

August 1, 2019

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

Dear Secretary Fielder,

On behalf of President Charles A. Wight, the faculty, and the entire Salisbury University (SU) community, I am requesting approval to add a new instructional program at SU. Our institution is seeking permission to offer a Bachelor of Arts in Outdoor Education Leadership. The complete proposal for a new instructional program is attached for your review.

If you have any questions, please contact me at 410 548-3374.

Sincerely,



Karen L. Olmstead, Ph.D.
Provost and Senior Vice President
for Academic Affairs

Enclosure

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cc Dr. Charles A. Wight, President, Salisbury University
Dr. Kara Owens, Associate Vice President for Planning and Assessment
Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	
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Each action below requires a separate proposal and cover sheet.

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (<i>fully online</i>)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature:"		Date:
			Date of Approval/Endorsement by Governing Board:		

Revised 12/2018

A. Centrality to Institutional Mission and Planning Priorities

1. Program Description

The Department of Education Leadership at Salisbury University (SU) proposes to add a Bachelors of Arts (BA) degree in Outdoor Education Leadership (ODEL) to address local and regional demand for young professionals trained in leadership using environmental, adventure, and adventure-based programming. The ODEL BA program provides students with the multidisciplinary background in leadership, ethics, programming, and management to prepare them to serve the public and private sectors. The multi-lensed approach of the ODEL BA program allows students to pursue “a broad array of ideas and perspectives” as promoted in the University’s mission, which will help them achieve excellence, envision their future as outdoor leaders, grow intellectually, and pursue outdoor education, leadership, and graduate school opportunities.

2. How Proposed Program Supports Institution’s Strategic Goals

The proposed ODEL BA program is guided by the accreditation standards of the Association for Experiential Education (AEE) and supports Salisbury University’s mission to “empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world” and to “actively contribute to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation.”

3. Brief Narrative Describing Adequate Financing of Program

Because this proposal incorporates many existing courses into the new major, no new resources are required for the new ODEL BA program. Salisbury University’s existing faculty will be largely able to offer the courses as part of their regular teaching load; therefore, it will not require any additional administrative support or increased funding. Additionally, some current ODEL courses already carry associated course fees to offset the increased equipment costs associated with outdoor education. Future program growth will necessitate additional faculty.

4. Commitment to Adequate Continued Support

In general, Salisbury University is committed to providing additional administrative, financial, and technical support to match increase in student demand. We also pledge to provide the appropriate support to enable all students officially enrolled in the program to complete their degree, even in the unlikely event we phase out the approved degree and stop admitting new students. Nonetheless, the proposed program is expected to attract a new set of students who are interested in pursuing careers in Outdoor Education and/or Leadership. Its unique blend of harnessing the great outdoors with leadership will draw students from the region and beyond.

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

1. Demonstrate Demand and Need for the Program

In 2016, Maryland Secretary of Commerce Mike Gill reported that “Tourism continues to be a powerful economic engine for Maryland. More than 140,000 Marylanders were directly employed in the tourism industry in 2014, making it the 10th largest private sector employer in the state. These jobs supported a

payroll of \$5.4 billion, which saw a 6 percent increase from the year before.”¹ As a program that is unique to the Eastern Shore and utilization of coastal environments, we expect our graduates to fill needs throughout the State and especially the region. Additionally, the SU ODEL program is uniquely positioned to support the regional junior colleges: Chesapeake College in Wye Mills and Wor-Wic College in Salisbury.

2. Consistency with Maryland State Plan for Postsecondary Education

The 2017-2021 State Plan notes that “Higher education in Maryland makes an essential contribution to a vibrant state economy” and that institutions should “promote and implement practices that will ensure student success” including pathways for community college students to four-year degrees, credentials, and well integrated academic and career advising. The Outdoor Education Leadership major will advance this goal by providing a high-quality program that facilitates lifelong learning, prepares students to enter the workforce and advance in their careers, and creates effective leaders in outdoor, nature-based, and private- and public-sector environments.

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

The market demand for people trained in outdoor recreation and related fields is forecast to be robust between now and 2026. The US Department of Labor (Bureau of Labor Statistics) forecasts a 9% increase in positions, with a net increase of 34,000 positions nationwide for recreation workers, 32,500 positions for Training and Development Specialists, and 3,600 positions for Training and Development Managers.² In Maryland, similar job forecasts from the Department of Labor³ predict a steady market that will be eager for outdoor education leadership graduates. Because the degree is not career-specific, we can expect graduates who remain in Maryland to enter the work force in fields as varied as Education (+4.6%), Training & Development (+8%), Adult Education (+7.4%), and Recreation (+7%). Upon graduation, students will have a variety of employment options including, but not limited to, outdoor education adventure programming, corporate leadership development, and youth service organization leadership. Core courses and electives include industry-specific certifications allowing students to qualify for regional and national jobs. The Outdoor Education Leadership curriculum complements nearly any student minor; examples include Environmental Studies (environmental interpretation), Psychology (wilderness therapy), Business (group leadership), Communication, Biological Sciences, et al. Thus, the program prepares students to compete for professional positions, not only in the large variety of Mid-Atlantic outdoor adventure, education, and environmental interpretation jobs, but also in fields requiring leadership development, communication, and facilitation skills.

D. Reasonableness of Program Duplication

Salisbury University is one of only two USM institutions on the Eastern Shore of Maryland and the other, the University of Maryland Eastern Shore, does not offer an undergraduate degree in outdoor recreation or education. Frostburg State University offers BA and BS degrees in Adventure Sports Management. Given the distance between SU and Frostburg and relationships of both campuses to their regional community colleges in these types of programs, there is limited practical overlap in SU and FSU’s programs. Also, given the nature of our environmental settings (mountain region vs. coastal plains), the focus, activities, and philosophies of the programs also differ (e.g. SU’s ODEL program focuses on leadership pedagogy). Both programs offer excellent opportunities for underserved student groups, and we believe the addition of SU’s program will strengthen Maryland’s place in the outdoor and recreational education markets.

¹ <https://www.visitmaryland.org/press/tourism-major-driver-maryland%E2%80%99s-economy>

² <https://data.bls.gov/projections/occupationProj>

³ <https://www.dllr.state.md.us/lmi/iandoproj/>

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

HBIs in Maryland do not offer an undergraduate degree in outdoor or adventure-based education or leadership.

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

HBIs in Maryland do not offer an undergraduate degree in outdoor or adventure-based education or leadership.

G. Adequacy of Curriculum Design, Program modality, and Related Learning Outcomes as outlined in COMAR 13B.02.03.10

1. How the Proposed Program was Established; Faculty Oversight

Currently, the Department of Education Leadership at Salisbury University (SU) offers a minor in Outdoor Education Leadership. Based on strong student interest expressed both by Educational Leadership and Environmental Studies majors, SU determined that it was appropriate to create a major complementing the existing minor. The major has been designed in alignment with the standards of the Association for Experiential Education (AEE). We will be seeking national accreditation from AEE. This program has been a faculty driven idea, enthusiastically supported by the administration.

The ODEL BA will be housed in the Department of Education Leadership in the Seidel School of Education. It will be generally managed by the Chair, Dr. Douglas DeWitt and the ODEL Program Coordinator, Professor Christina Harper.

2. Educational Objectives and Learning Outcomes

Workforce skills and competencies that the program will address are leadership, understanding of ethical frameworks, group facilitation, environmental stewardship, risk management, program planning, and research. The delivery of this program applies knowledge in fieldwork experiences ranging from water-based adventure, to backcountry travel, to large-group outdoor education leadership. By applying theory through direct field experience, ODEL students will develop an array of critical-thinking, communication, and leadership aptitudes, which are broadly applicable in a rapidly changing economy and interdependent society.

The ODEL BA program seeks to “link student access to student success” as discussed in the State Plan for Postsecondary Education (2017-2021) and focuses on principles, models and techniques that outdoor leaders use to perform their jobs effectively and serve their communities.

ODEL BA program objectives state that graduates of the program are able to: 1) apply leadership principles in field experiences; 2) qualify for regional and national jobs in outdoor leadership and interpretation; 3) evaluate, develop, facilitate, and lead groups; 4) effectively manage risk and respond in crisis situations; and 5) articulate human relationship to and demonstrate stewardship of the environment.

3. Assessment and Documentation of Student Learning Outcomes: see Section M below for more information concerning assessment

The Outdoor Education Leadership curriculum is guided by relevant accreditation standards and industry needs. AEE standards ensure sound curriculum, appropriate risk management, and experiential education

best-practices. Until the ODEL program receives AEE accreditation, it will be subject to the SU internal program review and USM-mandated academic program review, which will be reviewed and scrutinized by the USM Board of Regents.

4. List of Courses with Credit Hours and Course Descriptions

The Outdoor Education Leadership BA program core requires 43 course credits, as well as a minimum of 18 minor credits, with additional general education and elective courses.

Overall Accounting of Credits

<u>Courses</u>	<u># of Credits</u>
Core – ODEL Major	43
Minor	18-20
General Education	44-46
Free Electives	13-18
TOTAL	120 credits (minimum)

Required courses include the following (see Appendix A for course descriptions):

CORE ODEL COURSES (12 Courses)

SCED 101 – Learning Leadership	4 credits
ODEL 200 – Foundations of Outdoor Education Leadership	3 credits
ODEL 201 – Wilderness Emergency Care	3 credits
ODEL 255 – Ethics in Leadership	4 credits
ODEL 325 – Adventure Programming – Backcountry or	
ODEL 326 – Adventure Programming – Water based	4 credits
ODEL 345 – Environmental Education	4 credits
ODEL 370 – Camp Leadership and Management	3 credits
ODEL 371 – Outdoor Leadership Techniques	3 credits
ODEL 385 – Research in ODEL	4 credits
ODEL 455 – Risk Management and Crisis Prevention	4 credits
ODEL 480 – Seminar in ODEL	1 credit
ODEL 495 – Internship in ODEL	6 credits
Total	43 credit hours

MINOR COURSES: Students will be required to complete a minor. Here we provide a Minor in Communication as an example, but it may be any approved SU Minor.

CMAT 101 – Introduction to Human Communication	4 credits
CMAT 102 – Introduction to Mass Communication	4 credits
Students must complete 3 additional CMAT courses (two of these courses must be at the 300 level)	12 credits
Total	20 credit hours

GENERAL EDUCATION COURSES: The following courses are required to meet the general education requirements for Salisbury University. In order to satisfy the general education requirements, Salisbury University students currently must take courses from five different groups.

General Education Requirements

Group I: English Composition and Literature (2 Courses)	
A. ENGL 103 (C or Better) or HONR 111	4 credits
B. ENGL 348 (recommended)	4 credits
Group II: History (2 courses)	
A. HIST 101, 102, or 103	4 credits
B. HIST 389 or 392 – (recommended)	4 credits
Group III: Humanities and Social Sciences (3 courses)	
A. CMAT 205 (recommended)	4 credits
B. PSYC 101 – (recommended)	3 credits
C. CADR 200 – (recommended)	4 credits
Group IV: Natural Science, Math or Computer Science (4 courses)	
A. BIOL 205	4 credits
B. Select one additional course (need not be a lab) from	
Group IVA or ENVH or ENVR or COSC or MATH or HONR 212	4 credits
C. Select one from the following areas:	
BIOL, CHEM, GEOL, or Physical GEOG, PHYS, ENVH	3/4 credits
D. Select one course from MATH	3/4 credits
Group V: Health Fitness (1 course)	
FTWL 106 – Personalized Health/Fitness	3 credits
Total	44-46 credit hours

5. Specialized Accreditation or Graduate Certification Requirements: N/A

6. Contracting with Another Institution or Non-collegiate organization

There are no contracts with other institutions or organizations.

7. Assurance that SU Provides Clear, Complete, and Timely Information to Students

Before any program opens for admission, SU updates all curricular, course and degree requirements in our catalog and online (in both narrative and checklist formats). The Academic Advising Center prepares all advisors to assist incoming students with all MHEC-approved programs; furthermore, the Academic Advising Center dedicates one of their advisors as a liaison to the Seidel School of Education, the home of the proposed degree. Our catalog and website make available all pertinent information to prospective and current students regarding academic and student support, SU’s learning management system, financial aid resources and costs and payment policies.

8. Assurance that Advertising, Recruiting and Admission material Are Clear and Accurate

All publications, including marketing, catalog and website admissions pages are vetted by the Marketing and Communications Department at SU, which fact-checks all submissions.

H. **Adequacy of Articulation: N/A**

I. **Adequacy of Faculty Resources as outlined in COMAR 13B.02.03.11.**

The ODEL courses will be taught by SU’s faculty from two departments. ODEL core courses will be taught by four faculty (three are tenured). Appendix B provides a list of the core faculty, including 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 as well as additional contributing faculty.

1. Narrative of Faculty Demonstrating Quality of Program Faculty

The SU Faculty hold terminal degrees in, are trained in, and are content experts in the fields of leadership and outdoor education. Faculty hold numerous certifications from the American Red Cross and the National Outdoor Leadership School (NOLS). Further, specialized classes, such as SCUBA, are being taught by internationally recognized experts.

Faculty Matrix of Qualifications:

Faculty member	Degree or Certification	Field	Degree-granting Institution	Academic Rank	Full- or Part-Time	Regular or Contractual	Courses taught by each faculty member
Douglas DeWitt	Ph.D.	Education	Claremont Graduate University	Associate Professor of Educational Leadership	FT	Regular	ODEL 200, 255, 385
Christina Harper	M.A.T.	Education	Salisbury University	Lecturer in Outdoor Education	FT	Regular	ODEL 200, 201, 209, 218, 325, 326, 345, 370, 371, 455, and 480
Ron Siers	Ph.D.	Organizational Leadership	University of Maryland Eastern Shore	Associate Professor of Secondary and Physical Education	FT	Regular	SCED 101; ODEL 200 and 255
Diana Wagner	Ph.D.	Education	University of Delaware	Associate Professor of Education Leadership	FT	Regular	ODEL 201, 214, 216, 345, and 385
Christina Vickers	M.Ed.	Education	Salisbury University	Adjunct Instructor	PT	Contractual	ODEL 201 and 255
John Kiser	PADI II-Certified Instructor	SCUBA	PADI	Adjunct Instructor	PT	Contractual	ODEL 210 and 212
Guy Elzey	M.Ed.	Education	Salisbury University	Adjunct Instructor	PT	Contractual	ODEL 472

2. Demonstrate Pedagogical Training for Faculty

The Office of Instructional Design & Delivery provides professional development in pedagogy and instructional technologies. They provide ongoing online and in-person workshops on the Canvas learning managements system, plagiarism detection service, lecture capture software and more. In their weekly newsletter during Fall and Spring semesters, they provide best practices for traditional, hybrid and online learning environments. Through our Quality Matters subscription faculty are provided professional development in quality course design, instructor presence and other best practices for the online and hybrid environments – specifically our Certificate of Online Learning and Teaching certificate and our Soaring with Online Learning course development programs. Additional opportunities are provided

through the Faculty Development Committee and our Faculty Learning Communities such as the Distance Education FLC and the Scholarship of Teaching and Learning FLC. Finally, the institution hosts two annual faculty development events – one in August at the beginning of the semester (our most recent focused on Effective Teaching Strategies) and a Teaching & Learning conference in the Spring, where faculty present evidence-based practices and their experiences at SU.

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

Salisbury University Libraries have existing resources to completely support the new Outdoor Education Leadership major. In relation to journal and news articles, SU has a number of relevant titles through electronic access via our online database subscriptions, including (but not limited to): Academic Search Complete; Business Source Premier; EconLit; JSTOR; ProQuest Newspapers; Science Direct; and Web of Science. In regards to monographic titles, SU has a significant number of titles that would support this major and is frequently adding more. SU's ability to share resources within the USM system will also greatly support our students in the rare occasion that we might not have the exact title in-house that they would want or need, and these students would generally gain access to that title within the same week they request it.

In sum, no new library resources are directly required to support the ODEL Major. Existing resources that relate to Outdoor Education Leadership will be purchased or acquired in the future as needed once the major is officially implemented. Active and ongoing communication from faculty teaching these courses regarding relevant resources is strongly recommended, with particular emphasis placed on areas of particular curricular focus along with information regarding newly released titles.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Resources as outlined in COMAR 13B.02.03.13.

Delivery of the program will be in existing space and is not contingent on additional resources. Coursework requires appropriate equipment and the Outdoor Education Leadership minor has been acquiring necessary equipment since 2011. Incremental growth will support equipment maintenance and updates.

L. Adequacy of Financial Resources as outlined in COMAR 13B.02.03.14.

The proposed program is expected to attract a new set of students who are interested in pursuing careers in Outdoor Education and Leadership. Its unique curricular nature will draw students from the region and beyond. Because this proposal involves moving an existing minor into a major, no new resources are required for the new program. Salisbury University's existing faculty will be able to offer the courses as part of their regular teaching load; therefore, it will not require any additional administrative support or increased funding at this time. Future program growth will necessitate additional faculty and administrative support that will be covered by revenue generated from the program. For detail, see tables below.

TABLE 1: RESOURCES expected to be generated by the ODEL major.

Resources Categories	(Year 1-FY21) [†]	(Year 2-FY22)	(Year 3-FY23)	(Year 4-FY24)	(Year 5-FY25)
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c+g below)	\$157,788	\$164,583	\$223,832	\$232,080	\$291,060
a. #F.T. Students	15	15	20	20	25
b. Annual Tuition/Fee Rate (FY20 Resident rate) *	\$10,044	\$10,245	\$10,450	\$10,659	\$10,872
c. Annual Full Time Revenue (a x b)	\$150,660	\$153,675	\$209,000	\$213,180	\$271,800
d. # Part Time Students	2	3	4	5	5
e. Credit Hour Rate*	\$297	\$303	\$309	\$315	\$321
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$7,128	\$10,908	\$14,832	\$18,900	\$19,260
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$157,788	\$164,583	\$223,832	\$232,080	\$291,060

[†] Program to launch in January, 2020, but first full budget year will be FY21.

*Figured at a 2% Annual Increase

TABLE 2: EXPENDITURES expected to be incurred by the ODEL major.

Expenditure Categories	(Year 1-FY21)	(Year 2-FY22)	(Year 3-FY23)	(Year 4-FY24)	(Year 5-FY25)
1. Total Faculty Expenses (b + c below)	\$23,632	\$24,104	\$49,173	\$50,156	\$51,159
a. # FTE	0.25	0.25	0.50	0.50	0.50
b. Total Salary (plus 2% increase each year)	\$17,724	\$18,078	\$36,880	\$37,617	\$38,370
c. Total Benefits (33% of salary)	\$5,908	\$6,026	\$12,293	\$12,539	\$12,790
2. Total Administrative Staff Expenses (b + c below)	\$0	\$0	\$12,446	\$25,390	\$25,896
a. # FTE	0	0	0.25	0.50	0.50
b. Total Salary (plus 2% increase each year)	\$0	\$0	\$9,358	\$19,090	\$19,471
c. Total Benefits (33% of salary)	\$0	\$0	\$3,088	\$6,300	\$6,425
3. Total Support Staff Expenses (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 7)	\$23,632	\$24,104	\$61,619	\$75,546	\$77,055

M. Adequacy of Provisions for Evaluation of Program as Outlined in COMAR 13B.02.03.15.

The Seidel School of Education has a long tradition of assessment and accreditation. Within the Seidel School and within the Department of Education Leadership, all faculty members are evaluated every year by the department chair and through USM requirements, each program is reviewed every seven years. This program was designed to meet Association for Experiential Education (AEE) accreditation. As such, course and program-based assessments are being developed at the start. Thus, the curriculum, program, resources (faculty and other), and student learning outcomes will be routinely evaluated through the annual assessment and continuous improvement cycle.

N. Consistency with the State’s Minority Student Achievement Goals as Outlined in COMAR 13B.02.03.05.

Strategy 6 of the State Plan further calls on campuses to “improve the student experience by providing better options and services that are designed to facilitate completion of degree requirements.” ODEL Program courses routinely involve off-campus engagement such as leadership projects, hands-on wilderness training, and field experiences. The delivery of outdoor education leadership takes students into the communities we serve.

Strategy 7 of the State Plan calls on universities to enhance career advising and planning services and integrate them explicitly into academic advising and planning. As a major with direct ties to local and regional outdoor, environmental, and adventure-based programs, students will have multiple opportunities to learn about professional career pathways and to interact with professionals in their fields. Additionally, the program will be reaching out to undeclared undergraduate students at Salisbury University to inform them of the wide array of career opportunities available with the Outdoor Education Leadership major.

Strategy 8 of the State Plan calls on universities to “develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.” As the only program of its kind on the Eastern Shore, the Outdoor Education Leadership Program will result in new public-private partnerships for students in this program. The program requires that students complete a comprehensive internship, and partnerships are already being developed in the local, state, and private sectors.

O. Relationship to Low Productivity Programs Identified by the Commission

The proposed program is not directly related to an identified low productivity program.

P. Adequacy of Distance Education Programs

No distance learning is proposed at this time.

Course Descriptions

ODEL 200. Foundations of Outdoor Education Leadership (3 credit hours)

Introduces history and theory of experiential and outdoor education, including a survey of relevant literature and best practices. Includes leadership techniques, the role of risk, humankind's relationship with nature and ethics. Develop a personal philosophy of outdoor education. Required to participate in an off-campus field experience. Course fee applies. Three hours per week with enhancement.

ODEL 201. Wilderness Emergency Care (3 credit hours)

Introduction to the principles of first aid in wilderness settings, including patient or sub-assessment and care for open wounds, infection, fractures, dislocations and other life-threatening conditions. Study of strategies for providing care in inclement weather and with alternative standard equipment. Special focus is placed upon evacuation techniques as well as best practices for monitoring and documenting patient status. Certification available. Weekend off-campus field experience required. Course fees apply; contact minor coordinator. Three hours per week.

ODEL 203. Lifeguard Training (1 credit hour)

Study and application of the most current aquatic standards and techniques with emphasis on professionalism, prevention, surveillance, victim recognition, equipment-based rescues, CPR and aquatic-specific first aid training. American Red Cross certification awarded to those who meet requirements. Prerequisite: ODEL 170 or permission of instructor. Two and one-half hours per week.

ODEL 205. Water Safety Instructor (2 credit hours)

Preparation for teaching aquatic skills. Emphasis on skill development, learning theories, teaching methods and aquatic safety. Prerequisite: ODEL 170 or permission of instructor. Two and one-half hours per week.

ODEL 209. Camping and Backpacking (3 credit hours)

Instruction, preparation and participation in camping and backpacking activities. Emphasizes knowledge, skills and attitudes for outdoor pursuits, and encourages awareness and respect for the natural environment. Weekend off-campus field experience required. Course fees apply; contact minor coordinator. Prerequisite: ODEL 201. Three hours per week.

ODEL 210. Scuba Diving (3 credit hours)

Fundamental skills, techniques, knowledge and laws of scuba diving. Emphasis on safety and recreational diving. An introduction to use of mask, fins, snorkel and scuba equipment. Emphasis on personal safety and knowledge of underwater life. Must be able to: swim 200 yards, tread water for 10 minutes or consent of instructor. Swim test is given on the first day of class. Course fee applies. Three hours per week.

ODEL 212. Advanced Scuba (1 credit hour)

The PADI Advanced Diving Program consists of five Adventure Dives. These include Peak Performance Buoyancy, Underwater Navigation, Night Diving, Deep Diving, and Search and Recovery Diving. These areas are covered, and skill competencies developed in order to obtain advanced open water certification. Explain and demonstrate knowledge of the fundamentals involved in these topics. Course fee applies. Prerequisite: ODEL 210.

ODEL 214. Kayaking (2 credit hours)

Experiential education course introducing basic skills of flat-water kayaking. Instruction covers paddling skills, equipment and selection, trip planning, safety practices, portaging, rescue techniques, reading and responding to environmental factors. Prerequisite ODEL 201. American Canoe Association Certification available. Course fees apply. Two hours per week.

ODEL 216. Canoeing (2 credit hours)

Experiential education course introducing basic skills of flat-water canoeing. Instruction covers paddling skills, equipment and selection, trip planning, safety practices, portaging, rescue techniques, reading and responding to environmental factors. Prerequisite ODEL 201. American Canoe Association Certification available. Course fees apply. Two hours per week.

ODEL 218. Biking (2 credit hours)

Experiential education course introducing the sport of biking. Instruction covers proper fit of helmets and bikes, gear selection, RPM and frame configuration, single-track techniques of climbing and downhill riding, environmental concerns, and an appreciation of the human relationship to the environment. Course fees apply. Two hours per week.

ODEL 221. Wilderness Navigation (3 credit hours)

Study of techniques for navigating in wilderness settings, including topographical map reading, orienteering and the use of global positioning systems. Study of alternative methods of navigation, and testing and application of skills in classroom and outdoor settings. Weekend off-campus field experience required. Course fees apply. May not receive credit for both PHEC 221 and ODEL 221. Prerequisite: PHEC 201 or ODEL 201.

ODEL 255. Ethics in Leadership (4 credit hours)

An introduction to ethical considerations for leaders, including responsible planning, decision-making, and group management in organizations. Students are introduced to ethical leadership theories and the application of theory to practice. Case studies and assignments consider policies, legal implications, resource use, and organizational performance outcomes. Prerequisite: SCED 100 or permission of ODEL Coordinator

ODEL 325. Adventure Programming – Backcountry (4 credit hours)

Introduces advanced backpacking and camping skills. Students develop their understanding of equipment, trip planning and organization, navigation, risk management, and group leadership on backcountry trips. Explores human relationship to the environment. Leave-No-Trace Certification offered. Special fee. Lab. Prerequisite: ODEL 209

ODEL 326. Adventure Programming - Water (4 credit hours)

Introduces the leadership of water-based expeditions. Students learn equipment and techniques, trip planning and organization, navigation, risk management, and group leadership on water-based trips. Explores human relationship to the environment. Leave-No-Trace Certification offered. Special fee. Lab. Prerequisite: ODEL 214 or 216

ODEL 345. Environmental Education (4 credit hours)

Provides an introduction to the field of environmental education, including curriculum development, teaching methods, principles of environmental literacy, and history of the discipline.

ODEL 370. Camp Leadership and Management (3 credit hours)

Study of the history, objectives and trends of organized camping, including organization of day, residential and high adventure camps. Learn administrative best practices for staff hiring and training, techniques of camp

counseling, program planning and an introduction to camp craft skills. Course fees apply; contact minor coordinator. Prerequisite: ODEL 201. Three hours per week. (Spring semester only)

ODEL 371. Outdoor Leadership Techniques (3 credit hours)

Study of techniques for planning, promoting and leading outdoor adventure activities with special emphasis on understanding leadership theory, minimizing risk and liability, and promoting sustainable practices. Weekend off-campus field experience required. Course fees apply; contact minor coordinator. Prerequisite: ODEL 201. Three hours per week.

ODEL 385 - Research in ODEL (4 credit hours)

Introduction to quantitative and qualitative methods of scientific inquiry. Gain experience in the use, interpretation, and application of research to solve organizational, instructional, and leadership problems in the field of outdoor education leadership. Prerequisite: Senior status. Three hours per week.

ODEL 455. Risk Management and Crisis Prevention (4 credit hours)

Explores methodologies for preventing and responding to risks associated with adventure programming. Students learn proactive approaches to avoiding human, equipment, and environmental hazards. Students develop risk assessment, planning and prevention, and crisis response skills. A goal of the course is to establish safety as foundational for quality programming.

ODEL 472. High and Low Ropes Course Facilitation (3 credit hours)

Introduces students to experiential, adventure-based education. Study and practice principles and theories of leadership education within a cooperative learning approach. May not receive credit for both PHEC 372 and PHEC 472. Course fees apply. Three hours per week.

ODEL 480 – Seminar in ODEL (1 credit hour)

Encourages the synthesis of theory and practice through specific assignments and exercises chosen by the instructor. Prerequisites: Senior status, completion of core requirements.

ODEL 495 – Internship in ODEL (6 credit hours)

Provides opportunities to apply theory, principles, and knowledge within a practical experience in a local, state, federal, or private organization. Major paper and journal required. Prerequisite: Written permission of ODEL advisor.

ODEL 572 – Adventure-Based Education (3 credit hours)

Introduces students to experiential, adventure-based education. Students study and practice principles and theories of leadership education within a cooperative learning approach. Three hours per week.

SCED 101 – Learning Leadership (4 credit hours)

Teaches the knowledge, skills, behavior and dispositions needed for leaders in a variety of settings and organizations. Prepare for leadership roles in the communities and professions. Develop a fundamental understanding of the theoretical and learnable skills necessary for success in personal and professional arenas. Three hours per week with enhancements.