

May 11, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Bachelor of Science in Outdoor and Community Recreation Education with Emphases in Outdoor Recreation Administration and Community Recreation Administration

Issue

Weber State University (WSU) requests approval to offer a Bachelor of Science (BS) in Outdoor and Community Recreation Education with Emphases in Outdoor Recreation Administration and Community Recreation Administration effective fall 2016. The institutional Board of Trustees approved the degree on February 2, 2016.

Background

The BS in Outdoor and Community Recreation Education is designed to prepare graduates for positions in the robust outdoor and community recreation industry. Within Ogden City alone, there are nearly 11,000 jobs related to the outdoor industry (e.g., ski resorts, rivers, trails, and forest lands). Across the state of Utah, the number of direct jobs in outdoor recreation jumps to approximately 122,000. Looking at the general field of recreation, there are 345,000 jobs in Utah, and growth of 14% is projected from 2012 to 2022 by the U.S. Department of Labor's Bureau of Labor Statistics. Accordingly, student demand for academic programs in recreation is relatively strong at higher education institutions in Utah. Approximately 50 students are currently enrolled in two recreation emphases and a minor at WSU, and the number of majors in the proposed BS program is projected to exceed 60 by the fifth year of implementation.

The proposed BS in Outdoor and Community Recreation Education was a recommendation of a cyclical five-year WSU program review conducted in 2013-14. In addition to a standard complement of general education and elective courses, the proposed degree would require 44 credit hours of core courses in the major and 29 credit hours in an emphasis area; the total number of credit hours for the proposed degree is 120. The major would be grounded in experiential learning related to recreation; outdoor education; adventure education; local, state, and federal legislation; regulations and standards of outdoor recreation; and environmental education concepts. Graduates would be prepared for staff and leadership positions in a wide range of settings, including outdoor education and adventure centers; guiding/outfitting companies; not-for-profit and private camps; resorts, spas, and wellness centers; state and national parks; campus recreation; therapeutic programs; youth development programs; public and private education; and traditional municipal recreation organizations.

With two recreation emphases and a minor currently offered at WSU, the institution has two PhD-level faculty members in place to launch the proposed BS in Outdoor and Community Recreation Education. Ten new courses would be developed, and all courses in the program could be offered by the two full-time faculty members and an internship staff coordinator on a once-per-year or once-every-other-year basis. It is anticipated the proposed BS program would pursue specialized accreditation from the Association of Experiential Education within five years.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Weber State University and the Board of Regents. The Utah System of Higher Education Chief Academic Officers and appropriate faculty at other USHE institutions have reviewed and are supportive of Weber State University's request to offer a BS in Outdoor and Community Recreation Education. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Weber State University to offer a Bachelor of Science in Outdoor and Community Recreation Education with Emphases in Outdoor Recreation Administration and Community Recreation Administration.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Baccalaureate degree(s): Outdoor and Community Recreation Education effective Fall 2016. This program was approved by the institutional Board of Trustees on 02/02/2016.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Outdoor and Community Recreation Education (OCRE) program at Weber State University affords students the opportunity to develop a foundation in the skills, competencies, and knowledge necessary for including and incorporating outdoor and community recreation into the regular scope of professional practice. The major will provide students with a unique mix of models that are grounded in the foundations of both experiential learning and recreation, which include: outdoor education; adventure education; local, state, and federal legislation; regulations and standards of outdoor recreation; and environmental education concepts. By engaging in authentic experiences in leadership, field, and service, students will have the opportunity to examine and explore pedagogy, philosophy, and theory, and develop technical, instructional, and facilitation skills. Furthermore, coursework in the OCRE program is designed and sequenced to support the development of the necessary administrative knowledge and skills for recreation professionals. The organization of courses in the core of the curriculum allows for concepts to be reinforced and integrated across a variety of required coursework, and in an interdisciplinary manner. The intent is to provide a broad, yet specific, introduction and application to these concepts (e.g., financial management; marketing; risk management; customer service; business plans; assessment and evaluation). Direct experience with members of the learning community, which includes peers, faculty, and community members, and immersion in the natural and cultural settings in which recreation professionals and educators operate, will empower students to develop into ethical, compassionate citizens who are committed to making responsible contributions within the community, nation, and world in which they live. Upon completion of the program, students may pursue front-line and leadership positions in: outdoor education and/or adventure centers; guiding/outfitting companies; not-for-profit and private camps; resorts, spas, and wellness centers; state and national parks; campus recreation; therapeutic programs; youth development programs; public and private education; and traditional municipal recreation organizations.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

Offering a baccalaureate degree in Outdoor and Community Recreation is consistent with meeting Weber State University's mission by providing a quality liberal arts educational experience. A bachelor's degree in Outdoor and Community Recreation Education would provide students with the knowledge and skills to enter into a workforce that plays a significant economic, educational, cultural, and environmental role within the local community and state. This requires the student to synthesize information from multiple sources and perspectives and to communicate that information in an efficient manner. The content, activities, and experiences integrated into this program have application to diverse recreation, education, development, and therapeutic settings. Courses across the core of the major are included so that the individual can gain a greater appreciation and comprehension of how to effectively plan, implement, and evaluate recreation services for multi-generational and multicultural participants. Providing a bachelor's degree in Outdoor and Community Recreation Education is one way that WSU can develop recreation professionals as leaders within their field who will serve the region.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The development of a bachelor's degree program in Outdoor and Community Recreation Education (OCRE) would address a significant academic need to effectively train students for employment in an industry that drives the local, regional, and national economy. As noted in other sections within this document, external reviewers strongly recommended that in order to more competitively position Weber State University students to enter into the recreation workforce, the current minor program should expand to include a Bachelor of Science degree. The proposed Outdoor and Community Recreation Education program at Weber State University will provide an avenue for students desiring a professional career that focuses on incorporating and including community and outdoor experiences as a component of professional practice. Professionals in this field must perform a variety of functions in a broad array of contexts that range from directing municipal parks and recreation departments to providing cultural interpretation and outdoor education programs at state and national parks and monuments. Students pursuing careers, or even professional experiences, in this discipline need an assortment of both theoretical and practical skills in diverse areas. These include core competencies related to teaching and programming, facilitating groups, leading and teaching activities in dynamic 'outdoor' environments, and an understanding of the administrative and management skills necessary to effectively run programs.

Recreation services are increasingly seen as a mechanism to promote the health of communities by serving as an antidote to the many health crises our nation faces (i.e., obesity epidemic; Godbey, 2009; see <http://www.rff.org/files/sharepoint/WorkImages/Download/RFF-DP-09-21.pdf>). For many states in the Mountain West, recreation is also seen as an 'economic powerhouse' that many communities rely on for critical employment opportunities (OIA, 2012; see <https://outdoorindustry.org/research-tools/outdoor-recreation-economy/>). In addition, recreation is seen as a way to cultivate environmental stewardship and address the significant need that humans have to "unplug" and connect to the natural environment. This is evidenced by a revival of sorts in the number of individuals who engage in recreation experiences. For example, more than 142.6 million Americans participated in outdoor recreation in 2013, which totaled to more than 12.1 billion outings (Outdoor Foundation, 2014; see <https://outdoorindustry.org/images/researchfiles/ResearchParticipation2014Topline.pdf?207>). Furthermore, close to 90% of Utahns reported that outdoor recreation is 'very important' to them (Shumway, 2014; see http://archive.unews.utah.edu/news_releases/survey-shows-utahns-have-extraordinary-participation-rate-in-outdoor-recreation/). With recent efforts made by the state, such as establishing an Office of Outdoor Recreation, engaging in long-term recreation planning (Envision Utah), hosting major outdoor events (Outdoor Retailer Show), and pursuing strategic domestic and international marketing of the natural resources (The 'Mighty 5' National Parks Campaign), tourism (ski industry, mountain biking), and recreational opportunities (municipal parks and recreation, open spaces, trails) in the state, the recreation field shows no signs of slowing down and clearly plays a critical role in Utah's economy and culture.

Given the significant role of recreation services in the individual, social, economic, and environmental health of Utah's communities, it is important that Weber State University move to train its students, who are primarily from Northern Utah, to enter into a critically important job market that affects communities on multiple levels. Moreover, Weber State University should leverage its proximity to the outdoors and the significant growth in the recreation industry to prepare students to enter a workforce central to the state's culture and economy.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

With over 6 million jobs in the United States, the field of outdoor recreation is increasingly recognized as essential to the social, physical, economic, and environmental vitality of communities. Nowhere is this more evident than in the state of Utah. In Utah there are 122,000 jobs directly tied to the outdoor recreation industry with nearly \$4 billion in salaries

and wages, and this does not include all jobs within the broader fields of recreation (OIA, 2014a; see: https://outdoorindustry.org/images/ore_reports/UT-utah-outdoorrecreationeconomy-oia.pdf). Impressively, the outdoor recreation industry hires more employees than education, transportation, construction, information, and oil and gas industries (OIA, 2014b; see <https://outdoorindustry.org/research-tools/outdoor-recreation-economy/>). Between 2010-2014, employment within the leisure and hospitality industries showed over 15% growth in Utah (Utah Economic Council, 2014; see <http://business.utah.gov/wp-content/uploads/2014UtahEconomicOutlook.pdf>). Employment in these industries is not just supported by visitors, but also by the nearly 82% of Utahns who participate in outdoor recreation. Such high rates of participation further signify the central role the outdoors play in our communities (OIA, 2014a).

While the outdoor recreation industry is an economic driver both locally and nationally, it is also important to note the economic value of the broader field of recreation. Estimates vary on the number of jobs in the industry due to the multiple sectors (i.e., public, private, not-for profit), but is estimated around 600,000. In public recreation alone, there are over 300,000 jobs in the nation (George Mason University, Center for Regional Analysis; See: <http://www.nrpa.org/parkeconreport/>). When combined with the private sector that figure more than doubles (Bureau of Labor Statistics, 2015; see <http://www.bls.gov/oes/current/oes393091.htm#ind>; and <http://www.bls.gov/oes/current/oes399032.htm>). Moreover, the recreation field is projected to show 10% growth from 2014-2024 (Bureau of Labor Statistics, 2014; See <http://www.bls.gov/ooh/personal-care-and-service/recreation-workers.htm#tab-6>).

Weber State University is uniquely located in one of the major hubs for the outdoor recreation field. **Within Ogden City alone, there are nearly 11,000 jobs directly related to the outdoor industry** (Utah Policy, 2014; see <http://utahpolicy.com/index.php/features/featured-articles/1889-as-the-bicycle-cluster-of-north-america-ogden-is-the-place-for-lifestyle-jobs>). Ogden is ideally situated near three ski resorts, two rivers, 230 miles of trails for hiking and biking, and over 150,000 acres of National Forest Land. Ogden hosts nationally-recognized outdoor recreation events, including Xterra National Championships, Tour of Utah, the Fat Bike Summit, and the Ogden Marathon. In 2012, these types of events brought in 26,000 participants and over 60,000 spectators and, thus, had a significant economic impact in the Ogden community.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Recreation programs at academic institutions across the state show strong enrollment numbers of students majoring (where applicable) in recreation-related fields. Given the data presented in the labor market section and the strong demand of recreation-related programs at other institutions, there is substantive evidence supporting the viability of offering a bachelor's degree in Outdoor and Community Recreation Education at Weber State University.

The current recreation program at Weber State University has a long history, having been in existence for over 40 years. In general, courses have shown strong enrollment, despite the small size of the program (one faculty member for the last 20+ years) and the lack of any marketing. The current Recreation program (minor) is housed in the Department of Health Promotion and Human Performance. Enrollment numbers are comparable with other programs within the Health Promotion and Human Performance department.

Historically, students have had the option to pursue a major in Human Performance Management with an emphasis in Sport and Recreation, minor in Recreation, or a Bachelor of Integrated Studies. Given the history of the program, there is already an established cohort of students within Recreation and Human Performance Management who have demonstrated strong interest in pursuing the proposed degree. Beyond recruiting these students, this program will be marketed to new students with the primary goal to increase visibility and awareness of the program by establishing a stronger on-campus and social media presence. These efforts have begun and include the following:

- Creating a stronger on-campus presence through print media and expanding visibility on-line through social media. A noticeable interest in program offerings has been observed since the implementation of a website, Facebook page, Recreation course offering flyers, and Recreation program posters.
- In addition to working with the college recruitment office, student internships include teaching outdoor education

curriculum in the local middle and high schools, which serves as a powerful recruitment tool to encourage local youth to pursue a college education at Weber State University.

- Pursuing community partnerships at the local (VisitOgden, schools, parks and recreation departments, other local outdoor agencies and businesses), regional (Northern Utah Recreation and Parks Association), and state levels (Office of Outdoor Recreation). These relationships reflect a growing reach in the community and the ability to promote the program at multiple levels.
- Working with Weber State's Continuing Education to offer Recreation courses in their Open Seat program and thus maximize on their marketing reach within the local community.
- Promoting the program at regional, state, and national conferences (e.g., presentations, booths). This year the National Recreation and Parks Association put out a call requesting university programs promote their programs during the national conference.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Each public and private higher education institution in Utah offers some type of degree in recreation. The program being proposed, however, is the only program focusing both on community and outdoor recreation in Northern Utah. In addition, given the job market in Ogden, and the state in general, substantial opportunity exists for local job placement for students graduating from Weber State University. As evidenced by the number of majors at other USHE institutions, recreation is clearly a strong major, and offering the proposed major at Weber State University will serve to fill a niche in Northern Utah.

- Brigham Young University: B.S. Recreation Management (381 Majors)
- Dixie State University: BIS Recreation Management (#'s Unavailable)
- Snow College: 1 yr Certificate, A.S. Outdoor Leadership and Entrepreneurship (25)
- Southern Utah University: Minor, B.S., Outdoor Recreation in Parks and Tourism (53 majors)
- University of Utah: Minor, B.S., M.S., Ph.D., Parks, Recreation & Tourism (252 majors; 15 minors)
- Utah State University: B.S., M.S., Recreation Resource Management (i.e., natural resource management) (54 majors).
- Utah Valley University: Minor, Integrated studies, A.A./A.S., B.A., B.S. Outdoor Recreation Management (89 majors; 10 minors)
- Westminster College: Minor Outdoor Education and Leadership (34 minors)
- Weber State University (currently): Emphasis, Minor, BIS (53 Human Performance Management Major with Recreation Emphasis; 13 Minors; 14 Integrated studies).

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

Due to WSU's location and student body, the proposed program is not expected to adversely impact other USHE institutions. In fact, it is expected that for those very reasons WSU will be able to provide a valuable bachelor's degree option to the 26,000

students attending WSU. The proposed Outdoor and Community Recreation Education degree offers two specialized tracks-- Outdoor Recreation Administration and Community Recreation Administration--thus providing a unique option different from other USHE institutions in the area.

In addition to offering a distinctive program, WSU will be able to take advantage of the strong presence of recreation faculty and students at a number of state and regional conferences (i.e., Utah Recreation and Parks Association, Student Outdoor Leadership Conference) and community events for significant collaborative, networking, and partnering opportunities (in research and course offerings) with other USHE Recreation programs. Other out-of-state institutions have created recreation courses offered by multiple institutions that culminate in a consortium that brings students together across programs in a unique learning environment. Significant opportunity for the same exists here in Utah.

Finally, Snow College, which offers a two-year degree in Outdoor Leadership and Entrepreneurship, has proposed that WSU and Snow form an articulation agreement. With a four-year degree in place, WSU would provide an excellent option for Snow College students to transfer and complete a bachelor's degree.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

During the 2013-2014 academic year, the Human Performance Management program, of which OCRE is a part, conducted its five-year review. At that time, external reviewers recommended: "The sports and recreation area should broaden its presence in the area of outdoor recreation...To provide students more likely opportunities for gainful employment in the recreation field, they will need a bachelor's degree. Either align your curriculum to transfer well to outside institutions that offer them or work towards developing a Bachelor of Science degree in recreation for Weber State University" (Human Performance and Health Promotion, Program Review Recommendations, 2014, p.3).

Per these recommendations, and upon reviewing numerous in- and out-of-state institutions that offer some of the most well-known recreation degree programs, the curriculum was intentionally developed to meet two significant areas of employment in the region tied to outdoor and community recreation. In addition, both Drs. Morgan and Lewis (current OCRE faculty) have worked with and built multiple bachelor's degrees in recreation at other institutions. As such, the proposed curriculum reflects core competencies expected for undergraduate students, as identified by industry experts (Harrison & Erpelding, 2012).

In terms of pursuing industry accreditation, Dr. Lewis is a university site reviewer for the Association of Experiential Education (industry accrediting body for outdoor recreation academic and commercial programs). His expertise and unique position with the AEE will enable WSU to move towards accreditation compliance within the next five years. WSU has already begun to take significant steps towards achieving compliance in risk management, incident response, and instructor qualifications, which are some of the most critical aspects of satisfactorily meeting accreditation standards. This certification will identify Weber State University as a high-quality institution. Utah Valley University is the only other USHE institution that has this accreditation. The costs associated with obtaining this accreditation are minor (\$1300 to initiate and maintain accreditation and travel expenses to have a site reviewer assess compliance every five years) and can be covered by the department budget.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

The Outdoor and Community Recreation Education major consists of 120 credit hours. The number of credit hours is consistent with other Bachelor of Science programs in the department and the university. Students are required to have a GPA of 2.75 or higher in all courses required for the major and an overall GPA of 2.00 or better.

Admission Requirements

List admission requirements specific to the proposed program.

There are no specific admission requirements for the proposed program.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The administrative structures are already in place to support this degree. The Outdoor and Community Recreation Education (OCRE) program is housed in the Department of Health Promotion and Human Performance (HHPH). The HHPH department currently has one full-time academic advisor and one full-time internship coordinator for all of the HHPH programs. These staff members currently advise students enrolled in the minor and are also involved in supervising the internships for students with an emphasis in Sport and Recreation within the Human Performance Management degree.

The HHPH department is an interdisciplinary department that consists of four different programs that offer a total of four bachelor's degrees and six minors. Many of the support courses are shared among several degree programs. The expansion of the OCRE program to include a bachelor's degree is not expected to significantly affect the delivery of other undergraduate programs within the department or university.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

The OCRE program consists of two full-time, tenure-track faculty; this includes a new FTE position that was added this year in order to expand the OCRE program. Drs. Morgan and Lewis have extensive academic and professional expertise in both of the proposed emphasis areas (community and outdoor recreation). This provides for flexibility in program delivery, as they are able to teach in both emphases. Dr. Morgan currently serves as the OCRE Program Director and will continue to serve in this role to manage the program's administrative needs (i.e., course scheduling, budgeting, curriculum, risk management, gear and equipment needs).

There are approximately 23 courses (current and proposed) in the new major. Since the courses will be taught on a rotating basis (i.e., courses taught once a year, every other year) and anticipated enrollment can be accommodated by teaching one section of a course in the same semester, the necessary courses can be taught by the two tenure track faculty--eight courses each (not including summer) will be taught each year as load. This is a fairly standard approach in other university recreation programs. In addition, all advising and supervision of interns will be done by the HHPH internship staff coordinator, which covers two additional courses (OCRE 2890, 4890).

Should additional course sections be required to ensure timely degree completion, there is funding within the college to hire adjuncts, which have been used in the past. In addition, the dean of the college has committed to using savings from faculty

retirements to add an additional instructor position if needed.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

Currently the OCRE program has one full-time staff member who serves as the Recreation Manager. The Recreation Manager is responsible for managing the Weber Rocks Climbing Wall, teaching three activity courses each semester, and providing instructional support for all field-based courses within the OCRE program. The administrative assistant and advising staff within the HPHP department are shared among the programs. There is no additional staff requirement expected.

Student Advisement

Describe how students in the proposed program will be advised.

All students will continue to utilize the Health Promotion and Human Performance academic advisor. The HPHP academic advisor plays an important role in working with students to ensure successful progression through an academic program to graduation. In addition to the HPHP academic advisor, the HPHP department also utilizes a full-time staff person to coordinate student internships.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The library currently has nearly 300 texts related to recreation. In addition, Weber State University's subscription to multiple journals and databases provide students access to key resources needed for the major. While it is anticipated that the library will need to acquire various textbooks related to new course offerings, these texts would be a relatively minor expenditure.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The Outdoor and Community Recreation Education program has the following learning goals for students:

1. Students will understand the theoretical and conceptual underpinnings that drive recreation services (theories, ethics, values, laws, participant assessment, ecological literacy, program development, etc.). Students will be assessed primarily through quizzes, exams, presentations, class discussions, and practical experiences.
2. Students will understand and develop effective interpersonal skills needed in a variety of recreation settings. These skills include self-awareness, leadership, communication, and participant assessment. Evaluation of goal achievement will be done through students completing self-assessments, exams, presentations, personal philosophy papers, and practical experiences.
3. Students will be able to demonstrate technical proficiency and effective risk management in recreation activities (indoor and outdoor). Students will be assessed through competency checklists that adhere to industry standards of proficiency.
4. Students will analyze and evaluate management and administrative practices needed within a range of recreation contexts (municipal, outdoor programs, summer camps, resorts, commercial outfitters, etc.). Students will engage in

various service learning opportunities to work with local recreation service providers to understand their administrative and management practices. Through this process students will engage in semester-long projects that demonstrate the ability to analyze and evaluate best practices within the recreation field.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

The HPHP department requires all faculty to purposefully link course goals and objectives to assessment. In addition, the ORCE program is well-versed in tracking those outcomes. In the last three years, the OCRE program has moved to making clear connections between programmatic and course-specific outcomes and linking those outcomes. Listed below are the standards, expected outcomes, and assessments that illustrate an intentional link between the formative and summative assessments to expected competencies. Each of these competencies is consistent with standards identified in the outdoor industry (Harrison and Erpleding, 2014) and the American Academy for Park and Recreation Administration (2010) learning outcomes for undergraduate students.

Standard 1: Students will understand the theoretical, conceptual, and applied underpinnings that drive recreation services.

Expected outcome: Understand the historical, philosophical, and theoretical foundations of recreation services.

Expected outcome: Identify and analyze contemporary professional issues and the trends impacting community and outdoor recreation.

Expected outcome: Utilize experiential learning and recreation theories and field techniques in designing, facilitating, and evaluating programs for diverse groups.

Assessments: In-Class discussions; Quizzes; Exams, presentations, trends analysis; Individual & group activity facilitation; Program Plan & Facilitation; Reflection & Critical Analysis papers; Internship.

Standard 2: Students will understand and develop effective interpersonal skills needed in a variety of recreation settings.

Expected outcome: Assess elements of personal style, prejudices, projections, and habits of mind that both shape and impede opportunities for professional and personal growth.

Expected outcome: Analyze and evaluate theories of group development; Facilitate activities to produce desired group dynamics.

Expected outcome: Articulate a personal philosophy of recreation that will define how the student plans to practice community and outdoor recreation education.

Assessments: Community Diversity Assessment; Personal Environmental Ethics paper; Code of Ethics paper; Reflection & Critical Analysis papers; Exams, Quizzes, In-class discussion; Exams; Quizzes; Recreation activity plans; Group Facilitation assessment; Internship; Philosophy of Recreation Leadership paper.

Standard 3: Students will be able to demonstrate technical proficiency and effective risk management in recreation activities (indoor and outdoor).

Expected outcome: Develop, practice, and demonstrate technical and teaching skills in a variety of outdoor pursuits.

Expected outcome: Demonstrate the principles and practices of safety, emergency, and risk management necessary in order to conduct effective and ethical community and outdoor recreation programs.

Assessments: Skills competency checklist; Activity teaching presentation; Trip plan development; Practicum; Internship; Individual assessments in the field; Risk Management Plan; Risk Identification outline; Program Plan designs and implementations.

Standard 4: Students will analyze and evaluate management and administrative practices needed within a range of recreation contexts.

Expected outcome: Apply local, state, and federal legislation, regulations, and standards to community and outdoor recreation programs.

Expected outcome: Investigate essential administrative functions necessary to conduct effective and ethical recreation programs.

Assessments: Laws, regulations, and standards papers and presentations; Quizzes; In-class discussion; Exams; policy and procedures manual development. Grant proposals; Administrator's Handbook; Site Visit & Interview assignment; Internships.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			37
Required Courses			
OCRE 2500	×	Introduction to Outdoor Pursuits w/Lab	4
OCRE 2890		Cooperative Work Experience I	2
OCRE 3050		Introduction to Recreation and Leisure	3
OCRE 3100		Facilitation of Recreation Experiences	3
OCRE 3300		Inclusive and Adaptive Recreation	3
OCRE 3320		Adventure Programming	3
OCRE 3520	×	Recreation Legal Liability and Risk Management	3
OCRE 3600		Administration and Management of Community and Outdoor Programs	3
PEP 3600		Measurement for Evaluation and Research	3
OCRE 4300	×	Trends and Ethical Issues in Recreation	3
OCRE 4890		Cooperative Work Experience II	6
OCRE-PE 1000		*Choose from an approved list of OCRE-PE activity courses	1
OCRE-PE 1000		*Choose from an approved list of OCRE-PE activity courses	1
NTM 3100		Desktop Publishing	3
PS 3202		Customer Service Techniques	3
Required Course Credit Hour Sub-Total			44
Elective Courses			
		General Electives	10
Elective Credit Hour Sub-Total			10
Core Curriculum Credit Hour Sub-Total			91

Are students required to choose an emphasis? Yes or No

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		Outdoor Recreation Administration	
OCRE 2300	<input checked="" type="checkbox"/>	Wilderness Medicine or AT 2300 Emergency Response	2
OCRE 3400	<input checked="" type="checkbox"/>	Outdoor Equipment Production and Sales	3
OCRE 3450	<input type="checkbox"/>	Adventure Travel and Sustainable Tourism	3
OCRE 3900	<input checked="" type="checkbox"/>	Outdoor Recreation Entrepreneurship	3
OCRE 4020	<input checked="" type="checkbox"/>	Natural Interpretation	3
OCRE 4550	<input type="checkbox"/>	Principles and Philosophies of Outdoor Education	3
SOC 3300	<input type="checkbox"/>	Environment and Society	3
		Electives (select from courses below)	9
OCRE 3230	<input type="checkbox"/>	Wilderness Nutrition and Backcountry Cooking (4)	
OCRE 3610	<input type="checkbox"/>	Introduction to Outdoor Skills (2)	
OCRE 4800	<input type="checkbox"/>	Independent Studies (1-6)	
OCRE 4930	<input type="checkbox"/>	Outdoor Education Workshop (2)	
PEP 4830	<input type="checkbox"/>	Directed Readings (3)	

Emphasis Credit Hour Sub-Total	29
Total Number of Credits to Complete Program	120

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		Community Recreation Administration	
OCRE 3500	<input checked="" type="checkbox"/>	Community Recreation and Park Planning	3
OCRE 3700	<input type="checkbox"/>	Recreation and Sports Facilities and Events Management	3
OCRE 4000	<input checked="" type="checkbox"/>	Recreation Programming for Youth Development	3
OCRE 4500	<input checked="" type="checkbox"/>	Grant Writing in Recreation Services	3
ACTG 2010	<input type="checkbox"/>	Survey of Accounting I	3
ACTG 2020	<input type="checkbox"/>	Survey of Accounting II	3
		Electives (select from courses below)	11
OCRE 3230	<input type="checkbox"/>	Wilderness Nutrition and Backcountry Cooking (4)	
OCRE 3610	<input type="checkbox"/>	Introduction to Outdoor Skills (2)	
OCRE 4800	<input type="checkbox"/>	Independent Studies (1-6)	
OCRE 4930	<input type="checkbox"/>	Outdoor Education Workshop (2)	
PEP 4830	<input type="checkbox"/>	Directed Readings (3)	

Emphasis Credit Hour Sub-Total	29
Total Number of Credits to Complete Program	120

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The majority of the course development for all new courses has been completed, and the first five courses have gone through Weber State's curriculum approval process and received Faculty Senate approval.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 2010 Intermediate College Writing (EN)	3	GEOG 1000 Natural Environments of the World	3
POLS 1100 American National Government (recom)	3	GEOG 1001 Natural Environments Field Studie	1
COMM 1020 Public Speaking (recommended)	3	ECON 1100 Environmental Issues and Econom	3
NTM 1700 course or NTM 1501, 1502 & 1503	3	CHF 1500 Human Development (recommende	3
MATH 1030(3) or 1040(3) or 1050(4) or 1080(5)	3	Creative Arts course (CA)	3
OCRE-PE 1000 (approved activity course)	1	LIBS 1704 course or NTM 1504 exam (CIL D)	1
Total	16	Total	14
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
GEO 1060 Environmental Geosciences or GEO	3	ENGL 3520 Literature of the Natural World (recom)	3
OCRE-PE 1000 (approved activity course)	1	BTNY 1403 Environment Appreciation (recommen	3
SOC 3300 Environment and Society	3	OCRE-PEP elective for ORA emphasis	3
PS 3203 Customer Service Techniques	3	General electives	6
NTM 3100 Desktop Publishing	3		
General electives	3		
Total	16	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
OCRE 2500 Introduction to Outdoor Pursuits w/	4	OCRE 3320 Adventure Programming	3
OCRE 3050 Introduction to Recreation and Lei	3	OCRE 3400 Outdoor Equipment Production and	3
OCRE 3100 Facilitation of Recreation Experi	3	OCRE 3520 Recreation Legal Liability and Risk	3
OCRE 3300 Inclusive and Adaptive Recreation	3	OCRE 3450 Adventure Travel and Sustainable	3
OCRE 2890 Cooperative Work Experience I	2	OCRE 2300 Wilderness Medicine or AT 2300: F	2
Total	15	Total	14
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
OCRE 3600 Administration and Management of	3	OCRE 4550 Principles and Philosophies of Out	3
PEP 3600 Measurement for Evaluation and Re	3	OCRE 3900 Outdoor Recreation Entrepreneurs	3
OCRE 4020 Natural Interpretation	3	OCRE 4300 Trends and Ethical Issues in Recre	3
OCRE-PEP elective for ORA emphasis	3	OCRE 4890 Cooperative Work Experience II	6
OCRE-PEP elective for ORA emphasis	3		
Total	15	Total	15

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate		2	
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	////	////	
Staff: Full Time			1
Staff: Part Time			

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Cass	Morgan	TT	Ph.D.	University of Utah	100%	
	T. Grant	Lewis	TT	Ph.D.	University of Minnesota	100%	
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	////	////			
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	419					
# of Majors in Proposed Program(s)		31	37	44	52	62
# of Graduates from Department	237					
# Graduates in New Program(s)		8	9	11	13	16
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,279,395					
Operating Expenses (equipment, travel, resources)	\$25,113					
Other:						
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0		
TOTAL EXPENSES	\$1,304,508	\$1,304,508	\$1,304,508	\$1,304,508		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$1,304,508					
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$1,304,508	\$1,304,508	\$1,304,508	\$1,304,508		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

It is expected that expenses associated with the proposed program can be absorbed within the current department budget.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Funds will be reallocated within the department as needed to support all programs.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

N/A