in-state and 25% are out-of-state. In-state tuition and fees are \$7,728, and out-of-state are \$18,376. ⁴ Other sources of revenue reflect a fee charged for the LIFE program. The proposed fee is \$200 per student.					

Table 8: Expenditures					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b + c below)	- 0 -	- 0 -	- 0 -	80,000	80,000
a. # FTE	- 0 -	- 0 -	- 0 -	1	1
b. Total Salary	- 0 -	- 0 -	- 0 -	58,000	58,000
c. Total Benefits	- 0 -	- 0 -	- 0 -	22,000	22,000
2. Total Administration (b + c below)	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
a. # FTE	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
b. Total Salary	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
c. Total Benefits	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
3. Total Support Staff (b + c below)	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
a. # FTE	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
b. Total Salary	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
c. Total Benefits	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
4. Equipment	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
5. Library	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
6. New or Renovated Space	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
7. Other Expenses ¹	5,950	5,950	6,350	6,750	12,150
TOTAL (Add 1-7)	5,950	5,950	6,350	86,750	92,150
¹ Other Expenses – reflects expenditures from fees collected for LIFE immersion experience (see Table 1). Second, accreditation costs of \$5,000 are included in Year 5. Third, car pool transportation costs for round trip to Garrett is included for faculty. Also, van costs for the LIFE immersion experience are included.					

L. Adequacy of provisions for evaluation of program:

The following procedures and practices will be used to evaluate the courses, faculty, and student learning outcomes. Garrett will evaluate its Adventuresports courses using its standard course evaluation procedures and practices. This includes student evaluations of the course and instructor. Frostburg will evaluate its courses in the B.S. in Adventure Sports Management using its standard course evaluation procedures and practices. This includes student evaluations of the course and instructor.

Garrett will evaluate the instructors in its portion of the Adventuresports program using the established procedures and practices used to evaluate faculty annually. In accordance with USM policy and as

outlined in its Faculty Handbook, Frostburg will evaluate its faculty using its established procedures and practices.

A similar structure used to assess student outcomes in the Recreation and Park Management program will be developed and used to measure student outcomes in the proposed degree. The assessment process is consistent with the requirements used in the accreditation process. Currently, there are two accrediting organizations that can service the program. These are COAPRT (Council on Accreditation of Park, Recreation, and Tourism) and AEE (Association of Experiential Education). COAPRT is accredited by CHEA (Council on Higher Education Accreditation). At this time, the predominant agency servicing recreation and parks programs is COAPRT. Also, the Recreation and Parks program at Frostburg is accredited by COAPRT. Although at this time it is undecided whether to seek program accreditation for the proposed B.S. in Adventure Sport Management, an assessment process similar to the one developed for the Recreation and Parks Management program will be developed to measure student outcomes.

The proposed program will be subject to Frostburg’s and USM’s program review policy and procedures.

M. Consistency with the State’s minority student achievement goal:

A five year enrollment trend by race was examined using data from Frostburg’s Recreation and Parks Management program that houses the current Adventure Sports concentration (Table 9). Over the five year period, minority enrollment has shown a steady increase to close to 20%. It is expected that enrollment in the Adventure Sports Management program would show similar trends.

Race	2009 N=94	2010 N=92	2011 N=93	2012 N=82	2013 N=66
Black	9.9%	2.6%	6.0%	6.9%	14.8%
Asian	--	2.6	--	1.4	1.9
Hispanic	--	1.3	3.6	5.5	1.9
White	88.7	93.5	88.0	84.9	81.4
Unknown (*) and two or more	*1.4	--	2.4	1.3	--
TOTAL:	100.0%	100.0%	100.0%	100.0%	100.0%

¹ Source: Office of Institutional Research. Recreation and Parks Management data was used because it houses the Adventure Sports Concentration and is similar to the Adventure Sports Management major through this connection.
² Data utilizes enrollment data for fall semester of each year reported.
³ Only full-time student data was reported. For the five year period, full-time students comprised 84% of the majors.

A number of initiatives are in place to support academic achievement by minority students at Frostburg. The Diversity Center assists diverse student populations in learning how to become familiar with the university environment, as well as monitoring the academic and social adjustment of students. The Center assists students in developing their skills in building strategies for success by providing

information about campus resources, support personnel, coping strategies, and cultural heritages. These goals are accomplished through offering activities, workshops, and programs which help students develop an understanding of cultural differences and how to be respectful and receptive to individuals of backgrounds different from their own. In addition, the Diversity Center assesses the needs of students and works to ensure that the university environment is welcoming and inclusive.

Efforts to increase the graduation rate of minority and first-generation students include services offered through the University's Student Support Services. The Office for Programs Advancing Student Success (PASS) and the Writing Center both provide individual tutoring services and mentoring to help students persist to graduation.

Additional efforts have recently been made to strengthen support, monitoring, and advising programs through the establishment of the Center for Academic Advising and Retention. CAAR oversees initiatives for student retention and the closing of the achievement gap under the leadership of the Assistant Provost for Student Success and Retention. In addition, the Center manages the freshman orientation classes and directs students to appropriate services. CAAR has developed a "triage" system to direct students in need of assistance in the appropriate direction and provide interventions for identified at-risk students.

N. Relationship to low productivity programs

Not Applicable.

Appendix A:

LIFE

Consistent with Goal 1 in Frostburg State University's strategic plan and as embodied in the University's tag-line "*A World of Experiences*," this program highlights experiential education in the delivery of its program while utilizing a "block learning" semester with the working title of LIFE (Leadership Immersion and Facilitation Experience).

It is envisioned that at least one semester of instruction utilize "block learning" maximizing the utilization of local and regional outdoor resources. As a cohort, students complete a semester of courses where they are immersed in different experiences. The LIFE program incorporates the *Learning for the 21st Century Principles* of integrating information and communication skills, thinking and problem solving skills, interpersonal and self-directional skills, and learning academic content through real world experiences.

These skills complement recent research by Hart Research Associates for the Association of American Colleges and Universities (AACU) on employer priorities for college learning and student success. "More than three in four employers indicated they want colleges to place more emphasis on helping students develop five key learning outcomes, including: critical thinking, complex problem-solving, written and oral communications, and applied knowledge in real-world settings."³

From the student interviews, three interrelated strands were identified for consideration in the design of the LIFE program. First, students will develop leadership skills as co-instructors in Garrett's skill courses. The emphasis is on a mentorship experience where students study under experts in the field rather than complete hours at an agency. Second, LIFE focuses on leadership, instructor, and managerial skills. A unique aspect of this program is that this occurs not in the first year but in the third year of the student's academic career. Most first year immersion programs correctly focus on the development of hard skills (i.e. how to rock climb, how to paddle, how to ski, or how to rescue). By their third year, most students have already developed proficiency in their hard skills. In contrast, the focus of the LIFE program is on the "soft skills" or leadership skills where students have progressed from participant (years one and two) to leader and facilitator (years three and four). Third, the block experience will utilize a series of field trips to different adventure sports agencies, businesses, and affiliates. These outreach experiences will focus on assessing adventure sports programs in terms of industry standards. In summary, the strands reflected in the courses during the immersion semester are instruction, group facilitation, mentorship, and the assessment of an agency, all from a leader's perspective.

As part of the experiential learning, students participating in LIFE will plan their experience as part of the expedition planning course (ADSP 340, Expedition Planning) taken the semester prior to the LIFE experience. The proposed courses during LIFE include:

ADSP 330 Outdoor Education (3 cr.)
ADSP 381 Facilitation Skills and Techniques (3 cr.)
RECR 488 Principles of Ecotourism (3 cr.)
ADSP 392 Mentorship I (3 cr.)
ADSP 391 Journaling (3 cr.)

³ Hart Research Associates. *It Takes More Than a Major: Employer Priorities for College Learning and Student Success*. Washington, D.C.: April 10, 2013.

Appendix B

Memorandum of Understanding Between Frostburg State University and Garrett College

To Provide a Collaborative B.S. Degree in Adventure Sports Management
Between Garrett College and Frostburg State University

1. Purpose-The purpose of this Memorandum is a) lay the foundation for a collaborative B.S. degree program in Adventure Sports Management, b) to clarify and outline the responsibilities of each institution, and c) to insure a seamless academic program that utilizes the resources of both institutions. Structurally, from an admissions and marketing perspective the program is structured as a "collaborative program" and from an administrative perspective, it is structured more as a traditional 2+2 degree program.
2. Definition of Terms-- "*FSU*" refers to Frostburg State University. "*GC*" refers to Garrett College. "*RPM*" refers to the Recreation and Parks Management Program at FSU.
3. Location-The B.S. degree in Adventure Sports Management will be delivered on the Garrett College campus. Garrett College will provide classroom and office space for the program commensurate with the administrative practices and procedures provided to other programs on its campus. FSU will propose to accrediting authorities that GC be designated as an Instructional Site.
4. Administrative Services-Garrett College agrees to provide support services (e.g. administrative assistance, copying, etc.) commensurate with that provided to other programs on its campus. This is for services provided on-site only.
5. Admissions –In terms of admissions and marketing, the FSU and GC components will operate as a "collaborative" program. Students enrolled into the Garrett program can apply to Frostburg's B.S. degree in Adventure Sports Management as transfer students at any time during their academic career at GC. FSU will waive application fees for GC students in the AAS Adventure Sports Management degree program deciding to transfer into the B.S. degree in Adventure Sports Management. Both institutions will share admission information with each other as needed and as appropriate. As part of the application process, students will be required to complete FSU's and GC's forms for "Release of Information."
6. Course Offerings/Curriculum - Each institution will sequence its course offerings within the program a) to enable college ready students in the Garrett portion of the collaborative degree to complete their portion of the B.S. degree in Adventure Sports Management (AAS Adventure Sports Management) within two years (i.e. four semesters), and b) to enable students to complete the FSU portion of the B.S. degree in Adventure Sports Management program in two years and within 120 credits.
7. General Education Credits-Students completing the AAS degree will be subject to the GEP requirements of GC. Students completing the B.S. will be subject to the GEP requirements of FSU. However, since this is a collaborative program, students accepted in the program completing general education credits at GC are permitted to use courses identified in Artsys as meeting the additional general education requirements of FSU. If a student enrolls in a general education course taught on the FSU main campus, the student is required to utilize the specific general education class listed in the catalog.
8. Transcripts and Advising –It is desired that both institutions create a seamless transition where academic records that are necessary for advising and graduation are provided to the other institution. In

order to conform to existing legal constraints, FSU students in the B.S. degree in Adventure Sports Management will be required to complete the "Release of Information" form yearly in PAWS prior to sharing their records. Students will need to sign a similar form for GC prior to the sharing of FSU's records with GC.

9. Registration -Registration will be conducted in accordance with the policies established at GC and FSU, as applicable.

10. Tuition and Fees -In terms of tuition and fees, the B.S. degree in Adventure Sports Management will be operated as a traditional 2+2 program. During the first two years, students registering for courses at GC will register at GC. Maryland in-state students accepted into the program will pay an in-county rate at GC provided that they also matriculate in the AAS program at GC and provided MHEC continues its statewide designated program. In the event of the discontinuation of this program, students may be required to pay out-of-county tuition. Since the program is being offered on the Garrett College campus, GC may charge students accepted into the B.S. degree with student fees commensurate with those charged to its own students. Students that are in the second 2 years of the program may be billed GC student fee rates in addition to the FSU tuition rate. Students matriculated at FSU (during the second two years) who are taking courses on the GC campus will be billed by FSU at FSU tuition rates and will be billed the technology fee only. Any GC courses taken after the first two years will be billed at the GC rate. FSU students on the GC campus will not be billed the activity fee, athletic fee, student union operations fee, auxiliary facility fee, and transportation fee. A consortium agreement between the two institutions will allow financial aid funding to include the enrollment on both campuses for awarding purposes. The student is responsible for paying the institution that is not awarding the financial aid. Academic Common Market students are considered Maryland residents.

11. Financial Aid – Students in the first 2 years of the program are GC students and will receive all financial aid through GC. Students are subject to GC policies and procedures. During the students' last 2 years, they will be FSU students. All financial aid will be awarded through FSU. Students will be subject to FSU policies and procedures during this time period. If students are enrolled simultaneously at GC and FSU, they should make an appointment with either FSU or GC financial aid to determine which school will be a host school and process a consortium agreement.

12. Course Ownership – Ownership of courses, course content, and instructor selection belong to the institution providing the course. The institution owning the course will notify the other institution of any substantive changes in course content and delivery.

13. Course Articulation-FSU will give equivalent credit for courses taken at GC. Students will receive equivalent credit from FSU for courses taken at other institutions for which students have received credit at GC.

14. Course Sequencing-Course sequencing is delineated in the program proposal and is attached to this document. The Table evidences that students can complete the AAS program (less ASI206 and ASI207) at GC in the first two years. (Note: Obtaining an AAS degree without ASI206 and ASI207 is addressed in the next section). Except for five credits completed from Garrett during year three, completion of the FSU courses occurs normally during years three and four.

15. **Degrees Awarded-Garrett College:** There are two routes to complete the AAS degree in Adventure Sports Management from GC. 1) Students can complete the AAS degree as currently configured without completing the B.S. degree in Adventure Sports Management. 2) Entering students enrolled in the B.S. degree in Adventure Sports Management and who have completed 6 FSU credits in the Adventure Sports major can transfer those courses to Garrett in lieu of having to take ASI206 and ASI207. This helps to ensure students receive their AAS degree, particularly students who may drop out of the B.S. degree program prior to completion. Once students have completed six credits in the B.S. degree in Adventure Sports Management at FSU, the student or program coordinator (provided the student has completed the release of information form yearly) will notify the Registrar of Garrett in order that Garrett can award an AAS degree in Adventure Sports Management to the student. *Frostburg State University:* 1) Students who complete the B.S. degree will complete both the AAS degree in Adventure Sports Management and the B.S. degree in Adventure Sports Management. 2) Students who complete route #2 above will complete the AAS degree.

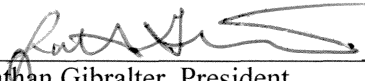
16. **Student Services-**Since the B.S. degree is delivered on the Garrett Campus, GC agrees to afford FSU students in the B.S. degree program access to the same student services and activities as GC students commensurate with Garrett's administrative practices and procedures. Where applicable, the students matriculated in the AAS degree program at GC can use the facilities at FSU in accordance with the normal policies and procedures afforded students in the Recreation and Parks Management program.

17. **Disciplinary Action-**Students enrolled in the B.S. degree in Adventure Sports Management are expected to abide by the Student Code of Conduct at both institutions. Students charged with disciplinary action on one campus are subject to disciplinary action on the other campus. When appropriate, the institutions may share information with the other institution. When addressing violations of the Student Code of Conduct, each institution will follow its established policies and procedures. If a student is separated from either institution, the program directors may recommend to their respective institutions that the student be removed from both institutions.

18. **Faculty-**It is desired that the faculty in the B.S. degree in Adventure Sports Management and AAS in Adventure Sports Management operate as a collaborative or integrated faculty unit even though the program structure is based on the traditional 2+2 model. Faculty appointments in GC's portion of the B.S. degree in Adventure Sports Management and faculty appointments in FSU's portion of the B.S. degree in Adventure Sports Management are made at the discretion of each institution. For purposes of catalog, accreditation and other University functions, each institution may refer to members of the collaborative faculty.


19. **Implementation Team-**A team consisting of the following members or their representatives is charged with implementing the MOU. For FSU the initial team will consist of the Dean and the Coordinator of the RPM program. For GC, the team members will consist of the Vice President for Instruction and Student Learning and the Director of the Adventure Sports program. Additional members to this team may be added or deleted by either institution as needed.

20. **Modification/Termination-**It is understood that the development of the Adventure Sports Management degree program is evolutionary and that changes or amendments to this document may need to be made from time to time. Minor modifications or modifications made implementing the intent of the sections above can be made by those on the implementation team (see the previous Section). Major modification of this Memorandum of Understanding (MOU) is made by the presidents of the respective institutions. This agreement may be terminated by either party upon written notification. However, each party agrees to continue the program until each admitted student a) has had the opportunity to complete the desired degree, b) has had the opportunity to complete the desired degree with approved courses with similar course content, or c) has been offered a realistic opportunity to complete an equivalent degree at another institution.



Jonathan Gibraltar, President
Frostburg State University

Date: 12/1/17



Richard MacLennan, President
Garrett College

Date: 12-1-17

Appendix C:

Institutional Degree Requirements

This Appendix serves as an addendum to Section B: Adequacy of curriculum design and delivery. Addressing undergraduate degree requirements is an important consideration in developing a collaborative program between two institutions. Frostburg's University catalog lists the degree requirements for graduation. Those requirements are a concern for an integrated program and are addressed in this appendix.

First, the program requires 120 credits (Item #1) and completion of the General Education Requirements (Item #2). The program complies with these requirements.

Item #5 of the undergraduate degree requirements states "Completion at Frostburg State University, through course work or special departmental exams, of at least one-half the credit hours required in the student's major department (unless specifically excluded or specified differently in the catalog description of the major)." Evidenced in Table 1, 36 credits in the major are Frostburg courses and 31 credits are Garrett College courses. Over 50% of the credits in the major are from FSU.

Item #6 of the undergraduate degree requirements states that the "Completion of a minimum of 30 semester hours of credit, of which at least 15 semester hours are upper division credit, towards the degree at Frostburg State University." From Table 1, Frostburg offers 36 credits of which 36 credits are upper division (see Table 10).

Item #7 of the undergraduate degree requirements states that the "Completion of one of the following: a. 15 elective credits outside of General Education requirements and course work in the major department. b. An "interdisciplinary" major (one for which there is no "major department). c. A minor. d. A second major. e. Secondary or P-12 teacher education certification." Option (a) applies to the proposed major. Currently, Adventuresports courses from Garrett are courses outside the GEP and outside of the major's department. Table 11 lists the adventure sports classes from Garrett utilized to meet this requirement.

Table 10. Undergraduate Degree Requirements – Requirement #8: 39 Upper Division Credits^{1,3}

Upper Division Courses in Program (300-400 level)	Course Credits	Cumulative Credits ³	FSU Delivered ⁴
ASI 200 ASI Program Management 2	3	3	--
ASI 201 Leadership/Group Dynamics ²	3	6	--
RECR 381 Facilitation Techniques	3	9	3
RECR 393 History and Philosophy of Outdoor Recreation	3	12	6
RECR 488 Principles of Ecotourism	3	15	9
ADSP 330 Outdoor Education	3	18	12
ADSP 340 Expedition Planning in Adventure Sports	3	21	15
ADSP 350 Risk Management in Adventure Sports	3	24	18
ADSP 360 Entrepreneurship in Adventure Sports	3	27	21
ADSP 382 Agency Assessment in Adventure Sports	3	30	24
ADSP 391 Journaling	3	33	27
ADSP 392 Mentorship I in Adventure Sports	3	36	30
ADSP 491 Professional Preparation (ASI 206)	3	39	33
ADSP 492 Mentorship (Internship) (ASI 207)	3	42	36
Advanced Composition – FSU’s GEP requirement, not program requirement	3	45	--
Total Credits:	--	45	36

¹ Completion of at least 39 credits at the upper division (300-400) level.

² Currently ASI 200 transfers as RECR 382, Program Planning and ASI 201 transfers as RECR 380, Recreation Leadership.

³ List does not include upper division free electives needed to reach the 120 credits for the bachelor’s and the required minimum at FSU for the major.

⁴ “FSU Delivered” refers to Item #6 of University Undergraduate Degree Requirements where 50% of the course work in the major is taken from FSU.

Table 11. Undergraduate Degree Requirements – Requirement #7: 15 Credits Outside GEP and Department ^{1,2}		
ASI Courses	Credits	Cumulative Credits
ASI110 Backcountry Living Skills	3	3
ASI Basic Skills Courses	4	7
ASI Intermediate Skills Courses	4	11
ASI Instructors Level Course	2	13
ASI Rescue Skills Course	2	15
ASI 164 Advanced Level First Aid and CPR	3	18
ASI 170 Guiding and Instructing Adventure Sports	3	21
Colloquium	1	22
Total Credits taken at GC/FSU	- -	22
¹ Item #7. Completion of one of the following: a. 15 elective credits outside of General Education requirements and course work in the major department. b. An “interdisciplinary” major (one for which there is no “major department). c. A minor. d. A second major. e. Secondary or P-12 teacher education certification. ² ASI 200 and ASI 201 transferred as existing RECR courses and weren’t included.		

Item #8 states that the “Completion of at least 39 credits at the upper division (300-400) level.” Table 10 lists the upper division courses that are completed by all students. There are 52 credits of upper division courses including two courses that transfer into the program and advanced composition.

Item #9 states that the “Demonstration of technology fluency, defined as proficiency in the University-identified ten Basic Technology Skills, by completing one of the following: b. Successfully complete COSC 100/110 with a grade of C or better.” Regarding item b, students complete CIS105 Intro to Computers at Garrett College as one of the required General Education requirements.

Item #10 states that the “Completion of all semester credit hours beyond 90 credits at Frostburg State University, except for up to seven credit hours following the stipulations in the policies concerning attendance at another institution.” As designed, meeting this requirement is not problematic (see Table 2).

Appendix D:

Teaching Areas for Adventure Sports

This Appendix is an addendum to Section J: Adequacy of physical facilities, infrastructure and instructional equipment. The proposed program utilizes Frostburg’s proximity to the unique natural resource base available in western Maryland. Table 6 provides a sampling of the natural resources available in close proximity to the programs. Resources are listed by activity. The listing is not designed to be exhaustive, but illustrative of the unique resources available in close proximity to the program.

Table 6. Teaching Areas for Adventure Sports ¹	
Activity/Site:	Distance from FSU:
Rock Climbing:	
Climbing Wall	on-site
Climbing Wall	Garrett College
Bleachers, Main Gym	on-site
Cooper's Rocks, Morgantown, West Virginia	50 miles
Seneca Rocks, Seneca, West Virginia	50 miles
Narrows, Cumberland, Maryland	10 miles
Paddlesports (Whitewater):	
Swimming Pool	on-site
Savage River, Luke Maryland	20 miles
Lower Youghiogheny, Ohio, Pennsylvania	52 miles
Middle Youghiogheny, Ohio, Pennsylvania	37 miles
Upper Youghiogheny, Friendsville, Maryland	35 miles
Potomac River, Cumberland, Maryland	12 miles
North Branch of the Potomac River	25 miles
Hiking:	
Savage River Trail	20 miles
Dolly Sods, Seneca, West Virginia	50 miles

Table 6. Teaching Areas for Adventure Sports ¹

Activity/Site:	Distance from FSU:
Caving:	
Trout Cave	60 miles
Klines Gap Cave	70 miles
Cave Mountain	60 miles
Bowden Cave	50 miles
Biking:	
Great Allegheny Passage (GAP) trail, Frostburg, Maryland	1 mile
C&O Towpath, Spring Gap, Maryland	20 miles
Ohiopyle State Park, Ohiopyle, Pennsylvania	52 miles
Greenridge State Park, Orleans, Maryland	45 miles
Swallow Falls, McHenry, Maryland	35 miles
Wisp Ski Resort, McHenry, Maryland	35 miles
Skiing:	
Wisp, McHenry, Maryland	40 miles
Seven Springs, Somerset, Pennsylvania	50 miles
Blue Knob, Bedford, Pennsylvania	50 miles
Nemacolin Woodlands Resort	50 miles
Cross Country Skiing:	
New Germany State Park, Finzel, Maryland	25 miles
Ohiopyle State Park, Ohiopyle, Pennsylvania	52 miles
Savage River Lodge	10 miles
Backpacking - Camping:	
Dolly Sods, Seneca, West Virginia	50 miles
Laural Highlands Trail, Ohiopyle, Pennsylvania	52 miles
Savage River Trail, Luke, Maryland	20 miles
Resident Camps:	
University of Maryland Extension Services's 4-H Camp	15 miles
Deer Valley YMCA, Salisbury, Pennsylvania	20 miles
Summers Best Two Weeks, Somerset, Pennsylvania	50 miles
Rocky Gap State Park, Cumberland, Maryland	25 miles
Camp Carmel, Dunbar, Pennsylvania	20 miles
Camp Allegany, Somerset, Pennsylvania	50 miles
Challenge Courses:	
Garrett College	30 miles
Meadow Mountain, Finzel, Maryland	15 miles
Nemacolin Woodlands Resort	50 miles
Deer Valley YMCA, Salisbury, Pennsylvania	20 miles
Camp Carmel	25 miles
¹ The sites listed are not intended to be exhaustive. They provide a listing of resources currently used by the adventure sports classes and second, the listing suggests that the minimal level of resources are available to support the courses taught.	