



March 22, 2021

Maryland Higher Education Commission
Dr. James D. Fielder, Jr.
Secretary of Higher Education
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

Enclosed are requests for substantial modifications to the Adventure Sports Management program and a non-substantial change of the title of the program to Outdoor Leadership and Adventure Education (OLA). The modifications will align closely with industry standards and the curriculum will provide a solid foundation for students. The modified program will be implemented within existing institutional library resources, physical facilities, infrastructure and instructional equipment. On behalf of Garrett College, I affirm the college will ensure there are adequate library resources, physical facilities, infrastructure and instructional equipment to meet the program's needs.

Please do not hesitate to contact me at (301) 387-3043 or at qing.yuan@garrettcollege.edu if you have any questions regarding Garrett College's commitment to providing the resources necessary to launch and maintain the program with the proposed modifications.

Sincerely,

Qing Yuan, Ed.D.
Dean of Academic Affairs/Chief Academic Officer



Office Use Only: PP#

Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Garrett College
---------------------------------	-----------------

Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input type="radio"/> New Academic Program | <input checked="" type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input type="radio"/> Yes Submitted: <input type="radio"/> No	Payment <input type="radio"/> R*STARS Type: <input type="radio"/> Check	Payment Amount:	Date Submitted:
Department Proposing Program		Outdoor Leadership & Adventure Education	
Degree Level and Degree Type		Associate of Applied Science	
Title of Proposed Program		Adventure Sports Management	
Total Number of Credits		60	
Suggested Codes		HEGIS: 550306.00	CIP: 310101.0000
Program Modality		<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input type="radio"/> Both	
Program Resources		<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date		<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2021	
Provide Link to Most Recent Academic Catalog		URL: https://www.garrettcollege.edu/images/academics/credit/catalogs/course-catalog.pdf	
Preferred Contact for this Proposal		Name: Lucy Manley	
		Title: Associate Dean of Academic Affairs	
		Phone: (301) 387-3059	
		Email: lucy.manley@garrettcollege.edu	
President/Chief Executive		Type Name: Dr. Richard Midcap	
		Signature: Date: 3/22/21	
		Date of Approval/Endorsement by Governing Board: 3/16/21	

Revised 12/2018

Substantial Modification Program Proposal for
Associate of Applied Science in Adventure Sports Management

Garrett College, McHenry, MD

A. Centrality to Institutional Mission Statement and Planning Priorities:

- 1. Provide a description of the program, including each area of concentration (if applicable), and how it related to the institution's approved mission.**

The mission statement of Garrett College includes the following commitments:

- To provide an accessible, quality education in a supportive environment to a diverse student population in both traditional and non-traditional settings.
- To develop engaging, innovative and sustainable curricula, programs and initiatives that are responsive to a changing world.

The substantial modification of Garrett College's Adventure Sports Management A.A.S. program supports these commitments while aligning with the College's strategic goal to "Deliver and assess innovative market-driven programs and services...leveraging the assets of Garrett County and Garrett College" (Garrett College FY2021-2025 Strategic Plan). The proposed substantial curricular modifications are designed to develop leaders in the adventure, outdoor, and recreation industries.

While many graduates transfer to four-year institutions, the A.A.S. in Adventure Sports Management degree is designed for students who plan to enter the workforce immediately upon graduation. The substantial modifications in this proposal directly responds to:

- A recently completed internal academic program review (July 2020) that revealed a decline in enrollment and a recommendation to review student learning outcomes and their linkage to assessment.
- The industry's need for leaders competent in soft skills such as communication, teamwork, ethics, stewardship, problem-solving, and flexibility (D'Eloia & Fulthrop, 2016).
- A changing adventure, outdoor, and recreation industry due to the COVID-19 pandemic (outdoorindustry.org, August 2020).
- Retail Tracking Service Data that predicts consumer growth in outdoor industries (NPD Group, August 2020).

- 2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

The College's 2021-2025 Strategic Plan outlines several goals and objectives to provide innovative curriculum while enhancing student engagement and leveraging the assets of Garrett County.

Specifically, Goal 1 of the plan calls for the College to provide credit and noncredit students with "innovative, relevant curriculum" (FY2021-2025 Strategic Plan). The proposed curriculum changes in the Adventure Sports Management A.A.S. facilitate adventure sport skills courses for both credit and noncredit students, while responding to the ways in which COVID had changed the outdoor recreation

industry (outdoorindustry.org, August 2020). Utilizing the general education requirements and elective options, students are able to build soft skills credentials as identified by industry employers (D'Eloia & Fulthrop, 2016).

An objective within Goal 2 of the College's Strategic Plan, emphasizes the enhancement of student "engagement and relevant student experiences" (FY2021-2025 Strategic Plan). As noted in the course descriptions in section G.4., the curriculum modification includes experiential learning within both field and theory courses. In addition to supporting Goal 1 of the Strategic Plan, the experiential learning opportunities align with the National Center for Outdoor & Adventure Education's (2020) standard of immersion experiences, while giving students a sense of belonging (Goplan & Brady, 2019) crucial for addressing community college retention data (FY2021-2025 Strategic Plan, Goal 2).

Finally, the substantial modification "capitalize[s] on the unique location and resources of Garrett County" outlined in Strategy 1 of Goal 3 of the Strategic Plan (FY2021-2025 Strategic Plan) through experiential learning and skills courses that take place in the county. The paddle track, for example, allows students to develop and hone their kayak instructor skills on the Youghiogheny River that runs through Garrett County, Maryland and the neighboring states of Pennsylvania and West Virginia.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The proposed program will operate with existing resources within the College. Students will take courses in Garrett College's existing general education curriculum, and the proposed modification for the degree will be taught by GC faculty. Because the substantial modification combines existing courses, cross lists relevant courses with related disciplines, and reduces current offerings, the College does not need additional funding for program implementation.

4. Provide a description of the institution's commitment to:
a. Ongoing administrative, financial, and technical support of the proposed program.

The equipment purchased for the current Adventure Sports Management curriculum will continue to be utilized in the modified curriculum. This equipment has been purchased over time with College monies and grant funds while consumable supplies are purchased through student fees.

b. Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Most courses included in the Adventure Sports Management A.A.S. degree will be offered each academic year. Course not offered annually, are offered every other year on a rotating basis, allowing students to complete the degree within two years.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following: a) the need for advancement and evolution of knowledge; b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

The I-68 Regional Economic Partnership (2018) report boasts Garrett County, Maryland as the “epicenter of outdoor recreation in the I-68 region,” while highlighting a strategic advantage as “unique outdoor recreation assets, including the world’s only mountaintop whitewater recirculating course.” The report also recognizes workforce preparedness as a “key challenge among employers and stakeholders” in the region. In addition to a reduced workforce because of the increase of retirement-eligible employees, Garrett County’s educational attainment levels fall below the national averages with just 19% of the population aged 25+ earning a bachelor’s degree or higher (US Census Bureau, American Community Survey, 5 year-averages for 2012-2016). Participating I-68 regional stakeholders report that “a shortage of available and trained workers is a top issue in many parts of the region,” confirming national labor shortage trends in rural areas.

Several factors support the local, regional, and statewide need for the Adventure Sport Management A.A.S. degree program at Garrett College:

- Benefit to Garrett County Residents – Garrett College’s Adventure Sports Management A.A.S. degree will provide significant opportunities for employment after graduation as both hospitality management and recreation are in the top ten industries for Garrett County employment. According to the I-68 Regional Economic Partnership (2018) report, both of these industries are projected to grow. The existence of the Garrett County Scholarship Program removes financial barriers and provides a strong incentive for most Garrett County high school graduates to pursue higher education at Garrett College. This county-funded scholarship program provides up to 64 credits of free tuition for Garrett County high school graduates who attend Garrett College. Garrett County life is defined as rural with the characteristics of a rural population. Over 86% of the county’s high school seniors graduate each year, and the revised availability of the Adventure Sports Management A.A.S. will expand educational opportunities and choices for Garrett County students.
- Benefit to Students in the Region – Due to Garrett College’s geographic location (bordering both West Virginia and Pennsylvania), the proposed Adventure Sports Management A.A.S. modifications will not only benefit students in Garrett County, but students enrolling from surrounding counties in West Virginia and Pennsylvania as well. This tri-state area is home to many rivers, lakes, ski resorts, and state and national parks and forests all within the Appalachian Mountains.
- Benefit to Students in Maryland – According to the Maryland Higher Education Commission (MHEC), Garrett College is sole community college in the state that provides students the opportunity to earn a degree in Adventure Sports Management. MHEC distinguishes Garrett College’s Adventures Sports Management A.A.S. as a statewide designated program (Designated Statewide Programs, 2021).

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

Garrett College’s proposed substantial modifications to the A.A.S. program in Adventure Sports Management align with all three goals outlined in the 2017-2021 Maryland State Plan for Postsecondary Education. With respect to the Access Goal, this program specifically addresses **Strategy 3** in access “for

individual outside traditional K-12 channels.” Based on current enrollment trends, the average age of Adventure Sports Management students is 21 years old. The majority of Adventure Sports Management students self-report as kinesthetic learners frequently admitting that they didn’t plan on attending college after high school believing they weren’t “college material” until learning about Garrett College’s program (AVS Program Review, 2020).

The substantial modifications supporting an immersive curriculum approach supports the Success Goal and **Strategy 6** to “improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements” and **Strategy 7** to “enhance career advising.” The proposed degree modifications allow students to put theory into practice through day trips (like visiting a local national park site after learning about national park management) and mini-expeditions (such as, discussing the Leave No trace Philosophy in the classroom, then spending five days in a local state forest to become certified LNT trainers). Also, as part of the substantial modification, this proposal includes career advising through a new internship course requirement taken in the business department (see BUS 294 in section G.4).

The proposed Adventure Sports Management A.A.S. modifications also support the Innovation Goal in **Strategy 11** which “encourage[s] a culture of risk-taking and experimentation.” As a statewide designated program (Statewide Designated Programs, 2021) and the only of its kind at a Maryland community college, the Adventure Sports Management A.A.S. modifications embrace a risk-taking culture, both physically in field-based courses such as swift water rescue and skills courses (rock climbing and kayak), but mentally in leadership development and program management. The proposed modifications not only support the industry’s need for qualified guides, but elevates Garrett College graduates in their soft skills training and practice.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

The Western Maryland Consortium (WMC) Workforce Innovation and Opportunity Act (WIOA) Strategic Plan (March 2019) reports the region’s combined labor force totals 125,574 (DLLR-LMI). WMC confirms one of their “benchmarks for success” as maximizing access to/use of skills and credentialing. The proposed substantial modifications to the Adventure Sports Management degree ensure graduates obtain necessary industry-recognized skills and certifications. The plan also notes an economy focused on education and the importance of professional services as playing a “prominent role in the regional economy” (p. 4). The plan’s citation of OES data from the LMI Team shows service-related occupations employ 10,500 people with a projected growth of 2.64%. Related jobs in industries such as education, fishing & forestry, and sports combine for an employment of 7,060. Of the top employers in Western Maryland (Alleghany, Garrett, and Washington counties) listed in the WIOA Strategic Plan, five are directly related to recreation, leisure, hospitality, and sport services. The major employer in Garrett County is the WISP, a four-season resort. Furthermore, Garrett County’s economy is highlighted by significant tourism.

According to Open Maryland.gov, the fourth largest industry in Maryland is tourism. Visit Maryland.org boasts “unique” water, land, and snow adventures in places such as the Chesapeake Bay, Eastern Shore, Potomac River, Great Alleghany Passage, Rocks State Park, and the WISP Resort. The substantial modifications to Garrett College’s Adventure Sports Management program poised graduates for employment in these paddle, snow, mountain, and bike sports available to Marylanders and visitors to the state.

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

Adventure Sports Management graduates are leaders and professionals in adventure sports and outdoor recreation industries. In addition to transferring to four-year institutions, recent Garrett College graduates have gained employment in places such as the WISP Resort, Maryland Department of Natural Resources, county/city parks & recreation departments, West Virginia University's Adventure WV, Therapeutic Wilderness Programs, and Outward Bound.

2. Present data and analysis projecting market demand and the availability of openings in the job market to be served by the new program.

A local market analysis conducted with local industry owners and managers indicate current and upcoming seasonal employment at all businesses: WISP Resort, Timberline Ski Resort, Canaan Valley Ski Area, Whitegrass, Precision Rafting, Wilderness Voyageurs, and Laurel Highlands.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs in the anticipated number of vacancies expected over the next five years.

Statewide, the Maryland Occupation Projections, 2016-2026 indicates a 1% increase in the recreation industries. Nationally, the Bureau of Labor Statistics projects a 3% increase in hospitality and tourism, while the Outdoor Industry Association predicts 109,000 direct jobs in Maryland as a result of economic contribution to active outdoor recreation. In order to fill these jobs, employers need employees with soft skills gained through general education courses and national certifications provided in the Adventure Sports Management A.A.S. such as National Outdoor Leadership School, Leave No Trace Trainer, American Canoe Association, American Mountain Guide Association, Wilderness First Responder, and Professional Ski Instructors of America.

4. Provide data showing the current and projected supply of prospective graduates.

The Garrett County Chamber of Commerce contracted West Virginia University's Recreation, Parks, and Tourism Resources Program to conduct a year-long visitor survey that included questions about local adventure and nature tourism activities (Deng, 2020). An interesting result of the number of survey participants is that surveyors were able to reach the most visitors at two outdoor adventure locations—a local state park and the WISP Resort—accounting for 60% of the survey sample. The economic implications of tourism are essential to Garrett County. After lodging and restaurants/bars, visitors spend the most money on admissions and fees at places such as the state parks and recreation activities.

The following table outlines related occupations growing “much faster than average” according to the Occupational Outlook and Employment from the Bureau of Labor and Statistics (2019).

Occupation	Projected Number of New Jobs	2019 Median Pay
Community Services Specialists	10,000-49,999	\$40,000-\$59,999
Exercise & Group Fitness Instructors	50,000 or more	\$40,000-\$59,999
Lifeguards, Ski Patrol, & Other Recreation Protective Service Workers	10,000-49,999	\$30,000

Recreation Attendants	10,000-49,999	\$30,000
Recreation Therapists	1,000-4,999	\$40,000-\$59,999
Recreational Worker	10,000-49,999	\$30,000
Self-Enrichment Teachers	10,000-49,999	\$30,000-\$39,999

D. Reasonable of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

Frostburg State University (FSU) in Frostburg, MD (45 miles from Garrett College), offers a bachelor's degree in Adventure Sports Management. FSU collaborated with the GC Adventure Sports faculty in the development of their bachelor's degree program. As part of the Memorandum of Understanding between Garrett College and Frostburg State University (see Appendix A), FSU students must complete a minimum of 13 credits in skills courses at Garrett College (Frostburg State University, 2020) as FSU does not offer similar-skills related courses. These courses are included as part of the substantive modifications.

Garrett College's degree program is an A.A.S. designed for graduates to enter the workforce upon graduation. However, many students choose to transfer to four-year colleges and universities. Garrett College's established partnership with Frostburg State University allows students to seamlessly transfer from GC to FSU's B.S. in Adventure Sports Management.

2. Provide justification for the proposed program.

The proposed modifications to the Adventure Sports Management A.A.S. directly respond to:

- A recently completed internal academic program review (July 2020) that revealed a decline in enrollment and a recommendation to review student learning outcomes and their linkage to assessment.
- The industry's need for leaders competent in soft skills such as communication, teamwork, ethics, stewardship, problem-solving, and flexibility (D'Eloia & Fulthrop, 2016).
- A changing adventure, outdoor, and recreation industry due to the COVID-19 pandemic (outdoorindustry.org, August 2020).
- Retail Tracking Service Data that predicts consumer growth in outdoor industries (NPD Group, August 2020).

Furthermore, the A.A.S. degree works to achieve Goal 2 of the I-68 Report, which states to "promote the region's available workforce and prepare I-68 residents for existing and future economic opportunities" by:

- Strengthening existing partnerships and create new connections among the I-68 region's employers, economic development organizations, workforce development entities, and educational institutions to ensure that the region's business needs are being met and residents are receiving optimal skills training to advance their careers and;
- Supporting regional efforts to increase K-12 and postsecondary student achievement and the educational attainment of regional citizens and ensure they are prepared for the future workforce.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs):

Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.

No impact on HBIs is anticipated from the proposed program.

F. Relevance to the identity of Historically Black Institutions (HBIs):

Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

No impact on HBIs is anticipated from the proposed program.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The Adventure Sports Management program, the first of its kind in the nation, was developed and officially announced at the 1992 United States Whitewater Olympic Team Trials, organized and conducted by Garrett College and held on the nearby Savage River. Efforts to institutionalize adventure education at the collegiate level extends back to the mid-1980's when western Maryland's Garrett and Allegany counties hosted the 1989 Whitewater World Championships. At that time, it was realized that because of its distinctive four-season climate, diverse geographical and geological features, and ease of access to a majority of the eastern United States population, western Maryland's Garrett College was a perfect location for such an academic program.

Garrett College currently employs one full-time faculty in the Adventure Sports Management program and has committed to the hiring of a second full-time faculty member (replacing a fall 2020 retiree) by August 2021. The current full-time faculty member, Therese Peterson, holds an M.S. in Recreation Resource Management. Ms. Peterson has over 25 years of experience as a kayak and cross-country skiing guide. She holds multiple national certifications in adventure sports, safety, and risk-management. The program oversight is the responsibility of Mrs. Lucy Manley, Associate Dean of Academic Affairs. Mrs. Manley, M.Ed., M.A., has worked in education for 15 years, including four years as an Assistant Professor and four years as a higher education administrator.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The Adventure Sports Management A.A.S. curriculum is designed to provide theory along with practical, hands-on instruction enabling students to develop the knowledge, skills, and to enter the workforce leaders in outdoor and adventure education. Upon successful completion of the Adventure Sports Management A.A.S. degree program, students will be able to:

- Demonstrate the ability to make connections that create meaning between themselves and their audience, and that they are able to speak, read, write, and listen effectively.
- Demonstrate the ability to engage in clear critical analysis of situations, events, issues, ideas, and texts by fusing experience, reason, and training into considered judgement.

- Demonstrate a strong sense of environmental stewardship.
- Demonstrate the ability to effectively plan and facilitate an instructional experience.
- Demonstrate the ability to successfully plan and manage an adventure program.
- Demonstrate the ability to effectively assess and respond to an emergency situation.
- Demonstrate the ability to perform at least one adventure sports field skill at an industry standard intermediate level.

3. Explain how the institution will:

a. Provide for assessment of student achievement of learning outcomes in the program;

Each program at Garrett College develops an assessment plan that outlines strategies for assessing specific student learning outcomes and explains how the outcomes will be assessed. Academic Program Directors provide a timeline and document results annually in Taskstream (an electronic portfolio and assessment management platform). The annual program assessment allows faculty and program directors to develop an action plan to strengthen the program further. The table below outlines the Adventure Sports Management A.A.S. program learning outcomes with assessment strategy.

Program Learning Outcome	Assessments
Students will demonstrate the ability to make connections that create meaning between themselves and their audience, and that they are able to speak, read, write, and listen effectively.	HUM 210 essays & presentations
Students will demonstrate the ability to engage in clear critical analysis of situations, events, issues, ideas, and texts by fusing experience, reason, and training into considered judgement.	OLA 201 projects
Students will demonstrate a strong sense of environmental stewardship.	OLA 110 essay OLA 101 essay
Students will demonstrate the ability to effectively plan and facilitate an instructional experience.	OLA 170 project
Students will demonstrate the ability to successfully plan and manage an adventure program.	OLA 200 projects
Students will demonstrate the ability to effectively assess and respond to an emergency situation	OLA 164 certification, OLA 162 project, and OLA 162 or OLA 260 project
Students will demonstrate the ability to perform at least one adventure sports field skill at an industry standard intermediate level.	OLA 270 or OLA 276 instructor certification

b. Document student achievement of learning outcomes in the program.

Beyond course-embedded assessments described in the table above, students will have the opportunity to earn several national certifications, including Wilderness First Responder, American Canoe Association instructor and swift water rescue, American Mountain Guide Association climbing guide, Tope Rope Guide, Leave No Trace instructor, and NASAR SARTECH. The above table outlines the annual program assessment. In the annual program assessment, student achievement is documented in a report which is accessible in Taskstream. Garrett College requires new programs to undergo a full program assessment after the first three years, and then the program enters into the College's program

review cycle of every five years. The Office of Institutional Research provides program review support and a template for program review.

4. Provide a list of courses with title, semester credit hours, and course descriptions, along with a description of program requirements.

The Adventure Sports Management A.A.S. requires a first-year experience course for one credit, 22 credits of general education courses, 33 credits of core courses for the degree, and four free electives as shown below.

This list of required courses is substantially different from the current degree requirements by:

- Eliminating the requirement for two lab sciences, and instead, awarding GER lab science credits for BIO 110.
- Combining current 1-credits skills classes into two three-credit skills levels—introductory and intermediate. The curriculum will stay the same, but the courses will be streamlined to maximize experiential learning opportunities and better adhere to College registration and financial aid policies and procedures.
- Combining the current back country living and Leave No Trace Trainer courses and adding a skills sampler into one 6-credit course.
- Eliminating current colloquia classes.
- Eliminating discipline specific practicum preparation and practicum courses and instead, requiring Adventure Sports Management majors to take an internship course cross-listed with a course in the business department.

The new degree requirements are as follows:

Institutional Requirement.....	1 credit
FYE 101 First Year Experience (1 credit)	
General Education Requirements.....	22 credits
English Composition (3 credits)	
Arts & Humanities (6 credits): COM 101 Intro to Communication and	
HUM 210 Society & the Environment	
Social & Behavioral Sciences (3 credits)	
Science with Lab (4 credits): BIO 110 Natural History	
Mathematics (3 credits)	
Interdisciplinary/Emerging Issues (3 credits): CIS 105 Intro to Computers	
Core Courses.....	33 credits
OLA Introductory Skills Course (3 credits)	
OLA Intermediate Skills Course (3 credits)	
OLA Instructor Level Course (1 credit)	
OLA Rescue Skills Course (2 credits)	
OLA 101 Intro to Recreation, Parks, and Adventure Sports (3 credits)	
OLA 110 Foundations of Adventure Sports (6 credits)	
OLA 164 Wilderness First Responder (3 credits)	
OLA 170 Principles of Outdoor Education (3 credits)	
OLA 200 Event, Facility, & Program Management (3 credits)	
OLA 201 Leadership & Group Dynamics (3 credits)	

OLA 294 Field Experience (3 credits)	
Electives.....	4 credits
TOTAL CREDIT HOURS REQUIRED.....	60 credits

The relevant course descriptions are as follows:

Adventure Sports Management A.A.S. – Institutional Requirement (1 credit)

FYE 101 First Year Experience (1 credit)

This course facilitates a successful transition for students entering higher education. Connects first-year students to the college environment and academic resources, and emphasizes the value of learning and student responsibilities. Designed to equip students with the skills and strategies necessary to take control of their academic lives, to help students develop a better understanding of themselves, and to guide them through the academic and career development process. Emphasis will be placed on academic success, personal growth and self-management, campus/community resources and involvement, effective use of technology, and ethical citizenship through interaction between faculty, staff, students, and the community.

Adventure Sports Management A.A.S. – Required GER Courses (22 credits)

ENG 101 Composition I-Expository Writing (3 credits)

A course in writing expository and research-based essays that emphasize the development of clear theses through various rhetorical modes including description, narration, comparison-contrast, analogy, definition, analysis, classification, argumentation, and persuasion.

COM 101 Introduction to Communication (3 credits)

This course is designed to introduce the student to the fundamentals of human communication and public address. Students will study the basic elements of the communication process; basic techniques of interpersonal communication; elements of speech composition and speech presentation skills applied to information and persuasive speaking.

HUM 201 Society and the Environment (3 credits)

This course focuses on the ethical, moral, social, and aesthetic issues surrounding the preservation, conservation, and management of the environment. Sources include art, philosophy, and literature by a variety of figures that have heightened environmental awareness, including historical and contemporary writings.

BIO 110 Natural History (4 credits)

A course in the basic principles of natural history including ecosystem structure and function, plant and animal identification, and geology.

CIS 105 Introduction to Computers (3 credits)

This introductory course is designed to familiarize students with the general concepts of computers and information sciences. The course will introduce students to the features and uses of common applications software such as word processing, spreadsheet, database, and operating systems.

GER Social & Behavior Science choice (3 credits)

GER Mathematics choice (3 credits)

Adventure Sports Management A.A.S. – Core Courses (33 credits)

OLA 101 Intro to Recreation, Parks, and Adventure Sports (3 credits)

An overview of the recreation and adventure sports industries, including an analysis of the parks systems in various states and the nation.

OLA 110 Foundations of Adventure Sports (6 credits)

This course provides all OLA majors with foundations in back country living, instructor development in Leave No Trace (LNT) principles, and an introduction to the industry's top adventure sports, so students can be successful in the outdoor and adventure recreation industry. Students will learn the basic skills and practices necessary to successfully and safely exist in the backcountry setting. This course includes LNT training and will focus on skills needed to lead others on wilderness excursions.

OLA 164 Wilderness First Responder (3 credits)

The Wilderness First Responder 80-hour curriculum uses the principles of long-term care, improvised resources, and varying environmental conditions as the framework for learning.

OLA 170 Principles of Outdoor Education (3 credits)

This course is designed to prepare the student for guiding and instructing in the outdoor and adventure education industries. Course curriculum draws from the American Canoe Association, the Professional Ski Instructors of America, the American Mountain Guides Association, the National Outdoor Leadership School, and the Wilderness Education Association; and focuses 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.

OLA 200 Event, Facility, & Program Management (3 credits)

The planning, scheduling, and implementation of sport and recreational activities events are presented in this course. Examines facility management of sport and recreation arenas and other venues, and the management of events held at these facilities. Students will learn through lecture, simulation, practical experience the procedures involved in developing, staffing, budgeting, and managing risks for sports and recreation programs for diverse audiences.

OLA 201 Leadership & Group Dynamics (3 credits)

This course is designed to introduce 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, experimental education models, and effective leadership skills.

OLA 294 Field Experience (3 credits)

This course is the capstone for the Adventure Sports A.A.S. major. Students are involved in an internship experience related to their field. Career-related activities are supervised within the participating organization. Students record their activities, projects, and assignments for discussion and evaluation. Emphasis is given to defining an appropriate internship site, resume development, interviewing, and gaining job experience to bolster the learner's ability for post-graduation employment.

OLA Introductory Skills Courses—Choose one. (3 credits)

OLA 120 Introduction to Rock Climbing (3 credits)

This course is designed to introduce students to the basic concepts associated

with traditional, top rope, and lead rock climbing. Emphasis will be given to basic knots, belay techniques, movement skills, ground anchors, cleaning protection, and rope management in a multi-pitch setting.

OLA 130 Introduction to Whitewater Kayaking (3 credits)

This course is designed to introduce students to the fundamentals of whitewater paddlesports. Participants will maneuver a variety of whitewater-craft through class I – III whitewater. Topics include individual and group responsibilities, safety, equipment, the relationship between paddlesports and the natural environment, trends and issues in paddlesports, river dynamics, paddling theory, strokes, maneuvers, lateral movement, attaining, rescue, and group management.

OLA Intermediate Skills Course—Choose one. (3 credits)

OLA 220 Intermediate Rock Climbing (3 credits)

This course is designed to build upon the skills, experience, and knowledge gained in OLA 120. Students will be introduced to the skills necessary to lead traditional rock climbs. Emphasis will be given to placing protection, anchor building, and rope management in a multi-pitch setting.

OLA 230 Intermediate Whitewater Kayaking (3 credits)

This course is designed to build on the skills, experience, and knowledge gained in OLA 130. Emphasis will be placed on technical correctness and application of strokes, more advanced surfing, and river navigation. Students will practice trip planning, group management, and rescue of others. Students will practice teaching and honing technical and professional knowledge.

OLA Instructor Level Course—Choose one. (1 credit)

OLA 270 Rock Climbing Instructor Development (1 credit)

This course is designed to develop the skills needed to become a rock climbing instructor in a top rope or single pitch setting. Emphasis will be given to top rope setup and facilitation, rappel setup and facilitation, rescue scenarios, risk management, and professionalism. Students will have the opportunity to facilitate a rock climbing and rappelling experience for a client group. Maryland State Top Rope Site Manager and/or Single Pitch Instructor certification offered.

OLA 276 Whitewater Kayak Instructor Training (1 credit)

Modeled after the American Canoeing Association (ACA) Instructor Development Workshop, this course is designed to prepare students for certification by the ACA. Students will demonstrate competent modeling of whitewater strikes and maneuvers in class III whitewater, as well as teaching, professional, and technical knowledge.

OLA Rescue Skills Courses—Choose two. (2 credits)

OLA 160 Swift Water Rescue (1 credit)

A course in the methods of rescuing persons in swift water conditions. Students study the dynamics of moving water, natural and manmade hazards, swimming the rapids to assist in a rescue, how to deal with strainers, use of throw rope, rope rescue techniques, and the use of rescue vest.

OLA 162 Fundamentals of Search and Rescue (1 credit)

A course to instruct individuals in the methods of searching for lost persons. Topics include search and rescue (SAR) hierarchy, personal preparedness,

rescue, search, and preventative search and rescue. Course is hands-on oriented and includes one overnight experience.

OLA 260 Vertical Rock Rescue (1 credit)

This course is designed with the intention that students will gain the essential skills necessary to perform a competent rescue of a partner utilizing standard equipment carried by traditional rock climbers. Emphasis will be given to belay escapes, knot passes, rescue rappel, litter lowers, and litter carries.

5. Discuss how general education requirements will be met, if applicable.

As part of Garrett College's A.A.S. degrees, students in the Adventure Sports Management program will be required to complete 22 general education credits. The figure below is an example sequence for degree completion.

INSTITUTIONAL REQUIREMENT (1 credit)
FYE 101 First Year Experience (1)

GER REQUIRED CREDITS (22 credits)
English Composition
ENG 101 College Comp I (3)
Arts & Humanities
COM 101 Intro to Communication (3)
HUM 210 Society & the Environment (3)
Social & Behavioral Sciences
GER Social & Behavioral Science (3)
Science
BIO 110 Natural History (4)
Mathematics
GER Mathematics Course (3)
Interdisciplinary/Emerging Issues
CIS 105 Introduction to Computers (3)

CORE COURSES (33 credits)
OLA Introductory Skills Course* (3)
OLA Intermediate Skills Course* (3)
OLA Instructor Level Course* (1)
OLA Rescue Skills Course (2)
OLA 101 Intro to Rec, Parks, & Adv. Sports (3)
OLA 110 Foundations of Adventure Sports (6)
OLA 164 Wilderness First Responder (3)
OLA 170 Principles of Outdoor Education (3)
OLA 200 Event, Facility, & Program Mgmt (3)
OLA 201 Leadership & Group Dynamics (3)
OLA 294 Field Experience (3)

ELECTIVES (4 credits)
Choose after consultation with advisor.

TOTAL CREDIT HOURS REQUIRED: 60

***Skills Track Options:**

Rock: OLA 120, OLA 220, OLA 270
Kayak: OLA 130, OLA 230, OLA 276

RECOMMENDED SEQUENCE

FALL
ENG 101 Comp I—Expos Writing.....3
GER MATH.....3
OLA 110 Foundations of Adventure Sports.....6
FYE 101 First Year Experience.....1
OLA 101 Intro to Rec, Parks, & Adv. Sports.....3
OLA Rescue Course.....1
TOTAL.....17

SPRING
COM 101 Intro to Communication.....3
OLA 170 Principles of Outdoor Education.....3
OLA 164 Wilderness First Responder.....3
OLA Introductory Skills Course.....3
OLA Intermediate Skills Course.....3
TOTAL.....15

FALL
BIO 110 Natural History.....4
OLA 294 Field Experience.....3
GER Social & Behavioral Science.....3
OLA 200 Event, Facility, & Program Mgmt.....3
Elective.....2
TOTAL.....15

SPRING
CIS 105 Intro to Computers.....3
HUM 210 Society & the Environment.....3
Elective.....2
OLA 201 Leadership & Group Dynamics.....3
OLA Instructor Level Course.....1
OLA Rescue Course.....1
TOTAL.....13

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

There are no specialized accreditations or graduate certification requirements for this program or its students.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

In October 2018, Garrett (GC) and Frostburg State University (FSU) signed a Memorandum of Understanding (MOU) to provide a collaborative between the institutions for the B.S. degree in Adventure Sports Management. The MOU outlines institutional responsibilities, such as the FSU students' requirement to take a series of courses at GC. See Appendix A for the written contract.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services, financial aid resources, and costs and payment policies.

All program requirements, to include curriculum and course requirements are posted in the College catalog available online at <https://www.garrettcollege.edu/images/academics/credit/catalogs/course-catalog.pdf>. Additionally, each academic program has its own webpage to provide additional information, resources, and program director contact information. The Garrett College homepage includes links to Financial Aid, Tuition & Fees, Advising & Student Support Services, Library & Learning Commons, Blackboard (the college's learning management system), and Distance Learning.

Instructors follow a standard syllabus template that outlines course requirements, materials, and specific technology requirements. Syllabi also include faculty contact information such as email, office phone, and office hours, as well as information about student support such as tutoring, library, and disability services.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

The College's Office of Marketing & Public Relations (OMPR) is responsible for the production of all public relations and promotional market materials. OMPR works collaboratively with College departments to ensure that all public relation announcements, advertisements, recruiting and admissions materials, and other communications contain information that is truthful, accurate, and compliant with College policies. Prior to publication, the appropriate office or department conducts a final review of all information checking for accuracy and truthfulness. The Office of Instructional Research verifies all data.

OMPR publishes a Brand Management guide further ensuring consistency among College communications. This guide addresses print and electronic communication including the College's social media policies.

H. Adequacy of Articulation:

If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

While transfer is not intended for this degree, section G.7 and Appendix A outline the Adventure Sports Management agreement between Garrett College (GC) and Frostburg State University (FSU). In addition to location-based required coursework (see section G.7 of this proposal) and tuition/fees terms, the Memorandum of Understanding provides course articulation, as well as, an agreement for seamless transfer from the GC A.A.S. program to the FSU B.S. in Adventure Sports Management (see Appendix A).

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11):

- 1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in this program.**

Garrett College has a strong instructional team of full-time faculty teaching the required general education courses and degree core courses and in its current Adventure Sports Management program consisting of adjunct faculty. The list of below includes current full- and part-time instructors for the degree program. Faculty for the core courses meet the credentialing requirements outlined in COMAR 13B.02.03.11. The instructors for skills courses meet national certifications (listed below) thus fulfilling the educational requirements of COMAR 13B.02.02.17, "the highest educational requirements for faculty members who teach courses of a technical or vocational nature at an associate degree-granting institution shall be compatible with their teaching assignments, with practical experience begin given special consideration." The content of the proposed degree will employ the instructors listed below.

Anna James – Assistant Professor of English – Full-Time

- Master of Fine Arts, Queen University
- Bachelor of Arts, Communications/Public Relations, Eastern University
- GER Humanities Course: HUM 210

Andrew Hershey – Program Coordinator – Frostburg State University – Full-Time

- Master of Science, Sport Management, Slippery Rock University
- Bachelor of Science, Parks and Recreation, Slippery Rock University
- Certifications: Professional Climbing Guide Institute Lead Guide, National Association of Search & Rescue, Wilderness First Responder, American Mountain Guide Association CGI Instructor Provider, Leave No Trace Master Educator
- Core Courses: Rock Climbing skills, instructor, and rescue courses

Lucy Manley – Associate Dean of Academic Affairs – Full-Time

- Master of Arts, English Composition & Rhetoric, Miami University
- Master of Education, Curriculum Studies, University of Hawaii
- Bachelor of Science, Education, Miami University
- Interim Director of Adventure Sports Management

Therese Peterson – Professor of Adventure Sports Management – Full-Time

- Master of Science, Recreation Resource Management, West Virginia University
- Bachelor of Science, Sports Management, James Madison University
- National Certifications: American Canoe Association (Swiftwater rescue, raft/river guide, kayak instructor, SUP), Professional Ski Instructors of America (XC track and Nordic), American Challenge Course Trainer, Wilderness First Responder, Leave No Trace Trainer
- Core Courses: Water and Snow skills, instructor, and rescue courses, OLA theory courses

Ashley Ruby – Director of the Advising and Student Success Center – Full-Time

- Master of Teaching, Secondary Social Studies, Frostburg State University
- Bachelor of Arts, Social Science, Frostburg State University
- Associate of Arts, General Education, Garrett College
- Certified Career Coach
- Core Course: BUS 294

Peter Skylstad – Associate Professor of Natural Resources and Wildlife Management – Full-Time

- Master of Science, Texas Tech University
- Bachelor of Arts, Texas Tech University
- GER Science Course: BIO 110

2. **Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**
 1. **Pedagogy that meets the needs of the students;**
 2. **The learning management system;**
 3. **Evidenced-based best practice for distance education, if distance education is offered.**

The Coordinator of Distance Learning and Instructional Design at Garrett College oversees faculty professional development providing numerous pedagogical training sessions each semester. Workshop topics include: facilitating classroom discussions, implementing critical thinking activities in classroom teaching, online course design to include the use of Blackboard (the College's LMS), and adopting and adapting Open Educational Resources. In the spring of 2020, the Coordinator of Distance Learning implemented an internal review process for all online courses using Quality Matters (QM) standards and rubrics for best online teaching practices.

All professional development sessions are open to both full- and part-time faculty. Full-time faculty in the Adventure Sports Management program, receive funding to maintain professional certifications.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12):

Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

The Library/Learning Commons at Garrett College offers extensive resources for academic research with a large collection that includes books, periodicals, electronic journals, newspapers, audiobooks, CDs, videos, and DVDs. In addition to student computer workstations with Microsoft Office products and internet access for academic projects, the GC library serves student research with on-campus and remote 24-hour access to multiple electronic databases, including ProQuest, Science Resource Center,

Credo Instruct, Access Science, and EBSCO resources. The resources are assessed annually to determine what additional reference or library resources may be required.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment (as outlined in COMAR 13B.02.03.13):

- 1. Provide an assurance that physical facilities, infrastructure, and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for students in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.**

The proposed modifications will not have a major impact on the use of existing facilities and equipment. No additional facilities or equipment will be required to add the modifications for Adventure Sports Management A.A.S. See Appendix B for a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**

- 1. An institutional electronic mailing system**

All students, faculty, and staff at Garrett College receive access to the electronic mailing system via their respective accounts. Students can access their Laker Mail on the same day they register for classes. They continue to have access to Laker Mail throughout their time as an enrolled (full- or part-time) student at Garrett College. Faculty and Staff gain email access once their hiring process is complete. All students, faculty, and staff receive a unique email address and may access their accounts remotely via Outlook Web Access.

- 2. Support for distance education**

Garrett College utilizes Blackboard as the Learning Management System (LMS) for online and hybrid courses. In the LMS, students are able to review course content, syllabi, assignments, and grades throughout the semester. GC employs a Coordinator of Distance Learning to provide support to both students and faculty in the online learning environment. Faculty are trained on the LMS and as online instructors by the Coordinator of Distance Learning using Quality Matters (QM) guiding principles for online instruction.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14):

- 1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be allocated to support the proposed program, briefly discuss the sources of those funds.**

The current program will provide a stable enrollment base as the modified curriculum is implemented. The tuition and fee revenue outlined in Table 1 includes current enrollment increases in tuition and fees are projected each year over the five-year period. No funds will be reallocated as the Adventure Sports Management A.A.S. program already exists. This document only proposed substantial modifications to the existing program.

TABLE 1: PROGRAM RESOURCES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$123,925	\$148,215	\$184,650	\$221,085	\$245,375
a. Number of F/T Students	10	12	15	18	20
b. Annual Tuition + Fee Rate	\$12,145	\$12,145	\$12,145	\$12,145	\$12,145
c. Total F/T Revenue (a x b)	\$121,450	\$145,740	\$182,175	\$218,610	\$242,900
d. Number of P/T Students	5	5	5	5	5
e. Credit Hour Rate	\$99	\$99	\$99	\$99	\$99
f. Annual Credit Hour Rate	5	5	5	5	5
g. Total P/T Revenue (d x e x f)	\$2,475	\$2,475	\$2,475	\$2,475	\$2,475
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources*	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
TOTAL (add 1-4)	\$125,925	\$150,215	\$186,650	\$223,085	\$245,375

*These projected resources (4. Other Sources) are based on current and expected noncredit enrollments and tuition/fees based on those enrollments.

- 2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.**

This document only proposes substantial modifications to the existing program; therefore, no new faculty or staff will be needed for the program.

TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits (7%)	\$0	\$0	\$0	\$0	\$0
2. Administrative Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment*	\$35,000	\$37,000	\$39,000	\$41,000	\$43,000
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (add 1-7)	\$35,000	\$37,000	\$39,000	\$41,000	\$43,000

*Rental equipment and programming supplies for students is covered by student fees.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15):

1. Discuss procedures for evaluating courses, faculty, and student learning outcomes.

Courses are evaluated within a program's formal review process. Within Adventure Sports Management, some courses will also be evaluated according to national assessments. For example, instructor-level skills courses require students to meet standards outlined by the American Canoe Association or American Mountain Guide Association. Courses within the general education program are evaluated annually to ensure courses are meeting student learning outcomes for Garrett College's General Education Requirements.

Full-time faculty are evaluated annually by the appropriate Academic Director or the Dean of Academic Affairs through the faculty evaluation form (including administrative and advising responsibilities, college service, and professional growth), classroom observation, and student course evaluations. Part-time faculty are evaluated annually by the appropriate Academic Director or the Associate Dean of Academic Affairs through classroom observation and course evaluations.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Garrett College has a formal program review process whereby each of its academic and career programs are formally reviewed on a regular cycle. A new program is reviewed after the first three years, and then, if successful, falls into the College's regular five-year academic program review cycle. The current Adventure Sports Management A.A.S. program underwent a full program review in 2019-2020, thus prompting the need for a substantial modification to the curriculum. Since the program is already in the review cycle, it will be reviewed again in the 2024-2025 cycle. In addition to academic, retention, and completion program data, the review considers the assessment of student learning outcomes, faculty performance, and all costs related to the program.

Because the proposed modifications in the A.A.S. degree is a career-oriented program, program effectiveness evaluation will focus on specific knowledge, skills, and abilities needed for students who wish to enter the Outdoor and Adventure Education career field. There are multiple industry-recognized certifications students will have the opportunity to earn. The proposed changes in the degree program help prepare students for industry-approved credentialing and licensures.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05):

Discuss how the proposed program addresses minority student access and success, and the institution's cultural diversity goals and initiatives.

In 2018, Garrett College added a new concluding sentence to its mission statement that "the College respects and cares for students as individuals and as members of diverse groups, and supports their aspirations for a better life." GC recruits in urban areas with large minority populations; approximately 25% of the current student body is comprised of minority students. The 2019 Garrett College Cultural Diversity Plan reinforces the College's strategic plan to "identify obstacles to student success" and to "provide actively engaged and relevant college experience for students," by developing a "broader

range of coursework” (GC Diversity Plan Goal 4, Strategy 1). The Adventure Sports Management A.A.S. program enrollment is open to all students.

O. Relationship to Low Productivity Programs Identified by the Commission:

If the proposed program is directly related to an identified low productive program, discuss how the fiscal resources (including faculty, administration, library resources, and general operating expenses) may be redistributed to this program.

This program is not related to an identified low productivity program.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22):

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide distance education.

Due to the technical aspects of the classes proposed in this program, it will not be offered completely online, but some individual courses within the general education requirements of the degree will be available online for students. Garrett College received approval for the General Studies A.A. program on June 15, 2005. Within the Adventure Sports Management A.A.S., students will be able to complete some of the general education courses online if they chose to do so.

2. Provide assurance and any appropriate evidence that the institution complies with C-RAC guidelines, particularly as it related to the proposed program.

C-RAC is a collective of seven regional organizations responsible for the accreditation of approximately 3,000 American colleges and universities, which includes the Middle States Commission on Higher Education (MSCHE). Garrett College is accredited through MSCHE and follows the appropriate guidelines to adhere to national standards and integrity for distance education programs. As stated in Section P.1., Garrett College received approval from MSCHE to offer an online General Studies A.A. degree in June 2005, which allows students to take non-technical, general education courses online. Additionally, Garrett College is a current member of the National Council for State Authorization Reciprocity Agreement (NC-SARA), which “establishes comparable national standards” for online and distance education in the postsecondary setting (NC-SARA).

References

Adventure Sports Management (AVS) Program Review. (2020). Garrett College.

D’Eloia, M. H. & K. Fulthrop. (2016). Preparing for the profession: Practitioner perceptions of college student preparedness for entry-level, full-time employment in municipal recreation agencies. *Schole: A Journal of Leisure Studies and Recreation Education*, 31(1), 15-28. <https://eric.ed.gov/?id=EJ1110584>

College Strategic Plan 2021-2021. (2020). Garrett College. <https://www.garrettcollege.edu/strategic-plan.php>

Deng, J. (2020). Travel/tourism related economic analysis for Garrett County Maryland.
https://publicinterestdesign.wvu.edu/files/d/4752eca6-34b5-4cc4-9357-eb0d7915c301/garrett-county-economic-impact-analysis_2019-2020.pdf

Frostburg State University Adventure Sports Management Program Sheet. (2020).
https://www.frostburg.edu/_files/pdfs/academics/ug-programs/asm.pdf

Garrett County Economic Development Strategic Plan (2011, February). Garrett County, Maryland.
Retrieved from [http://www.gcedonline.com/resources/gced/pdf/Strategic-Plan-\(Feb-2011---Website\).pdf](http://www.gcedonline.com/resources/gced/pdf/Strategic-Plan-(Feb-2011---Website).pdf)

Gopalan M. & S. Brady. (2019). College students' sense of belonging: A national perspective. *Educational Researcher*, 49(2), 134-1. <https://doi.org/10.3102%2F0013189X19897622>

I-68 Regional Economic Partnership Report: Garrett County Profile (2018, June 6).

Increase in outdoor activities due to COVID-19. (2020, August 13). Outdoor Industry Association.
<https://outdoorindustry.org/article/increase-outdoor-activities-due-covid-19/#:~:text=Data%20Confirms%20Increase%20in%20Outdoor%20Activities%20Due%20to%20COVID%2D19.&text=Americans%20have%20flocked%20to%20outdoor,were%20running%2C%20cycling%20and%20hiking.>

MHEC. (2020). Statewide Designated Programs. Maryland Higher Education Commission.
https://mhec.maryland.gov/institutions_training/Pages/searchstate.aspx

National Council for State Authorization Reciprocity Agreements (NC-SARA) (2019). Retrieved from
<https://nc-sara.org/>

The NPD Group Inc. (2020, August). America outdoors: Consumers are flocking to these 5 activities.
<https://www.npd.com/wps/portal/npd/us/news/thought-leadership/2020/consumers-are-flocking-to-these-5-activities/>

U.S. Bureau of Labor Statistics Occupation Outlook Handbook <https://www.bls.gov/ooh/occupation-finder.htm>

U.S. Census Bureau (2018, December 6). American Community Survey 5-Year Data (2009-2016).
Retrieved from <https://www.census.gov/data/developers/data-sets/acs-5year.html>

Workforce Innovation and Opportunity Act (WIOA) Strategic Plan Period 2016-2020 (2019, March).
Western Maryland Consortium. Retrieved from <http://westernmarylandconsortium.org/wp-content/uploads/2019/09/WM-2019-Workforce-Plan-Update.pdf>

Appendix A
MOU Between Frostburg State University and Garrett College

MEMORANDUM OF UNDERSTANDING BETWEEN
FROSTBURG STATE UNIVERSITY AND GARRETT COLLEGE

To Provide a Collaborative
Bachelor of Science 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 and outline the responsibilities of each institution, and c) to insure a seamless academic program that utilizes the resources of both institutions.
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 at Frostburg State University. The students majoring in Adventure Sports Management will take a series of required courses at Garrett College.
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. FSU students majoring in Adventure Sports Management can enroll in Garrett College courses at any time during their 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 Associate in Applied Sciences (AAS) Adventure Sports Management degree program deciding to transfer into the B.S. degree in Adventure Sports Management. GC will waive application fees for FSU students taking Adventure Sports courses at Garrett College. 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 to enable students to complete the requirements for the degree in four years.
7. General Education Credits - Students completing the AAS degree at Garrett College will be subject to the General Education Program (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, the articulation system for Maryland colleges and universities, 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, FSU's faculty/student information system, 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 collaborative program between the two institutions. Students will be taking courses at FSU and Garrett College.

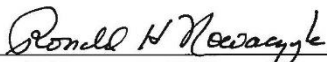
FSU students majoring in Adventure Sports Management in the collaborative program between FSU and Garrett College can enroll in Garrett College courses at any time during their program. Students enrolled full time at FSU can have their required Garrett College tuition paid by FSU by the formula: Credits Paid = 18 - # of FSU Credits Enrolled. Therefore, the number of GC credits for which FSU will pay can range between a maximum of 6 and a minimum of 1 in any given semester. Students must request Garrett College to bill FSU for the tuition. FSU will pay the tuition billed by Garrett College for the approved adventure sports courses required for the degree and not available at FSU. FSU will not pay for course fees associated with required Garrett College courses.

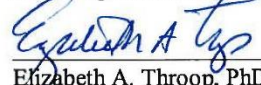
Students enrolled into the Garrett program can apply to Frostburg's B.S. degree in Adventure Sports Management as transfer students at any time during their academic career at GC. If students are completing first the associates' degree during the first two years, students registering for courses at GC 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. 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 who are taking courses on the GC campus will be billed by FSU at FSU tuition rates. Any GC courses taken 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 as applicable. Academic Common Market students are considered Maryland residents.

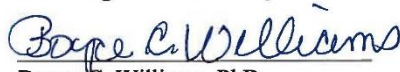
11. Financial Aid - All financial aid for the FSU students will be awarded through FSU. FSU students will be subject to FSU policies and procedures. Students completing an AAS degree at GC will receive all financial aid through GC. Students are subject to GC policies and procedures. If students are enrolled 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 at GC in the first two years or be FSU students for four years and taking courses at GC.
15. Degrees Awarded - There are three routes to complete the B.S. degree in Adventure Sports Management: 1) FSU students majoring in Adventure Sports Management will take required courses at FSU and GC to obtain a B.S. degree in Adventure Sports Management; 2) Students complete the AAS degree at GC and transfer to FSU for a B.S. degree in Adventure Sports Management; 3) 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
16. Student Services - Since the B.S. degree is delivered on the FSU campus, FSU agrees to afford GC students in the B.S. degree program access to the same student services and activities as FSU students commensurate with FSU's administrative practices and procedures. Where applicable, the FSU students matriculated in the AAS degree program at GC can use the facilities at GC in accordance with the normal policies and procedures afforded students at the GC campus.
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. 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

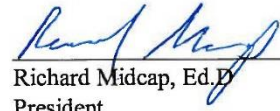
institution. For purposes of catalog, accreditation and other University functions, each institution may refer to members of the collaborative faculty.


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 Chair of the Department of Kinesiology and Recreation. For GC, the team members will consist of the Dean of Academic Affairs 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.



Ronald Nowaczyk, PhD
President
Frostburg State University


Elizabeth A. Throop, PhD
Provost and Vice President for Academic
Affairs,
Frostburg State University


Boyce C. Williams, PhD
Interim Dean, College of Education
Frostburg State University


Richard Midcap, Ed.D.
President
Garrett College


Qing Yuan, Ed.D.
Dean of Academic Affairs
Garrett College


Michael Logsdon, M.S.E.E.
Program Director of Adventure Sports
Management
Garrett College

Appendix B
Supportive Statement by the President for Adequate Equipment and Facilities



February 9, 2021

Maryland Higher Education Commission
Dr. James D. Fielder, Jr.
Secretary of Higher Education
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

Garrett College is requesting Maryland Higher Education Commission approval of modifications to the Associate of Applied Science degree in Adventure Sports Management. I certify that Garrett College is capable of delivering this program within existing resources, and verify the adequacy of library resources, program equipment and college facilities for this purpose.

Please do not hesitate to contact me at (301) 387-3056 or at richard.midcap@garrettcollege.edu if you have any questions regarding Garrett College's proposal.

Sincerely,

Richard Midcap, Ed.D.
President

687 MOSSER ROAD ✦ MCHENRY, MARYLAND 21541
301.387.3000 ✦ WWW.GARRETTCOLLEGE.EDU