

CURRICULUM CHANGE PROPOSAL

Prepare proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the headings not pertain to your proposal, write N/A.

PROPOSAL NUMBER: 24-25-01

REVISION (label Revision #1, #2, etc.):

SECTION 1: CONTACT INFORMATION

Name:	Jan Kiger
Title:	Chair, Health & Human Performance
E-mail Address:	jan.kiger@fairmontstate.edu
Phone Number:	X4984

SECTION 2: PROGRAM INFORMATION

College:	College of Education, Health & Human Performance
Department:	Health & Human Performance
Title of Degree Program/Certificate:	Education/Physical Education
Degree Program Level:	Bachelor's Degree
Date Originally Submitted:	9/4/2024
Implementation Date Requested:	6/1/2025

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental approval of this proposal. Should this proposal affect any course or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the memo(s) must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
Education, Health & Human Performance	<i>Amanda Metcalf</i>

ADDITIONAL COMMENTS:

SECTION 3: Curriculum Change Request

A. PROPOSAL ABSTRACT.

Write a brief abstract, not exceeding 150 words, describing proposed changes.
Remove <i>HLTA 3310: School Health Content, Curricula, & Programming</i> from the Physical Education curriculum and add <i>PHED 3324: Performance Based Assessment</i> .

B. DESCRIPTION OF THE PROPOSAL

1. Full Program Name:	Physical Education
2. Current number of credit hours required for the program:	120
3. Is the program changing the number of credit hours required for the program?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
4. How many credit hours will be added to the program?	3
5. How many credit hours will be deleted from the program?	3

6. Added Course(s) (If applicable): List the course(s) to be added to program (if applicable). Indicate whether the course is an existing course or will be a proposed new course.
PHED 3324: Performance Based Assessment – Current Course in the catalog.
7. Deleted Courses (if applicable): List course(s) to be deleted from the program (if applicable). Indicate the term in which the course will no longer be available for students to take and the catalog in which students will not have the option to take the course.
HLTA 3310 – School Health Content, Curricula & Programming. The course will no longer be available.
8. Teach-out Arrangement: If a required course will be deleted from the program, how will you accommodate current students in the program to complete the required course?
<input type="checkbox"/> Courses will continue of be offered for students to complete program under previous catalog. (Typical)
<input checked="" type="checkbox"/> Students must transition to new catalog and meet all requirements. (Student advising required)

- Students in old catalog will take new or existing courses as outlined below. (Student advising required)
- Department will petition course changes for each student. (Not recommended)
- Change is only editorial and will not impact student progress.

*Current students with HLTA 3310 in their curriculum will have the option to take HLTA 1150 or PHED 3324 in its place if moving to the new catalog is not advantageous to them.

C. CHANGE IN PROGRAM DESCRIPTION (if applicable)

1. Current Program Description
N/A
2. Proposed Program Description
N/A

D. RATIONALE

1. What is the rationale for this change?
<ul style="list-style-type: none"> <input type="checkbox"/> Annual assessment results <input type="checkbox"/> Program review <input checked="" type="checkbox"/> Program accreditation <input type="checkbox"/> College or Department strategic plan <input type="checkbox"/> To align with University policy or standard <input checked="" type="checkbox"/> Other
2. Description of the Rationale. Describe the evidence that supports changing the program's curriculum. For example, indicate the types of assessment data (e.g., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc.) collected and analyzed to determine that curricular changes were warranted. Is it due to market trends? Does it reflect changes in the discipline? What are the expected results of the change?
<p>It is proposed that <i>HLTA 3310: School Health Content, Curricula, and Programming</i> be removed from the Physical Education (PE) curriculum. Students are passing the Praxis Health Content exam without this course. It is not a course that meets assessment standards for the Physical Education curriculum.</p> <p>It is also proposed that <i>PHED 3324: Performance Based Assessment</i> be added to the PE curriculum. PHED 3324 was an integral course in the PE program up through 2020-2021. When the yearlong residency requirement was put in place the Physical Education faculty had to make decisions about courses in the concentration to remain close to 120 credit</p>

hours. PHED 3324 was eliminated from the curriculum and the important concepts were to be stranded throughout the remainder of the specialty teaching courses. Our recent SPA report and ongoing accreditation requirements have led program faculty to realize this course must return to the curriculum. Also, with a new state performance-based assessment requirement for certification outlined in WV Board of Education (WVBOE) Policy 5100, teacher candidates are expected to perform at "an acceptable performance level" on a WVBOE approved teacher performance assessment where teacher candidates are assessed on developing a balanced assessment plan to meet a student learning need. Teacher candidates need multiple opportunities sequenced throughout the curriculum to demonstrate their understanding of assessing for student learning, developing assessments that align with student learning goals and content standards, and analyzing assessment data to make informed instructional decisions.

E. RESOURCES

1. Will new faculty, be needed to support the program change? If no new faculty are required and the revision is adding classes or substituting courses, identify how current faculty will meet the demand.

This is a change back to a course that has been offered previously in the PE curriculum. There are faculty with the expertise to teach the course.

2. Will new facilities, equipment, space modification, and/or library materials/services be needed to support the program change? Provide an estimate of the increased cost, or reduction in cost of implementation (if applicable).

N/A

F. PROGRAM CHANGE SUMMARY

- A. **APPENDIX A:** For degree programs, majors, and concentrations (only), use the format in Appendix A to show the Current Program and Proposed Changes.
- B. For changes to minors and certificates, please attach a document showing the current program and proposed changes. You do not need to complete Appendix A for minors and certificates.

APPENDIX A
B.A. Degree in Physical Education
Current Program

Degree Requirements

Core Curriculum Courses		
If a core curriculum course is also listed as a required major course, an X is placed in the 'credits' column.		
Core Area	Course Prefix and Number	Credit Hours
First Year Seminar	SOAR 1199, HONR 1100, BSBA 1100, NURS 1025	1-3
Written Communication	ENGL 1101 ENGL 1102	3-4 X
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 1407, MATH 1507, MATH 1510, MATH 1430, MATH 1530, MATH 1540, MATH 1585, MATH 2501	3-4
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
Fine Arts	ART 1120, ART 1141, MUSI 1106, MUSI 1120, MUSI 1167, MUSI 1168, MUSI 1169, MUSI 2247, MUSI 2277, MUSI 2279, THEA 1120	2-3
Natural Science	BIOL 1104, BIOL 1105, BIOL 1106, BIOL 1180 & 1181, CHEM 1101, CHEM 1105, GEOL 1101, GEOL 1102, PHYS 1101, PHYS 1105, SCIE 1100, SCIE 1103, SCIE 1105 SCIE 1107, SCIE 1115, SCIE 1120, SCIE 1130, SCIE 1210, SCIE 1250, SCIE 2200	4-5
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Personal Development	PHED 1100	X

Concentration Courses (47 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
HLTA 3310	School Health Content, Curricula & Programming	3
PHED 1100	Fitness and Wellness	2
PHED 1121	Introductory Seminar in Human Movement	2
PHED 2200	Accident Analysis and Emergency Care	2
PHED 2211	Anatomy and Physiology	4
PHED 2240	Outdoor Leisure Activities	2
PHED 2241	Gymnastics and Dance	2
PHED 2243	Teaching Team Passing Sports	3
PHED 2244	Teaching Wall-Net Sports	3
PHED 2246	Teaching Striking/Target Sports	3
PHED 3310	Motor Behavior	3
PHED 3312	Physiology of Exercise	3
PHED 3313	Biomechanics	3
PHED 3323	Teaching Elementary Physical Education	3
PHED 3325	Instructional Strategies	3
PHED 3350	Physical Activity & Fitness Education	3
PHED 4431	Methods and Materials in Teaching Physical Education	3

Total Core Curriculum Credit Hours:	26
Total Required Major Courses Credit Hours:	47
Total Required Concentration Credit Hours:	47
Total Elective Credit Hours (If applicable):	0
Total Free Electives Credit Hours:	0
TOTAL CREDIT HOURS	120

APPENDIX B
B.A. Degree in Physical Education
Proposed Program

Degree Requirements

Core Curriculum Courses		
If a core curriculum course is also listed as a required major course, an X is placed in the 'credits' column.		
Core Area	Course Prefix and Number	Credit Hours
First Year Seminar	SOAR 1199, HONR 1100, BSBA 1100, NURS 1025	1-3
Written Communication	ENGL 1101 ENGL 1102	3-4 X
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 1407, MATH 1507, MATH 1510, MATH 1430, MATH 1530, MATH 1540, MATH 1585, MATH 2501	3-4
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
Fine Arts	ART 1120, ART 1141, MUSI 1106, MUSI 1120, MUSI 1167, MUSI 1168, MUSI 1169, MUSI 2247, MUSI 2277, MUSI 2279, THEA 1120	2-3
Natural Science	BIOL 1104, BIOL 1105, BIOL 1106, BIOL 1180 & 1181, CHEM 1101, CHEM 1105, GEOL 1101, GEOL 1102, PHYS 1101, PHYS 1105, SCIE 1100, SCIE 1103, SCIE 1105 SCIE 1107, SCIE 1115, SCIE 1120, SCIE 1130, SCIE 1210, SCIE 1250, SCIE 2200	4-5
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Personal Development	PHED 1100	X

Professional Education Required Major Courses (47 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
ENGL 1102	Written English II	3
EDUC 2200	Introduction to Education	3
EDUC 2200L	Field Experience I	0
EDUC 2201	Instructional Technology	3
EDUC 2203	Human Development, Learning & Teaching	3
EDUC 2240	High Incidence Disabilities for Educators	3
EDUC 2241	Field Experience 2: The Learner and Learning Environment	1
EDUC 2260	Instructional Design	3
EDUC 2261	Field Experience 3: Learning Context and Teaching	3
EDUC 3331	Reading in the Content Areas	3
EDUC 3334	Field Experience 4: Disciplinary Literacy and Assessment	2
EDUC 3340	Instructional Design II	3
EDUC 3341	Residency 1: Teaching Practice and Assessment	2
EDUC 4480	Teacher Performance Assessment Seminar	2
EDUC 4483	Residency 2: Student Teaching for Secondary	10
PHED 3343	Adapted Physical Education	3

Major Elective Courses (XX Credit Hours) – NOT APPLICABLE [Electives are selected from a specific major or program]		
Course Prefix & Number	Course Name	Credit Hours

Concentration Courses (47 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
PHED 1100	Fitness and Wellness	2
PHED 1121	Introductory Seminar in Human Movement	2
PHED 2200	Accident Analysis and Emergency Care	2
PHED 2211	Anatomy and Physiology	4
PHED 2240	Outdoor Leisure Activities	2
PHED 2241	Gymnastics and Dance	2
PHED 2243	Teaching Team Passing Sports	3
PHED 2244	Teaching Wall-Net Sports	3
PHED 2246	Teaching Striking/Target Sports	3
PHED 3310	Motor Behavior	3
PHED 3312	Physiology of Exercise	3
PHED 3313	Biomechanics	3
PHED 3323	Teaching Elementary Physical Education	3
PHED 3324	Performance Based Assessment	3
PHED 3325	Instructional Strategies	3
PHED 3350	Physical Activity & Fitness Education	3
PHED 4431	Methods and Materials in Teaching Physical Education	3

Total Core Curriculum Credit Hours:	26
Total Required Major Courses Credit Hours:	47
Total Required Concentration Credit Hours:	47
Total Elective Credit Hours (If applicable):	0
Total Free Electives Credit Hours:	0
TOTAL CREDIT HOURS	120



Fairmont State University

Date: 9/25/2024

Category of Action: New Program

Title of Degree: Bachelor of Arts

Outdoor Leadership

Location: Fairmont State University
Fairmont, WV

**Effective Date of
Proposed Action:** August 2025

Summary Statement: This submission is a New Program proposal for the Bachelor of Arts, Outdoor Leadership degree at Fairmont State University. Upon internal and external approvals, this program is projected for full implementation August 2025.

Fairmont State University

Dr. Michael Davis, President

Dr. Dianna Phillips, Provost, and Vice President for Academic Affairs

Dr. Amanda Metcalf, Dean, College of Education, Health & Human Performance

Associate Professor Jan Kiger, Chair, Health & Human Performance Department

Prepared by:

Associate Professor Jan Kiger

Reviewed by:

Dr. Amanda Metcalf



Program Description

The Outdoor Leadership major is an interdisciplinary program that focuses on preparing students for careers in outdoor and adventure-related fields. It equips students with essential leadership, communication, and technical skills required to lead and guide individuals or groups in outdoor settings, such as wilderness areas, parks, and recreational facilities.

Core Courses in the Outdoor Leadership major will introduce students to the history, theories, and principles of outdoor leadership, emphasizing leadership styles, decision-making, and risk management in outdoor environments. Students will get hands-on training in essential outdoor skills, including navigation, camping, shelter-building, and first aid. As they progress through the program, students will be offered the opportunity to gain practical experience by leading outdoor trips, programming, and events, or assisting experienced leaders in real-world settings. Outdoor ethics and Leave No Trace will address environmental stewardship and teach students how to minimize their impact on natural spaces and promote sustainable outdoor practices. The program will focus on designing and implementing programs, team-building exercises, and experiential learning activities. Students will explore group dynamics, communication, and conflict resolution strategies, essential for effective leadership.

Students will develop risk management strategies for the outdoors and learn about safety protocols, emergency response, and risk assessment techniques to ensure the well-being of individuals in outdoor activities.

Students pursuing the Outdoor Leadership major are required to select an interdisciplinary minor in one of the following areas:

1. **Communication Arts:** Focuses on enhancing communication and public speaking skills, crucial for effective leadership and guiding.
2. **Museum Studies:** Explores the interpretation and preservation of cultural and natural heritage, beneficial for outdoor leaders involved in educational or interpretive roles.
3. **Biology:** Provides a strong foundation in biological sciences, valuable for understanding and interpreting the natural environment.
4. **Business:** Offers knowledge in management, marketing, and entrepreneurship, beneficial for those aspiring to start their own outdoor adventure-related business.
5. **Psychology:** Explores human behavior, motivation, and mental processes, helping leaders understand and address the psychological aspects of leadership along with the possibility of moving into the area of nature therapy or therapeutic recreation.
6. **Sociology:** Focuses on understanding human societies and group dynamics, relevant for leaders dealing with diverse groups.
7. **Criminal Justice:** Covers law enforcement, safety, and security, valuable for outdoor leaders working in areas with legal consideration or potential risks.
8. **Geographical Information Science:** Teaches skills in spatial data analysis and mapping, useful for outdoor leaders involved in environmental research and planning.
9. **Occupational Safety:** Focuses on workplace safety principles, crucial for outdoor leaders responsible for the well-being of participants.

The Outdoor Leadership major offers a well-rounded education that prepares graduates for careers



as outdoor guides, adventure educators, environmental educators, outdoor program coordinators, and more. Students learn to lead with confidence, promote environmental stewardship, and create transformative outdoor experiences for diverse populations.

Program Identification

Outdoor Leadership: CIP Code: 31.0101 Parks, Recreation, and Leisure Studies. A program that focuses on the principles underlying recreational and leisure activities, and the practices involved in providing indoor and outdoor recreational facilities and services for the public.

Program Necessity

Outdoor leadership is a rapidly growing field that is gaining more attention and importance as people seek to connect with nature and explore the outdoors. This major will prepare graduates for entry into careers in the 21st century employment marketplace. Conflict and change management, interpersonal communication, decision making, critical thinking and problem solving are just a few of the leadership skills developed. There are several reasons why a major in outdoor leadership will be beneficial:

- a. **Increasing demand for outdoor education:** As people become more interested in outdoor recreation, there is a growing need for leaders who can guide them through these experiences safely and responsibly. A major in outdoor leadership would prepare students for careers as guides, instructors, and program leaders in a variety of outdoor settings.
- b. **Development of leadership skills:** Outdoor leadership involves leading groups of people through challenging outdoor environments. Students who major in outdoor leadership would develop skills in communication, decision-making, problem-solving, and teamwork, all of which are highly valued in the workplace.
- c. **Environmental stewardship:** Outdoor leadership emphasizes the importance of responsible and sustainable outdoor practices, and a major in this field would encourage students to become stewards of the environment. This could lead to a greater awareness of environmental issues and a commitment to environmental conservation.
- d. **Job opportunities:** The outdoor industry is a significant employer, and there is a growing need for qualified outdoor leaders. A major in outdoor leadership would provide students with the skills and experience necessary to pursue careers in outdoor recreation, education, and conservation.
- e. **Personal growth:** Outdoor leadership involves challenging oneself physically and mentally, and students who major in this field would experience personal growth as they push their boundaries and develop new skills. This can lead to greater self-confidence and a sense of accomplishment.



These strengths are designed to meet the Fairmont State University Health and Human Performance Department mission statement: The Department of Health and Human Performance mission is to provide students with opportunities to excel through purposeful experiences resulting in skills for work in clinical, educational, and community settings.

According to the U.S. Bureau of Labor Statistics, there are several career paths related to outdoor leadership that offer job opportunities:

Recreation Workers: Recreation workers organize and lead recreational activities, such as hiking or kayaking, for groups in various settings, including parks, summer camps, and cruise ships. The median annual wage for recreation workers was \$27,530 as of May 2020, with job growth projected to be 6% from 2019 to 2029, faster than the average for all occupations.

Outdoor Education Instructors: Outdoor education instructors teach groups of students about outdoor activities, such as camping, rock climbing, and orienteering. They often work for schools, youth organizations, and outdoor adventure companies. The median annual wage for outdoor education instructors was \$48,670 as of May 2020, with job growth projected to be 5% from 2019 to 2029, about as fast as the average for all occupations.

Park Naturalists: Park naturalists provide educational programs and guided tours to visitors of state and national parks, wildlife refuges, and other natural areas. They also conduct research and manage conservation projects. The median annual wage for park naturalists was \$63,480 as of May 2020, with job growth projected to be 3% from 2019 to 2029, about as fast as the average for all occupations.

Wilderness and Outdoor Therapy Practitioners: Wilderness and outdoor therapy practitioners work with individuals or groups in outdoor settings to provide therapy, counseling, or coaching. They may work for treatment centers, schools, or mental health clinics. The median annual wage for recreational therapists, which includes wilderness and outdoor therapy practitioners, was \$49,840 as of May 2020, with job growth projected to be 7% from 2019 to 2029, faster than the average for all occupations.

Overall, there are a variety of job opportunities in outdoor leadership, and the demand for qualified outdoor leaders is expected to grow in the coming years.

The Bureau of Economic Analysis (BEA) provides data on the economic impact of outdoor recreation, which can support the argument for job opportunities in outdoor leadership. According to the BEA, outdoor recreation contributed \$459.8 billion to the

U.S. gross domestic product (GDP) and supported 4.4 million jobs in 2019.

Furthermore, the BEA has identified several industries that contribute to outdoor recreation, including recreation and entertainment, accommodation, and food services,



and retail trade. These industries provide job opportunities for individuals with outdoor leadership skills and experience. For example, outdoor recreation companies, such as adventure travel companies, require skilled outdoor leaders to lead and guide their trips.

The BEA data also shows that outdoor recreation is a growing industry, with real GDP for outdoor recreation increasing at an average annual rate of 3.8% from 2012 to 2019. This growth suggests that there may be increasing job opportunities in outdoor leadership as the demand for outdoor recreation activities and experiences continues to grow.

The economic value of the outdoor industry is growing within the state of West Virginia and the nation. The Outdoor Recreation Satellite Account (ORSA) has added \$1.4 billion dollars to the West Virginia State economy (BEA, 2022). Since COVID, Americans have headed to the outdoors in greater numbers (OIA, 2022). This increased usage will increase the need for trained outdoor specialists.

In summary, the data provided supports the argument for job opportunities in outdoor leadership. Outdoor recreation is a significant contributor to the U.S. economy and supports millions of jobs across various industries. As the outdoor recreation industry continues to grow, there may be increasing demand for skilled outdoor leaders to guide and facilitate outdoor experiences. The Outdoor Leadership major at Fairmont State is designed to meet the growing need and to prepare leaders who can analyze, plan, implement, administer, and supervise.

Educational Objectives

The Outdoor Leadership major at Fairmont State University is a 120-credit hour program that will provide students with an interdisciplinary degree that fully incorporates the liberal arts, science, business, and education and is designed to develop productive leadership skills through the outdoors. Students will engage in classroom and field-based course work to gain experiential skills, theoretical knowledge, and technical skills.

The opportunities for employment with this degree will be wide open and diverse. Students with this degree could choose to work in multiple environments (on the water, in the woods, in cities or towns, with people, plants, or animals). There are many industries outside of the outdoor industry where these students can thrive as well (gas and oil, timber, retail trade, manufacturing, utilities, and more).

The goals of the program are 1) for our students to demonstrate safe and effective leadership in the skill areas encompassed in the program, consistent with professional standards, including risk management and 2) to be able to professionally communicate knowledge, demonstrate leadership skills and program planning consistent with ethical principles and inclusivity.

The Outdoor Leadership program allows students to develop strong interpersonal connections, an adventurous spirit, and a sense of place through the outdoors and within Fairmont State University and the state of West Virginia. Intrinsic to this, we support the mission of Fairmont State University and the department of Health and Human Performance through our commitment to health and wellness, personal growth, social responsibility, active citizenship, and lifelong learning.



Mission Statement:

The mission of the Fairmont State Outdoor Leadership major is to provide students with a comprehensive and interdisciplinary education that fully incorporates the liberal arts, science, business, and education. Our program is designed to cultivate and develop productive leadership skills through outdoor experiences, equipping students with the necessary theoretical knowledge, experiential skills, and technical expertise. We are committed to fostering global citizen leaders who uphold ethical principles, inclusivity, and environmental responsibility, making a transformational impact in the community and beyond.

By aligning the major Mission Statement with the broader Mission and Vision Statements of the University, the program emphasizes its commitment to producing well-rounded and ethical leaders who positively impact society while maintaining a focus on academic excellence and transformational educational experiences.

Program Learning Outcomes

1. **Skill & Knowledge Competency.** Students will apply classroom knowledge and skills encompassed in the program to outdoor education in the community (Bloom's Level 4).
2. **Teaching & Leadership.** Students will apply experiential education theory and philosophy when developing outdoor recreation activities and programming (Bloom's Level 4 and 6).
3. **Safety & Risk Management.** Students will incorporate industry standards and preferred practice into safety and risk management (Bloom's Level 6).
4. **Community Service & Minimal Impact.** Students will assume civic and environmental responsibilities associated with the practice of outdoor education in the community (Bloom's Level 4).



Program Features

Catalog Description.

Bachelor of Arts in Outdoor Leadership (BA OL)

The Outdoor Leadership major is an interdisciplinary program that focuses on preparing students for careers in various outdoor and adventure-related fields. It equips students with essential leadership, communication, and technical skills required to lead and guide individuals or groups in outdoor settings, such as wilderness areas, parks, recreational facilities, and the transferable skills to work in other related tourism industry fields.

Admission and Performance Standards

General Admissions to Fairmont State

Students seeking admission to Fairmont State must be of the age of compulsory attendance in the state of West Virginia and file an application for admission. Application and supporting credentials must be on file at least two weeks prior to the opening of a semester or term. All credentials submitted in support of an application for admission become the property of the University and will not be returned to the student. Any student admitted upon the basis of false credentials will be subject to immediate dismissal from the University.

The application for admission must specify the student's desired degree or program objective. Admission to Fairmont State does not guarantee admission to specific programs, which may be restricted due to limitations of staff, physical facilities, and space available for experiential training. The standards and procedures for admission to limited-enrollment programs are presented later in this section.

Students who fail to register during the semester or term for which they have been admitted must file another application in order to gain admission at a later date.

Application Forms and Procedures

All students applying for admission to Fairmont State degree programs are required to complete and submit the following forms and credentials:

1. Application for Admission.
2. Official high school transcript sent by high school or high school equivalency diploma (not required for transfer students having a 2.0 grade point average and at least 24 hours of completed coursework).
3. Official ACT or SAT scores (not required for students who graduated high school more than 5 years prior to enrollment term or for transfer students having a 2.0 average and at least 24 hours of completed coursework).
4. Transcript of home-schooled students to include classes taken, credit hours and grades earned, graduation date and signature of the home school provider (may be submitted in lieu of a high school equivalency transcript, however the high school equivalency transcript may be required for financial aid and scholarships).
5. Official college transcripts, if applicable.



6. Permanent Resident Card, if applicable.

The American College Test/Scholastic Aptitude Test Requirement

Fairmont State requires the American College Test (ACT) or Scholastic Aptitude Test (SAT) of all applicants unless you have graduated high school or received a high school equivalency transcript more than five years prior to seeking admission. ACT or SAT scores are also used to determine student placement in English and mathematics courses, for scholarships and loans, and for academic advising purposes. High school students are encouraged to take the test beginning in their junior year. For information concerning registration and test dates for the ACT National Exam, please visit the official ACT website, www.act.org. Students seeking admission to the University, who have missed the national testing date(s) may take the residual ACT (Contact Enrollment Services for additional information).

Immunization Requirement

Starting for Fall 2021, immunization compliance and record tracking will be done by Student Health Services. Information regarding how to sign into your secure student health portal through myFairmontState. On your portal site, you will be able to directly upload your immunization records and/or your titer information. Please find the list of vaccinations below required of all newly admitted students and all housing students:

- MMR (Measles, Mumps, and Rubella) - 2 doses or bacterial/serological evidence of immunity to each component of the vaccine (for those born after January 1, 1957).
- Varicella (Chickenpox) - 2 doses or laboratory/serological evidence of immunity.
- Tetanus (Tdap) - Dose within the last 10 years.
- Polio - 3 doses; and
- Meningococcal Vaccine (MCV4 or Quadrivalent) - Dose received within the last 5 years.

In addition, the following are strongly recommended prior to enrollment at Fairmont State University:

- Tuberculosis screening.
- Hepatitis A vaccine or combined Hepatitis A&B vaccine.
- Annual Influenza (Flu) vaccine.
- Human Papillomavirus (HP-9) - Gardasil (for females and males).
- Pneumovax, if indicated.
- Hepatitis B - 3 dose series or laboratory/serological evidence of immunity; and
- COVID-19 vaccine



Bachelor's Degree Programs Admission Requirements

Admission to bachelor's degree programs is open to graduates of approved high schools who have a 2.0 high school GPA (or received a high school equivalency transcript) and a minimum composite score of 18 on the ACT or 870 on the SAT (combination of Critical Reading and Math scores if test was taken prior to March 2016) or a 950 SAT (total score on tests taken March 2016 and after). Students with at least a 3.0 high school GPA and SAT or ACT composite test scores will be admitted regardless of the test scores. Applicants must also satisfy the following minimum high school unit requirements.

Required Units (Years)

- 4 units of English (including English 12CR and courses in grammar, composition, and literature)
- 3 units of Social Studies (including U.S. studies/history)
- 4 units of Mathematics (three units must be Algebra I and higher or Math I or higher; Transitional Math for Seniors will also be accepted). Courses designed as "support courses," such as Math I Lab or Math I Support, that provide extra instructional time, but no additional content shall not be acceptable as meeting the required 4 mathematic course core requirements.
- 3 units of science (all courses to be college preparatory laboratory science, preferably including units from biology, chemistry, and physics)
- 1-unit in Arts
- 2 units of World Language (two units of the same world language; sign language is also acceptable)

Fairmont State may admit by exception students who do not meet the basic admissions standards.

Standards of Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is basic academic standards to ensure successful completion of coursework leading to the timely receipt of a degree. In order to receive federal financial aid, state grants, or university need-based aid, students must meet SAP standards established by the university in accordance with federal regulations. Federal regulations require the evaluation of both qualitative and quantitative academic progress. All students enrolling for the first time at Fairmont State University (including transfers) will be considered to be meeting academic progress at Fairmont State University; subsequent reviews will include all course work (including transfer work).

Undergraduate students must meet the following cumulative GPA requirements:

- 01-29 attempted credit hours -- minimum cumulative GPA ≥ 1.45
- 30-59 attempted credit hours -- minimum cumulative GPA ≥ 1.75
- 60 attempted credit hours and above -- minimum cumulative GPA ≥ 2.0
- Graduating students must meet the following minimum cumulative GPA ≥ 2.0



The 'Completion Rate' is defined as the rate at which attempted academic credits are successfully completed. This is calculated by taking the cumulative number of hours successfully completed and dividing it by the cumulative number of hours attempted. Grades of 'W,' 'F' and 'I' count as attempted hours. Transfer hours that appear on a transcript are also included.

All undergraduate and graduate students must successfully complete 67% of all hours attempted (attempted credits include all graded courses, transferred courses, testing credits, pass/fails, and repeats). The calculation will be rounded to the closest whole number.

Pace of Progress and Maximum Time Frame

Pace: Pace is defined as the rate at which attempted academic credits are successfully completed. This is calculated by taking the cumulative number of hours successfully completed and dividing it by the cumulative number of hours attempted. (Note: Grades of "W," "F" and "I" count as attempted hours. All transfer hours accepted by the institution are included.)

Students must successfully complete 67% of all hours attempted. The calculation will be rounded to the closest whole number and applies to the graduate programs as well.

Maximum Time Frame: A student must complete his/her program of study within 150% of the number of hours required for the degree objective. Repeated course work and transfer hours accepted by the institution are included.

The maximum time for each level is listed below.

Associate program of 60 hours–90 attempted hours.

Baccalaureate program of 120 hours–180 attempted hours.

Post-graduate work (credits taken after first obtaining degree including pursuit of second associate degree, second bachelor's degree and/or teacher certification) must be completed within 60 credit hours.

Modality

Courses in the proposed program will be delivered predominantly in a web-supported, face-to-face environment. There will be some courses offered in an online learning environment. All environments will be developed and deployed, utilizing technology for online material and information. Instructional methods will include, but not be limited to, lectures, simulations, case studies, discussions, experiential learning activities and experiences, and a capstone experience and internship component.



Micro-credentials or Certificates

Micro-credential: Group Leadership (9 credit hours)

Assessment: Successful completion (C or better) of RECR 3330, BSBA 3330, and RECR 3360.

Skillset

1. Communication
2. Problem Solving
3. Conflict Resolution
4. Adaptability
5. Awareness & Risk Management
6. Diversity, Equity, and Inclusion

Micro credential: Trail Management (7 credit hours)

Assessment: Successful completion (C or better) of RECR 1154, RECR 2260, and RECR 3360.

Skillset

1. Safety and site management
2. Corridor clearing and site preparation
3. Sustainable trail building
4. Hand-built trail construction
5. Trail finish work
6. Water management

Micro credential: Outdoor Recreation Management (9 credit hours)

Assessment: Successful completion (c or better) of RECR 3330, RECR 4410, and RECR 4490.

Skillset

1. Communication and Group Leadership
2. Program Planning and organization
3. Safety/Site Management
4. Outdoor Recreation Activity management



Program Requirements (120 credit hours)

Core Curriculum Requirements (27-32 credit hours)

First Year Seminar	1 hour
Written Communication	6-7 hours
Oral Communication	3 hours (Recommend COMM 2201)
Mathematics	3-4 hours
Humanities and Critical Thinking	3 hours
Fine Arts with Critical Thinking	3 hours
Natural Science with Critical Thinking	3-5 hours (Recommend SCIE 1105)
Social Science with Critical Thinking	3 hours (Recommend PSYC 1101 or SOCY 1110)
Citizenship (RECR 1141 Required)	Completed in major
Global Aware./Fit.&Wellness/Tech	2-3 hours

Major Courses (43 credit hours)

RECR 1141 Foundations of Outdoor Recreation	3 hours
RECR 1150 Introduction to Rock Climbing	2 hours
RECR 1151 Backcountry Living Skills	2 hours
RECR 1177 Introduction to Adventure Water Sports	2 hours
RECR 1188 Introduction to Adventure Winter Sports	2 hours
RECR 2250 Select Topics and Certifications	3 hours
RECR 2260 Field Practicum I Management	3 hours
RECR 3330 Group Leadership	3 hours
RECR 3360 Field Practicum II Leadership	3 hours
RECR 4410 Advanced Program Planning	3 hours
RECR 4490 Internship in Outdoor Recreation	3 hours
PHED 2200 Accident Analysis and Emergency Care	2 hours
COMM 3200 Social Media Comm. Conc. & Practices	3 hours
PHIL 3325 Ethics	3 hours
BSBA 2209 Business Management	3 hours
BSBA 3330 Leadership	3 hours

Minor Required*

A minor is required in one of the following:

1. Communication Arts
2. Museum Studies
3. Biology
4. Business
5. Psychology
6. Sociology
7. Criminal Justice
8. Geographical Information Science
9. Occupational Safety

*Associate degrees and double majors may be considered to meet this requirement.



Outdoor Leadership

Model Schedule for Bachelor of Arts Degree Program

Y	Semester 1			Semester 2			
E	RECR 1141	Foundations of Outdr Recr (cc)	3	RECR 1151	Backcountry Living Skills	2	
A	ENGL 1101	Written English I (cc)	3-4	CORE	Oral Communications (COMM 2201*) (cc)	3	
R	CORE	Mathematics Core Elective (cc)	3-4	ENGL 1102	Written English 2 (cc)	3	
1	PHED 2200	Accident Analysis & Emergency Care	2	CORE	Social Science Core (PSYC 1101*, SOCY 1110*) (cc)	3	
	SOAR 1100	First Year Seminar (cc)	1		Minor or Elective Course	3	
	CORE	Fine Arts Core Elective (cc)	3			3	
		Total	15-17		Total	14	
Semester 3				Semester 4			
Y	RECR 1177	Intro to Adventure Water Sports	2	RECR 1188	Intro to Adventure Winter Sports	2	
E	CORE	Natural Science (SCIE 1105*, GEOL 1101*)	4	RECR 1150	Intro to Rock Climbing	2	
A	BSBA 2209	Principles of Management	3	COMM 3200	Social Media Comm. Conc. & Practices	3	
R	Elective	Minor or Elective Courses	6		Minor or Elective Courses	9	
2		Total	15		Total	16	
Semester 5				Semester 6			
Y	RECR 3330	Group Leadership	3	RECR 3360**	Field Practicum II Leadership	3	
E	RECR 2250	Select Topics/Certifications	3	PHIL 3325	Ethics	3	
A	RECR 2260**	Field Practicum I Management	3		Minor or Elective Courses	9	
R		Minor or Elective Courses	6		Total	15	
3		Total	15				
Semester 7				Semester 8			
Y	RECR 4410**	Advanced Program Planning	3	RECR 4490**	– Outdoor Leadership	3	
E	BSBA 3330	Leadership	3	Internship	Certification, Minor or Elective	12	
A		Minor or Elective Courses	9		Courses		
R		Total	15		Total	15	
4							
Total = 120 Credits for Bachelor of Arts in Outdoor Leadership							
<i>Recommended model schedule. General education requirements (Core Curriculum) are designated with (cc) and are integrated with the major.</i>							
<p>**Indicates new course *Indicates preferred course</p>							



Program Content

Program-Specific Course Descriptions

RECR 1141 - Foundations of Outdoor Recreation

Credit Hours: 3

This lecture-based course introduces the historical and philosophical foundations of leisure and recreation in society. Students will cultivate the knowledge needed to develop concepts concerning recreation, the socio-economic movement affecting the growth and development of recreation, the economic services and the various areas of facilities used in recreation and the role of citizens in the process.

RECR 1150 - Introduction to Rock Climbing

Credit Hours: 2

This course will focus on the basics of safe and responsible rock climbing. Topics include knots, equipment and care, belaying, rappelling, anchor building, and climbing techniques. Students will be required to participate in rappelling, rock climbing, belaying, and anchor building activities.

RECR 1151 - Backcountry Living Skills

Credit Hours: 2

This Recreation course is designed to provide physical, mental, and social challenges that will introduce the participants to the basic concepts and techniques for recreating and surviving in the backcountry using Leave No Trace methods. Students will actively engage in backpacking, camping, and survival activities to further develop hard skills and environmental ethics.

RECR 1177 - Introduction to Adventure Water Sports

Credit Hours: 2

This course introduces various adventure water activities including one or all of the following: canoeing, kayaking and white-water rafting. Students will investigate trip planning, water safety, "Leave No Trace" ethics, and equipment use and care. Students will be introduced to these activities through experiential learning in the swimming pool and trips on regional rivers. All students must pass a basic swimming test to show competency and ease in the water.

RECR 1188 - Introduction to Adventure Winter Sports

Credit Hours: 2

This course introduces various adventure water activities including one or all of the following: Cross country skiing, Snow Shoeing, Downhill Skiing, Snowboarding, Winter Camping and Mountaineering. Students will be introduced to these activities through experiential learning in and around campus and trips to regional ski and Nordic centers.

RECR 2250 - Select Topics and Certifications

Credit Hours: 3

In this course, students will acquire a certification "of their choice" related to the field of outdoor recreation. The students will be required to document hours of instruction and work experience and accomplishment of the desired certification. Choice of certification must be preapproved by the chair or instructor. The course is repeatable. A certification in wilderness first aid is required prior to graduation with the Outdoor Leadership major.

**RECR 2260 – Field Practicum I – Management (New)**

Credit hours: 3

This course provides students with the chance to apply their outdoor knowledge and skills under the guidance of program faculty. Students earn credit through practical experiences related to various outdoor activities, including trail building and maintenance, programming, event management, and both on and off-campus outdoor activities and classes.

RECR 3330 - Group Leadership

Credit Hours: 3

This course presents information on group dynamics, leadership styles, activity facilitation, risk management, liability issues, and planning. Students will obtain practical knowledge of group situations and principles necessary for effective leadership. Opportunities to develop their own leadership skills through peer teaching will be provided.

RECR 3360 – Field Practicum II – Leadership (New)

Credit hours: 3

This course provides students with the opportunity to apply their outdoor leadership knowledge and techniques under the guidance of program faculty. Students earn credit through practical, campus-related experiences in various aspects of outdoor leadership, including trail building and maintenance, programming, event management and both on- and off-campus outdoor activities and classes.

Prerequisite: C or better in RECR 2260.

RECR 4410 – Advanced Program Planning (New)

Credit Hours: 3

This course equips students with the essential skills to successfully plan, execute, and manage various programs. The course covers a broad range of topics including project proposals, marketing strategies, planning processes, logistical coordination, risk management, and budgeting. Students will plan and design an activity program. This is a writing intensive course.

RECR 4490 Outdoor Leadership Internship (New)

Credit Hours: 3

This internship offers students a supervised, hands-on opportunity to apply and refine their outdoor leadership skills in a real-world setting. Over the course of a 90-hour, semester-long experience, students will work directly with a public or community-based agency that complements their focus within the industry. This immersive internship is designed to bridge classroom learning with practical application, allowing students to gain valuable experience, develop professional skills, expand their understanding of outdoor recreation, and contribute meaningfully to the mission of the host organization.

Prerequisite(s): Junior standing, RECR 1151 and RECR 3330.



Additional Required Major Course Descriptions

BSBA 2209 - Principles of Management

Credit Hours: 3

The emphasis in this course is on the modern approach to the field of management. Theoretical and practical approaches are presented, along with analytical techniques that are applicable in the various management and production areas.

BSBA 3330 - Leadership

Credit Hours: 3

The purpose of this course is to help prepare students to assume increasingly responsible leadership roles of empowerment in their personal, professional, and academic lives. This interdisciplinary, student-centered course focuses not only on significant theories of empowering leadership and their applicability to leaders of the past and present, but also includes substantial hands-on, experiential learning opportunities in which students practice empowering leadership.

Prerequisite(s): ENGL 1102 (with a grade of a "C" or better) and BSBA 2209.

COMM 3200 - Social Media Communication Concepts and Practices

Credit Hours: 3

This course focuses on social media practice, theory, and evolution. Students will explore the major media platforms, their evolution, and their use in interpersonal, organizational, and societal communication. NA When Offered: Spring Only

PHED 2200 - Accident Analysis and Emergency Care

Credit Hours: 2

An analysis of problematic areas of accident causation, prevention, emergency treatment and control pertinent to the elementary school environment and teacher responsibilities.

PHIL 3325 - Ethics

Credit Hours: 3

A study and evaluation of classical and contemporary theories of right and wrong, good, and bad and inhuman conduct, with emphasis on the implications of these theories for resolving contemporary moral problems. The corrosion of dogmatic ethical positions through skepticism and relativism is examined, and helpful responses are introduced. Students will discuss problems in medical ethics as well.



Program Implementation and Projected Resource Requirements

Program Administration

The Outdoor Leadership program at Fairmont State University is led by a Program Coordinator. The Program Coordinator has administrative responsibility for the coordination of complex academic program elements requiring collaboration with students, faculty, and other departments and programs. Serves as a spokesperson for the program.

The key responsibilities of the Program Coordinator are to provide academic administrative support, maintain student files/records; analyze data, generate and/or assist with, and disseminate periodic reports; provide support to students; evaluate curriculum and resources to maintain program quality and effectiveness; Recommend changes as needed; Prepare and maintain program documentation (Module Schedules, Program Sheet, Academic Maps, etc.). The Program Coordinator reports to the Chair of the Health and Human Performance Department. There is already a Program Coordinator in place for the Outdoor Recreation Leadership Minor at Fairmont State that will take on this role. They are currently serving as the Chair of the Health & Human Performance Department and as such, report to the Dean of the College of Education, Health & Human Performance.

Program Projections

5-YEAR PROJECTION						
ENROLLMENT PROJECTIONS		First Year (AY 2025-26)	Second Year (AY 2026-27)	Third Year (AY 2027-28)	Fourth Year (AY 2028-29)	Fifth Year (AY 2029-30)
Headcount: Annual unduplicated student headcount w/ declared major, or minor served w/in the program.		15	25	30	35	40
Credit Hours: Annual number of student CH generated by courses w/in the program.		31	31	31	31	31
Student FTE:	Undergraduate	19.38	32.29	38.75	45.21	51.67
	Graduate					
Completions: Annual number of program completers <i>*Annual year = July 1 - June 30</i>		3	6	9	15	25



Faculty Instructional Requirements

Currently, Fairmont State University employs one full-time outdoor recreation faculty. The Outdoor Leadership program will not require any additional full-time faculty at the onset of the program. Adjunct instructors will be used as needed and will receive payment in accordance with Fairmont State University's adjunct/overload policy. No additional cost will be needed over the initial five-year period.

Library Resources and Instructional Materials

The Ruth Ann Musick Library on the campus of Fairmont State University provides access to scholarly resources, provides spaces for collaboration and study, and works with faculty and students in the discovery, use, and management of information to support the curriculum and facilitate lifelong learning.

The outdoor recreation program has the outdoor equipment to support the program at the onset of the program. There are kayaks, canoes, cross country skis, backpacks, sleeping bags, camp stoves, etc. to provide students with hands-on experiences in the outdoor classroom.

Equipment and Software

Fairmont State University's College of Education, Health and Human Performance already possess a considerable amount of outdoor equipment. This includes camping, backpacking, water sports, winter sports, climbing and general outdoor equipment. Equipment costs for the program will be minimal on the outset, but equipment will need to be replaced periodically for safety reasons.

New equipment within the last year includes climbing and tents.

Support Service Requirements

No additional support services are required for the implementation of the Outdoor Leadership program; however, the Falcon Park Coordinator is a key position for the implementation of the on-campus field experiences.

Facilities Requirements

Fairmont State is uniquely set up for this major because it has a 7.9-acre outdoor park on the north end of campus. This living learning laboratory offers students the opportunity to engage with the outdoors right on campus. In addition, the outdoor program has a yurt (circular round tent) adjacent to the park to use as an additional classroom. No additional facilities are required for the implementation of the Outdoor Leadership program.



Program Evaluation

Evaluation Procedures

All curriculum and assessment mapping for the program of study is outlined to align with Fairmont State University’s mission statement as well as outdoor education best practices. Both formative and summative assessment methods will be employed within the curriculum. These methods include, but are not limited to rubrics, cognitive test scores, reflections, projects, experiential learning, and leadership experiences. The program will undergo regular reviews of both general and program-specific criteria. The program will also incorporate certifications, a practicum experience, and an internship.

Curriculum Map

	Outcome 1. Skill & Knowledge Competency. Students will demonstrate knowledge and technical proficiency in the skill areas encompassed in the program.	Outcome 2. Teaching & Leadership. Students will plan and apply experiential education theory and philosophy in outdoor recreation activities and programming.	Outcome 3. Safety & Risk Management. Students will demonstrate competency in the identification and planning of safety and risk management according to industry standards and preferred practice.	Outcome 4. Community Service & Minimal Impact. Students will be prepared to assume the civic and environmental responsibilities associated with the practice of outdoor education in the community.
RECR 1141 Foundations of Outdoor Recreation		I		I
RECR 1150 Intro to Rock Climbing	I-R-M		I	
RECR 1151 Backcountry Living	I-R-M		I	
RECR 1177 Intro to Adv Water Sports	I-R-M		I	
RECR 1188 Intro to Adv Winter Sports	I-R-M		I	R
RECR 2250 Select Topics Certification			I-R-M	
RECR 2260 Field Practicum I		I	R	
RECR 3330 Group Leadership		M	R	
RECR 3360 Field Practicum II		R	R	R
RECR 4410 Advanced Program Planning		R	M	
RECR 4490 Outdoor Leadership Internship		M	M	M

I=Introduced; R=Reinforced; M=Mastery



Accreditation Status

The Outdoor Leadership program will not pursue accreditation at this time.

B.A. Degree in Outdoor Leadership

Proposed Program Curriculum

Core Curriculum Courses		
If a core curriculum course is also listed as a required major course, an X is placed in the 'credits' column.		
Core Area	Course Prefix and Number	Credit Hours
First Year Seminar	SOAR 1199, HONR 1100, BSBA 1100, NURS 1025	1-3
Written Communication	ENGL 1101 ENG 1102	3-4 3
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 1407, MATH 1507, MATH 1510, MATH 1430, MATH 1530, MATH 1540, MATH 1585, MATH 2501	3-4
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
Fine Arts	ART 1120, ART 1141, MUSI 1106, MUSI 1120, MUSI 1167, MUSI 1168, MUSI 1169, MUSI 2247, MUSI 2277, MUSI 2279, THEA 1120	2-3
Natural Science	BIOL 1104, BIOL 1105, BIOL 1106, BIOL 1180 & 1181, CHEM 1101, CHEM 1105, GEOL 1101, GEOL 1102, PHYS 1101, PHYS 1105, SCIE 1100, SCIE 1103, SCIE 1105, SCIE 1107, SCIE 1115, SCIE 1120, SCIE 1130, SCIE 1210, SCIE 1250, SCIE 2200	4-5
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	RECR 1141	X
Global Awareness, Fitness & Wellbeing, or Technology	FREN 2202, SPAN 2202, LANG 1110, POLI 2210, POLI 2220, CRIM 2212, CHEP 1110, HLTA 1100, HLTA 1150, NUTR 1110, PHED 1100, ART 2245, BISM 1200, CIVL 2210, EDUC 2201, MATH 1550, MANF 2250, MUSM 1100, TECH 1101	2-3



Outdoor Leadership Required Major Courses (43 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
RECR 1141	Foundations of Outdoor Recreation	3
RECR 1150	Introduction to Rock Climbing	3
RECR 1151	Backcountry Living Skills	2
RECR 1177	Introduction to Adventure Water Sports	2
RECR 1188	Introduction to Winter Sports	2
RECR 2250	Select Topics and Certifications (May be taken more than once)	3
RECR 2260	Field Practicum I - Management	3
RECR 3330	Group Leadership	3
RECR 3360	Field Practicum II - Leadership	3
RECR 4410	Advanced Program Planning	3
RECR 4490	Outdoor Leadership Internship	3
BSBA 2209	Principles of Management	3
BSBA 3330	Leadership	3
COMM 3200	Social Media Communication Concepts and Practices	3
PHED 2200	Accident Analysis and Emergency Care	2
PHIL 3325	Ethics	3

Minor must be from one of the following: Biology, Business Administration, Communication Arts, Criminal Justice, Geographic Information Science, Museum Studies, Occupational Safety, Psychology, Sociology

***Double major or associate degree may qualify in place of minor.**



B.A. Degree in Outdoor Leadership

Course Description, Outline & Assessments**RECR 1141 – Foundations of Outdoor Recreation**Course Description

This lecture-based course introduces the historical and philosophical foundations of leisure and recreation in society. Students will cultivate the knowledge needed to develop concepts concerning recreation, the socio-economic movement affecting the growth and development of recreation, the economic services and the various areas of facilities used in recreation and the role of citizens in the process.

Course Outline

1. Introduction to outdoor recreation.
 - a. Define outdoors
 - b. Leisure, recreation, outdoor recreation
2. Trends in Outdoor Recreation
 - a. Rights, privileges, and responsibilities
 - b. SWOT
3. Wilderness and the Outdoors
 - a. Understanding the commons
 - b. Federal lands
 - c. Parks identified
4. Benefits
 - a. Individual
 - b. Social
 - c. Environmental
 - d. Economic
5. Citizen & Government
 - a. Governmental process
 - b. Identifying designations
 - c. Citizen Role
6. History
 - a. People
 - b. Places
 - c. Events
7. Jobs & Providers
 - a. Public
 - b. Private
 - c. Non-Profit
 - d. Professional Opportunities
8. Management
 - a. Process
 - b. Management approach
 - c. Partnerships
9. Economy
 - a. Sources of Economic Impact
 - b. Outdoor Industry
 - c. Value of Public Green Spaces
10. Classification & Use
 - a. Methods of Classification
 - b. Applying Classification
 - i. Physical Setting
 - ii. Managerial Setting
 - iii. Social Setting
 - c. Natural Resources
 - i. Land & vegetation
 - ii. Water
 - iii. Wildlife



RECR 1141 Course Outcomes and Assessment

Course Learning Outcomes	Blooms Level	Assessments/Assignments	Satisfactory Performance Standard
Demonstrating understanding of the major periods and key events of history that effect outdoor recreation and public outdoor recreation land use by citizens of the United States.	3	Slide Deck II	The average class score will be 70% or better.
Discover the laws, policies and trends affecting public recreation in the United States and demonstrate understanding.	3	GLO to BLM Discussion Board Article Review Assignment	The average class score will be 70% or better.
Distinguish the similarities and differences of the democratic processes related to the various public entities providing, governing, and managing public outdoor recreation and the role of the citizen/voter.	2	Chain of Responsibility Discussion Board	The average class score will be 70% or better.
Interpret why recreation is valued in our society in relation to the nature, scope, and magnitude of the benefits of leisure in general and outdoor recreation to citizens of the United States.	2	Slide Deck I Benefits Discussion Board	The average class score will be 70% or better.
Identify the responsibilities of the voter/citizen related to public outdoor recreation opportunities and critical issues.	2	Public Issue Assignment Public Voice Assignment	The average class score will be 70% or better.
Distinguish between the different providers of outdoor recreation opportunities and how they impact outdoor recreation today.	2	Parks ID Assignment Slide Deck III	The average class score will be 70% or better.
Identify employment opportunities and benefits in outdoor recreation.	1	Outdoor Jobs Discussion Board	The average class score will be 70% or better.
Apply the concepts of history, community, environment, citizenship, and opportunity to a local public outdoor recreation green space.	3	Simulations Slide Decks I-IV	The average class score will be 70% or better.



RECR 1150 – Introduction to Rock Climbing

Course Description

This course will focus on the basics of safe and responsible rock climbing. Topics include knots, equipment and care, belaying, rappelling, anchor building, and climbing techniques. Students will be required to participate in rappelling, rock climbing, belaying, and anchor building activities.

Course Outline

- 1. Knot Tying
 - a. Figure 8
 - b. Figure 8 on a bight
 - c. Bowline
 - d. Double Bowline
- 2. Top Roping Basics
 - a. Equalize
 - b. Angle
 - c. Redundant
 - d. No Extension
 - e. Strong
 - f. Timely
- 3. Safety Checks
 - a. Rope
 - b. Helmet
 - c. Harness
 - d. Carabiners
- 4. Anchor Building
 - a. Tensioned
 - b. Tensionless
- 5. Technical Skills
 - a. Rappelling
 - b. Belaying
 - c. Climbing
 - i. Hand holds
 - ii. Foot holds
 - iii. Body position

Course Outcomes and Assessment

Course-Level Outcomes	Blooms Level	Methods of Assessment	Satisfactory Performance Standard
Learners will recognize and demonstrate understanding of the importance of safety, risk management, hazard evaluation, and site management related to rock climbing.	1	Quizzes, Skill Tests, Field Experiences & Reflection	The average class score will be 70% or better.
Learners will identify the rules, strategies, required equipment, equipment care, and safety procedures associated with rock climbing.	2	Quizzes, Gear Buy, In-Class evaluation	The average class score will be 70% or better.
3. Learners will identify and perform critical elements of rock-climbing skills taught in the course.	2	Quizzes, Skill Tests, Field Experiences	The average class score will be 70% or better.
Learners will demonstrate a minimum skill level in backcountry living skills taught in the course.	3	Skill Tests, Field Experiences	The average class score will be 70% or better.
Learners will demonstrate the proper use and care of all watercrafts and the associated equipment.	3	Gear Care & Maintenance	The average class score will be 70% or better.



RECR 1151 – Backcountry Living Skills

Course Description

This 2-credit course is designed to provide physical, mental, and social challenges that will introduce the participants to the basic concepts and techniques for recreating and surviving in the backcountry using leave no trace methods. Students will actively engage in backpacking, camping, and survival activities to further develop hard skills and environmental ethics.

Course Outline

1. Social Skills & Etiquette
 - a. Hiking and Camping
 - b. Leave No Trace
2. Risk Management
 - a. First Aid
 - b. Group management
3. Technical Skills
 - a. Knot Tying
 - b. Shelter systems
 - c. Sleeping systems
 - d. Water treatment
 - e. Backpacks
 - f. Stoves
 - g. Fire
 - h. Food Prep
 - i. Tools
 - j. Navigation
 - k. First Aid

Course Outcomes and Assessment

Course-Level Outcomes	Blooms Level	Methods of Assessment	Satisfactory Performance Standard
Learners will recognize and demonstrate the importance of safety, risk management, hazard evaluation, and site management related to backcountry living.	1	Quizzes, Skill Tests, Field Experiences & Reflection	The average class score will be 70% or better.
Learners will identify the rules, strategies, required equipment, equipment care, and safety procedures associated with backcountry living.	2	Quizzes, Gear Buy, In-Class evaluation	The average class score will be 70% or better.
Learners will identify critical elements of backcountry living skills taught in the course.	2	Quizzes, Skill Tests, Field Experiences	The average class score will be 70% or better.
Learners will demonstrate a minimum skill level in backcountry living skills taught in the course.	3	Skill Tests, Field Experiences	The average class score will be 70% or better.
Learners will demonstrate the proper use and care of all watercrafts and the associated equipment.	3	Gear Care & Maintenance	The average class score will be 70% or better.

**RECR 1177 – Introduction to Adventure Water Sports**Course Description

This course introduces students to various adventure water activities including canoeing, kayaking, stand-up-paddle boarding, and fly casting. Students will learn about trip planning, water safety, Leave No Trace ethics, and equipment use and care. Students will be introduced to these activities through experiential learning in the swimming pool and trips on regional rivers.

Course Outline

1. Canoeing/Kayaking skills and boat rescue in swimming pool and river trips
 - a. Proper paddle strokes, forward, back, “J,” “C or Sweep,” draw, stern pry
 - b. “T” rescue (two-person self-rescue)
2. Water safety
 - a. Proper PFD sizing, care, use
3. Stand Up Paddle Boarding
4. Identifying Water hazards
 - a. Water current reading
 - b. Rescue techniques
5. Fly Casting
6. River “Leave No Trace” ethics
 - a. Theory and direct practice
7. Equipment use and care
 - a. Equipment Fitting
 - b. Equipment Selection
 - c. Storage and maintenance
8. White water safety
 - a. Foot entrapment
 - b. Snags
 - c. Preparing for the elements, sun exposure, hypothermia
9. Useful knots and boat transportation
 - a. Truckers hitch, Z drag, bowline
10. Proper paddle stroke selection and River navigation for:
 - a. Canoeing
 - b. Kayaking
 - c. Stand Up Paddle Boarding



Course Outcomes and Assessment

Course Learning Outcomes	Blooms Level	Assessments/ Assignments	Satisfactory Performance Standard
Learners will recognize and demonstrate the importance of safety, risk management, hazard evaluation, and site management related to adventure water sports.	1	Quizzes, Skill Tests, Field Experiences & Reflection	The average class score will be 70% or better.
Identify rules, strategies, required equipment, equipment care, and safety procedures associated with participating in adventure water sports.	2	Quizzes, Gear Buy, In-Class evaluation	The average class score will be 70% or better.
Learners will identify critical elements of adventure water sports skills taught in the course.	2	Quizzes, Skill Tests, Field Experiences	The average class score will be 70% or better.
Learners will demonstrate a minimum skill level in water-based activities taught in the course.	3	Skill Tests, Field Experiences	The average class score will be 70% or better.
Demonstrate the proper use and care of all watercrafts and the associated equipment.	3	Gear Care & Maintenance	The average class score will be 70% or better.



RECR 1188 – Introduction to Adventure Winter Sports

Course Description

This 2-credit course introduces various adventure winter activities including: Cross country Skiing/ Telemark Skiing/Snow Shoeing/ Mountaineering, Disc Golf, Winter camping & Survival. Students will be introduced to these activities through experiential learning with required field trips to regional areas. This course will require out-of-class participation in off-campus activities that will take place in community and state parks, White Grass Resort, Wisp, Canaan Valley, Snowshoe, and/or Timberline resort. Students will also be required to volunteer and participate in a community winter event.

Course Outline

1. Orientation and Winter Safety
 - a. Heat Loss
 - b. Layering
 - c. Risk Management
2. Cross Country Skiing
 - a. Equipment
 - i. Selection
 - ii. Fit
 - b. Gliding
 - c. Stopping
 - d. Poling
 - e. Turning
 - f. Downhill
3. Snow Shoeing
 - a. Equipment
 - i. Selection
 - ii. Fit
 - b. Forward and Backward
 - c. Uphill and Downhill
 - d. Turns
4. Mountaineering
 - a. Rope management
 - b. Moving as a team
 - c. Rest Step
 - d. Communication
5. Disc Golf (If it is snowing)
6. Survival in the outdoors
 - a. Fuel
 - b. Shelter
 - c. Water

Course Outcomes and Assessments

Course-Level Outcomes	Blooms Level	Methods of Assessment	Satisfactory Performance Standard
Learners will recognize and demonstrate the importance of safety, risk management, hazard evaluation, and site management related to adventure winter sports.	1	Quizzes, Skill Tests, Field Experiences & Reflection	The average class score will be 70% or better.
Learners will identify the rules, strategies, required equipment, equipment care, and safety procedures associated with adventure winter sports.	2	Quizzes, Gear Buy, In-Class evaluation	The average class score will be 70% or better.
Learners will identify critical elements of adventure winter sports skills taught in the course.	2	Quizzes, Skill Tests, Field Experiences	The average class score will be 70% or better.
Learners will demonstrate a minimum skill level in adventure winter sports taught in the course.	3	Skill Tests, Field Experiences	The average class score will be 70% or better.
Demonstrate the proper use and care of all watercrafts and the associated equipment.	3	Gear Care & Maintenance	The average class score will be 70% or better.



RECR 2250 – Select Topics in Certification

Course Description

In this course, students will acquire a certification “of their choice” related to the field of outdoor recreation. The students will be required to document hours of instruction and work experience and accomplishment of the desired certification. Choice of certification must be preapproved by the chair or instructor. The course is repeatable. *A certification in wilderness first aid is required prior to graduation with the Outdoor Leadership major.*

Course Outline

1. Orientation
 - a. Certification selection
 - b. Course Agreement
2. Certification Plan
 - a. Site Selection
 - b. Start date
 - c. Completion date
3. Reflection

Course Outcomes and Assessment

Course-Level Outcomes	Blooms Level	Methods of Assessment	Satisfactory Performance Standard
1.Learners will arrange and pursue relevant certification.	3	Certification Selection and course agreement	The average class score will be 70% or better.
2. Learners will compile certification documents and relevant work required to attain the chosen certification.	5	Certification Reports	The average class score will be 70% or better.
3. Learners will synthesize learning to meet certification requirements.	5	Successful Completion Certificate	The average class score will be 70% or better.
4. Learners will critically reflect on the certification process, assessing the value of the certification in their career development.	6	Reflection	The average class score will be 70% or better.
Demonstrate the proper use and care of all watercrafts and the associated equipment.	3	Gear Care & Maintenance	The average class score will be 70% or better.



RECR 2260 – Field Experience I Management

Course Description

This course provides students with the chance to apply their outdoor knowledge and skills under the guidance of program faculty. Students earn credit through practical experiences related to various outdoor activities, including trail building and maintenance, programming, event management, and both on and off-campus outdoor activities and classes.

Course Outline

1. Orientation to practicum
2. Complete practicum learning plan.
 - a. Brief description of site
 - b. Overview of activities/projects
 - c. Competencies agreement
 - iii. Skills developed.
 - iv. Skills that require training.
3. Practicum Experience
 - a. Gain knowledge and experience collaborating with leader in the field
 - b. Develop plan for future programming/activity that could be offered
4. Practicum Reports
 - a. Preparation and training
 - b. Overview of work
 - c. Competencies used
 - d. Challenges

Course Outcomes and Assessments

Course-Level Outcomes	Blooms Level	Methods of Assessment	Satisfactory Performance Standard
1.Learners will be able to apply and integrate classroom knowledge and skills in the facilitation and management of outdoor field experiences.	3	Field Experience program/event management Field Experience Reports	The average class score will be 70% or better.
2. Learners will be able to synthesize and integrate field learning with previous knowledge gained in other courses in the curriculum to prepare them for program/event management.	5	Field work competency evaluation Field Experience program/event reflection Program/Activity project plan assignment	The average class score will be 70% or better.

**RECR 3330 – Group Leadership**Course Description

This course presents information on group dynamics, leadership styles, activity facilitation, risk management, liability issues, and planning. Students will obtain practical knowledge of group situations and principles necessary for effective leadership. Opportunities to develop their own leadership skills through peer teaching will be provided.

Course Outline

1. Introduction
 - a. Five principles of effective leadership
 - b. Intro to Team Building
2. Situational Leadership
 - a. Four basic leadership styles
 - b. Task versus Relationship and Decision Making
 - c. Readiness
 - d. Ability
 - e. Willingness
3. Safety and Risk
 - a. Definitions
 - b. Risk Assessment
 - c. Risk Management
 - d. Risk Decision Making
 - i. Risk identification
 - ii. Establish Barrier to risk
 - iii. Make Decision
4. Developing Leadership
 - a. Key components
 - b. Leadership influences
5. Foundational Leadership
 - a. Fundamental Responsibilities
 - b. Foundational Skills
 - c. Motivation
6. Decision Making
 - a. Awareness
 - b. Pattern Recognition
 - c. Judgment
 - d. Micro & Macro Decisions
 - e. Decision methods
7. Ethics
 - a. Definition and Importance
 - b. Kohlberg's Six Stages of Moral Development
 - c. Ethical Paradigms
 - i. Justice
 - ii. Critique
- iii. Care
- iv. Profession
- v. Personal
- d. Ethics in the outdoors
 - i. Leave No Trace
 - ii. Ethical issues in outdoor education
- e. Values and ethical choices in real life
8. Experiential Learning
 - a. Definition and development
 - b. Kolb's Learning Cycle
 - c. Experiential Learning Process
 - d. Reflective Practice
 - e. Full Value Commitment Principles
 - f. Challenge
 - i. Of and by choice
 - ii. Freeze/thaw cycle
9. Facilitation
 - a. Responsibilities
 - b. Process
 - c. Challenges
10. Sequencing
 - a. Methods
 - b. Phases
 - c. Group Life Cycle
11. Social Justice
 - a. Definitions
 - b. Challenging the Master Narrative
 - c. Cultural Competency
 - d. Inclusive Language
 - e. Managing Inequities
12. Conflict Management
 - a. Language
 - b. Triggers
 - c. W.H.A.L.E.
 - d. De-escalation Responses
 - e. Managing Group Behavior



Course Outcomes and Assessment

Course Learning Outcomes	Blooms Level	Assessments/ Assignments	Satisfactory Performance Standard
Demonstrate an understanding of the different types of leadership styles.	3	Assignments, Reflection, Field Experiences & Tests	The average class score will be 70% or better.
Evaluate hard and soft skills necessary for effective outdoor leadership.	6	Tests, Case Studies, Field Experiences & Reflection	The average class score will be 70% or better.
Demonstrate personal leadership skills through public speaking and instructional practice.	3	Field Experiences, Assignments & Workshop Presentation	The average class score will be 70% or better.
Create risk management plan as it relates to outdoor recreation.	5	Case Studies, Tests, Workshop Plan	The average class score will be 70% or better.
Identify the liability issues related to the field of recreation and adventure sports.	4	Case Studies, Tests & Workshop Plan and Presentation	The average class score will be 70% or better.
Facilitate learning in adventure programming using experiential learning principles in both face-to-face and virtual environments.	5	Case Studies, Assignments, Workshop Presentation	The average class score will be 70% or better.
Develop and demonstrate stages of development theory, proper activity sequencing, processing the experience, and transfer of learning for a wide range of client groups, and outcomes.	5	Case Studies, Assignments, Tests	The average class score will be 70% or better.
Analyze critical issues related to outdoor education inclusive but not limited to ethics, social justice, liability, and risk.	4	Case Studies, Tests	The average class score will be 70% or better.



RECR 3360 – Field Experience II Leadership

Course Description

This course provides students with the opportunity to apply their outdoor leadership knowledge and techniques under the guidance of program faculty. Students earn credit through practical, campus-related experiences in various aspects of outdoor leadership, including trail building and maintenance, programming, event management and both on- and off-campus outdoor activities and classes.

Course Outline

1. Orientation to practicum
2. Complete practicum learning plan.
 - a. Brief description of site
 - b. Overview of activities/projects
 - c. Competencies agreement
 - iii. Skills developed.
 - iv. Skills that require training.
3. Practicum Experience
 - a. Gain knowledge and experience working as a leader in the field
 - b. Implement a program plan in a leadership role
4. Practicum Reports
 - a. Preparation and training
 - b. Overview of work
 - c. Competencies used
 - d. Challenges

Course Outcomes and Assessments

Course-Level Outcomes	Blooms Level	Methods of Assessment	Satisfactory Performance Standard
1. Learners will be able to apply and integrate classroom knowledge and skills in the leadership of outdoor field experiences.	5	Field Experience program/event leadership Field Experience Reports	The average class score will be 70% or better.
2. Learners will be able to synthesize and integrate field learning with previous knowledge gained in other courses in the curriculum to prepare them for program/event leadership.	6	Field work competency evaluation Field Experience program/event reflection Program/Activity project plan assignment	The average class score will be 70% or better.



RECR 4410 – Advanced Program Planning

Course Description

This course equips students with the essential skills to successfully plan, execute, and manage various programs. The course covers a broad range of topics including project proposals, marketing strategies, planning processes, logistical coordination, risk management, and budgeting. Students will plan and design an activity program. This is a writing intensive course.

Course Outline

- 1. Introduction
 - a. Program Proposal
- 2. Marketing
 - a. Position Statement
 - b. Elevator Pitch
 - c. Marketing Plan
 - d. Marketing Artifacts
 - i. Flyer
 - ii. Social Media Post
 - iii. Web Landing Page
 - iv. Participant Information PowerPoint
- 3. Planning & Logistics
 - a. Daily Overview
 - b. Daily Detail/Itinerary
 - c. Travel Logistics
- d. Shelter Logistics
- e. Gear Management
- f. Food Management
- 4. Risk Analysis & Management
 - a. Risk
 - b. Risk Management Matrix
 - c. Protocols
 - d. Site Plans
- 5. Financial Planning
 - a. Trip Budget
 - b. Excel Budget
- 6. Administration
 - a. Forms
 - b. Checklists
 - c. Participant Information Meeting

Course-Level Outcomes	Blooms Level	Methods of Assessment	Satisfactory Performance Standard
Learners will be able to apply and integrate classroom knowledge and skills in the design and implementation of activity programming including project proposal, effective marketing strategies, planning and coordination of logistics, assessment and mitigation of risks, budget management, organizational skills, activity management and evaluation of program success.	5	Application Assignments	The average class score will be 70% or better.
Learners will demonstrate the ability to critically evaluate the creation of program documents through writing and revision.	6	Application Assignments	The average class score will be 70% or better.



RECR 4490- Outdoor Leadership Internship

Course Description

This internship offers students a supervised, direct opportunity to apply and refine their outdoor leadership skills in a real-world setting. Over the course of a 90-hour, semester-long experience, students will work directly with a public or community-based agency that complements their focus within the industry. This immersive internship is designed to bridge classroom learning with practical application, allowing students to gain valuable experience, develop professional skills, expand their understanding of outdoor recreation, and contribute meaningfully to the mission of the host organization.

Course Outline

1. Introduction
 - a. Internship overview and requirements
 - b. Internship site selection
 - c. Internship contract
2. On-site hours
3. Assignments
 - a. Personal Vision Paper
 - b. Project Presentation
 - c. Student Assessment of Internship Experience
 - d. Thank you letter to supervisor
 - e. Resume and Cover letter
4. Supervisor assessment of Intern

Course Learning Outcomes	Blooms Level	Assessments/ Assignments	Satisfactory Performance Standard
Apply outdoor leadership skills in a professional setting.	3	Field Reports	The average class score will be 70% or better.
Demonstrate effective problem solving, decision-making and communication skills.	3	Supervisor Evaluation	The average class score will be 70% or better.
Assess the impact of social and environmental issues on the delivery of outdoor education programs and services.	6	Final Reflection	The average class score will be 70% or better.
Support the host organization in achieving its mission by taking initiative, executing assigned tasks, implementing a project, administering, or managing an experience, or serving as a resource person related to the site.	6	Final Project Presentation	The average class score will be 70% or better.
Develop a vision of how they will incorporate outdoor leadership into their personal and professional lives.	5	Personal Vision Paper	The average class score will be 70% or better.
Develop professional skills, materials and experience that helps obtain future career opportunities in outdoor recreation leadership.	5	Student Evaluation	The average class score will be 70% or better.



Summary

Students graduating with a Fairmont State University Outdoor Leadership degree will have wide open and diverse employment opportunities. The major will provide students with more career choices in multiple industries by building interdisciplinary skill sets, knowledge, and experiences.

The Outdoor Leadership degree will build students into leaders with outdoor skills filling the increasing demand for skilled outdoor leaders to guide and facilitate outdoor experiences, while also promoting environmental stewardship and personal growth. As such, it will be a valuable addition to Fairmont State University's academic offerings.

New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER: 24-25-02a

REVISION (label Revision #1, #2, etc.): [Click or tap here to enter text.](#)

SECTION 1: PROPOSAL INFORMATION

Name:	Jan Kiger
Title:	Chair, Health & Human Performance
E-mail Address:	jan.kiger@fairmontstate.edu
Phone Number:	X4984

College:	College of Education, Health & Human Performance
Department:	Health & Human Performance
Program Level:	Undergraduate
Date Originally Submitted:	9/25/2024
Implementation Date Requested:	8/1/2025

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) or email(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
College of Education, Health & Human Performance	<i>Amanda Metcalf</i>

ADDITIONAL COMMENTS:

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. Course Subject Prefix and number (e.g., ENGL 1101): Course number/prefix combinations may be used only once, and <u>may not be recycled</u> ; please check with the Registrar’s Office to get a list of available, valid course numbers.	RECR 2260
2. Course Title: The title of the course as it will appear in the course catalog.	Field Practicum I - Management
3. Number of Credit Hours: Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	3
4. Repeatability (number of repeat credit hours): Students can repeat the course for credit.	6
5. Course Prerequisites: Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	
6. Course Co-requisites: Include subject prefix and course number.	
7. Course Cross-listings (e.g., PSYC 2230 and SOCY 2230)	
8. Course Restrictions (e.g., Seniors only)	
9. Grade Type: Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	Standard A-F
10. Requirements: Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Required for major
11. Course Terms: In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall Only
12. Writing Intensive: Does this course fulfill the Writing Intensive major requirement?	No
13. Core Curriculum: Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	No

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.

This is a required course for the new Outdoor Leadership major. All students in the major will take the course. There are other practicum courses on campus, however none of them addresses the unique outdoor environment required by this major. This is a first-level experience in the field that will take place in a university based outdoor program.

SECTION 4: COURSE SYLLABUS

Attach the course syllabus or at minimum the following course components:

Catalog Course Description:

This course provides students with the chance to apply their outdoor knowledge and skills under the guidance of program faculty. Students earn credit through practical experiences related to various outdoor activities, including trail building and maintenance, programming, event management, and both on and off-campus outdoor activities and classes.

Course Learning Outcomes:

- Upon successful completion of this course, students should be able to apply and integrate classroom knowledge and skills in the facilitation and management of outdoor field experiences.
- Upon successful completion of this course, students should be able to synthesize and integrate field learning with previous knowledge gained in other courses in the curriculum to prepare them for program/event management.

Assessment:

Students are evaluated by the field instructors on a continuous basis and over the entire semester using the competency areas (Technical Skills, Social Skills, Leave No Trace Etiquette, Risk Management, Planning & Organization, Professional Development).

Field Experience Midterm and Final Reports

Field Work Competency Evaluation (Both student and supervisor will rate the student's performance).

Program/Activity project plan assignment

Reflection

Course Outline:

1. Orientation to practicum
2. Complete practicum learning plan.
 - a. Brief description of site
 - b. Overview of activities/projects
 - c. Competencies agreement
 - i. Skills developed.
 - ii. Skills that require training.
3. Practicum Experience
 - a. Gain knowledge and experience working with leader in the field
 - b. Develop plan for future programming/activity that could be offered
4. Practicum Reports
 - a. Preparation and training
 - b. Overview of work
 - c. Competencies used
 - d. Challenges

New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER: 24-25-02b

REVISION (label Revision #1, #2, etc.): Click or tap here to enter text.

SECTION 1: PROPOSAL INFORMATION

Name:	Jan Kiger
Title:	Chair, Health & Human Performance
E-mail Address:	jan.kiger@fairmontstate.edu
Phone Number:	X4984

College:	College of Education, Health & Human Performance
Department:	Health & Human Performance
Program Level:	Undergraduate
Date Originally Submitted:	9/25/2024
Implementation Date Requested:	4/1/2025

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) or email(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
College of Education, Health & Human Performance	<i>Amanda Metcalf</i>

ADDITIONAL COMMENTS:

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. Course Subject Prefix and number (e.g., ENGL 1101): Course number/prefix combinations may be used only once, and <u>may not be recycled</u> ; please check with the Registrar’s Office to get a list of available, valid course numbers.	RECR 3360
2. Course Title: The title of the course as it will appear in the course catalog.	Field Practicum II - Leadership
3. Number of Credit Hours: Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	3
4. Repeatability (number of repeat credit hours): Students can repeat the course for credit.	6
5. Course Prerequisites: Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	C or better in RECR 2260
6. Course Co-requisites: Include subject prefix and course number.	
7. Course Cross-listings (e.g., PSYC 2230 and SOCY 2230)	
8. Course Restrictions (e.g., Seniors only)	
9. Grade Type: Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	Standard A-F
10. Requirements: Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Required for major
11. Course Terms: In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall/Spring as needed
12. Writing Intensive: Does this course fulfill the Writing Intensive major requirement?	No
13. Core Curriculum: Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	No

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.

This is a required course for the new Outdoor Leadership major. All students in the major will take the course. There are other practicum courses on campus, however none of them addresses the unique outdoor environment required by this major. This is a second-level experience focused on leadership in the field that will take place in a university based outdoor program.

SECTION 4: COURSE SYLLABUS

Attach the course syllabus or at minimum the following course components:

Catalog Course Description:

This course provides students with the opportunity to apply their outdoor leadership knowledge and techniques under the guidance of program faculty. Students earn credit through practical, campus-related experiences in various aspects of outdoor leadership, including trail building and maintenance, programming, event management and both on- and off-campus outdoor activities and classes.

Course Learning Outcomes:

- Upon successful completion of this course, students should be able to apply and integrate classroom knowledge and skills in the leadership of outdoor field experiences.
- Upon successful completion of this course, students should be able to synthesize and integrate field learning with previous knowledge gained in other courses in the curriculum to prepare them for program/event leadership.

Assessment:

Students are evaluated by the field instructors on a continuous basis and over the entire semester using the competency areas (Technical Skills, Social Skills, Leave No Trace Etiquette, Risk Management, Planning & Organization, Professional Development).

Field Experience Midterm and Final Reports

Field Work Competency Evaluation (Both student and supervisor will rate the student's performance).

Program/Activity project plan assignment

Reflection

Course Outline:

1. Orientation to practicum
2. Complete practicum learning plan.
 - a. Brief description of site
 - b. Overview of activities/projects
 - c. Competencies agreement
 - i. Skills developed.
 - ii. Skills that require training.
3. Practicum Experience
 - a. Plan and Organize program or activity
 - b. Lead program or activity
4. Practicum Reports
 - a. Preparation and training
 - b. Overview of work
 - c. Competencies used
 - d. Challenges

New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER: 24-25-02c

REVISION (label Revision #1, #2, etc.): [Click or tap here to enter text.](#)

SECTION 1: PROPOSAL INFORMATION

Name:	Jan Kiger
Title:	Chair, Health & Human Performance
E-mail Address:	jan.kiger@fairmontstate.edu
Phone Number:	X4984

College:	College of Education, Health & Human Performance
Department:	Health & Human Performance
Program Level:	Undergraduate
Date Originally Submitted:	9/25/2024
Implementation Date Requested:	4/1/2025

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) or email(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
College of Education, Health & Human Performance	<i>Amanda Metcalf</i>

ADDITIONAL COMMENTS:

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. Course Subject Prefix and number (e.g., ENGL 1101): Course number/prefix combinations may be used only once, and <u>may not be recycled</u> ; please check with the Registrar's Office to get a list of available, valid course numbers.	RECR 4410
2. Course Title: The title of the course as it will appear in the course catalog.	Advanced Program Planning
3. Number of Credit Hours: Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	3
4. Repeatability (number of repeat credit hours): Students can repeat the course for credit.	N/A
5. Course Prerequisites: Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	English 1101 and English 1102 or English 1103
6. Course Co-requisites: Include subject prefix and course number.	
7. Course Cross-listings (e.g., PSYC 2230 and SOCY 2230)	
8. Course Restrictions (e.g., Seniors only)	
9. Grade Type: Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	Standard A-F
10. Requirements: Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Required for major
11. Course Terms: In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Spring Only
12. Writing Intensive: Does this course fulfill the Writing Intensive major requirement?	Yes
13. Core Curriculum: Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	No

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.

This is a required course for the new Outdoor Leadership major. All students in the major will take the course. This is a revision of a current course (RECR 2220) to align the upper-level content with appropriate numbering and revisions to description and course outcomes.

SECTION 4: COURSE SYLLABUS

Attach the course syllabus or at minimum the following course components:

Catalog Course Description:

This course equips students with the essential skills to successfully plan, execute, and manage programs. The course covers a broad range of topics including project proposals, marketing strategies, planning processes, logistical coordination, risk management, and budgeting. Students will plan and design an activity program. This is a writing intensive course.

Course Learning Outcomes:

- Upon successful completion of this course, students should be able to apply and integrate classroom knowledge and skills in the design and implementation of activity programming including project proposal, effective marketing strategies, planning and coordination of logistics, assessment and mitigation of risks, budget management, organizational skills, activity management and evaluation of program success.
- Students will demonstrate the ability to critically evaluate the creation of program documents through writing and revision.

Assessment:

Students are evaluated on activity program application assignments that cover project selection, marketing plan and artifacts, planning and logistics, risk analysis and management, financial planning and administrative processes.

Course Outline:

1. Introduction
 - a. Program Proposal
2. Marketing
 - a. Position Statement
 - b. Elevator Pitch
 - c. Marketing Plan
 - d. Marketing Artifacts
 - i. Flyer
 - ii. Social Media Post
 - iii. Web Landing Page
 - iv. Participant Information PowerPoint
3. Planning & Logistics
 - a. Daily Overview
 - b. Daily Detail/Itinerary
 - c. Travel Logistics
 - d. Shelter Logistics
 - e. Gear Management
 - f. Food Management
4. Risk Analysis & Management
 - a. Risk
 - b. Risk Management Matrix
 - c. Protocols
 - d. Site Plans
5. Financial Planning
 - a. Trip Budget
 - b. Excel Budget
6. Administration
 - a. Forms
 - b. Checklists
 - c. Participant Information Meeting

New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER: 24-25-02d

REVISION (label Revision #1, #2, etc.): Click or tap here to enter text.

SECTION 1: PROPOSAL INFORMATION

Name:	Jan Kiger
Title:	Chair, Health & Human Performance
E-mail Address:	jan.kiger@fairmontstate.edu
Phone Number:	X4984

College:	College of Education, Health & Human Performance
Department:	Health & Human Performance
Program Level:	Undergraduate
Date Originally Submitted:	9/25/2024
Implementation Date Requested:	4/1/2025

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) or email(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
College of Education, Health & Human Performance	<i>Amanda Metcalf</i>

ADDITIONAL COMMENTS:

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. Course Subject Prefix and number (e.g., ENGL 1101): Course number/prefix combinations may be used only once, and <u>may not be recycled</u> ; please check with the Registrar's Office to get a list of available, valid course numbers.	RECR 4490
2. Course Title: The title of the course as it will appear in the course catalog.	Outdoor Leadership Internship
3. Number of Credit Hours: Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	3
4. Repeatability (number of repeat credit hours): Students can repeat the course for credit.	N/A
5. Course Prerequisites: Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	Junior standing, RECR 2260 and RECR 3330.
6. Course Co-requisites: Include subject prefix and course number.	
7. Course Cross-listings (e.g., PSYC 2230 and SOCY 2230)	
8. Course Restrictions (e.g., Seniors only)	
9. Grade Type: Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	Standard A-F
10. Requirements: Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Required for major
11. Course Terms: In what semester(s) will the course be offered? (e.g., Fall only, Summer)	As needed
12. Writing Intensive: Does this course fulfill the Writing Intensive major requirement?	No
13. Core Curriculum: Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	No

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.

This is a required course for the new Outdoor Leadership major. All students in the major will take the course. There are other internship courses on campus, however, none of them addresses the unique outdoor environment required by this major.

SECTION 4: COURSE SYLLABUS

Attach the course syllabus or at minimum the following course components:

Catalog Course Description:

This internship offers students a supervised, hands-on opportunity to apply and refine their outdoor leadership skills in a real-world setting. Over the course of a 90-hour, semester-long experience, students will work directly with a public or community-based agency that complements their focus within the industry. This immersive internship is designed to bridge classroom learning with practical application, allowing students to gain valuable experience, develop professional skills, expand their understanding of outdoor recreation, and contribute meaningfully to the mission of the host organization.

Course Learning Outcomes:

Upon successful completion of this course, students should be able to

- Apply outdoor leadership skills in a professional setting.
- Demonstrate effective problem solving, decision-making and communication skills.
- Assess the impact of social and environmental issues on the delivery of outdoor education programs and services.
- Assist the host organization in achieving its mission by taking initiative, executing assigned tasks, implementing a project, administering or managing an experience, or serving as a resource person related to the site.
- Develop a vision of how they will incorporate outdoor leadership into their personal and professional lives.
- Develop professional skills, materials and experience that helps obtain future career opportunities in outdoor recreation leadership.

Assessment:

Students are evaluated by their internship supervisor using the competency areas of leadership, professionalism, delivery of outdoor education program and/or services, problem solving, decision making and communication.

Students will be assessed on the quality and completion of field reports, final project presentation, personal vision paper, self-evaluation and final reflection.

Course Outline:

1. Introduction
 - a. Internship overview and requirements
 - b. Internship site selection
 - c. Internship contract
2. On-site hours
3. Assignments
 - a. Personal Vision Paper
 - b. Project Presentation
 - c. Student Assessment of Internship Experience
 - d. Thank you letter to supervisor
 - e. Resume and Cover letter
4. Supervisor assessment of Intern

Writing Intensive Course (WIC) Proposal

RECR 4410: Advanced Program Planning

The Curriculum Committee meets on the fourth Tuesday of each month during the academic year to review all proposals that have been submitted. All WIC proposals are due in the Office of Academic Affairs on or before the second Tuesday of the month to ensure there is enough time for review.

Instructions: To apply for a Writing Intensive course designation, completely answer all the WIC proposal questions below. Email the WIC proposal and a Word or PDF copy of the new or updated syllabus to Susan.Ross@fairmontstate.edu

Proposal Number:	24-25-02e
Department:	Health & Human Performance
Preparer/Contact Person:	Jan Kiger
Telephone Extension:	304-367-4984
Date Originally Submitted:	09/25/2024
Revision (indicate date and label it rev#1, rev#2, etc.)	
Implementation Date Requested:	Fall 2025

-
- 1) **Writing is Part of the Objectives and Outcomes of the Course.** How do writing assignments and writing instruction further the learning objectives or learning outcomes of this course? Where in the syllabus are there are statements about the critical role writing plays in the course?

Course Structure Writing Intensive Course

This course is writing intensive due to the requirement of clear, effective, and concise writing to communicate the planning and development of a programmed activity. The purpose of writing in this course is to provide the opportunity to critically analyze the most effective manner to communicate the program to administrators, colleagues and participants. This process requires the student to evaluate their word selection and organization to effectively deliver the programmed experience through their writing. The revision portion of the course permits students the opportunity to revise their writing choices to bring a clearer understanding after the review process for every assignment.

The field of outdoor leadership requires effective instruction in verbal communication, kinesthetic demonstration, written instruction and documentation. For practitioners to provide clear and concise instruction, they must practice the skill of writing to create, manage, and revise their thoughts. Practitioners must also write in a manner that permits proper documentation of actions for future review or to communicate effectively with colleagues. Actively practicing and reviewing their writing skills will enhance a practitioner's skill set.

Course Learning Outcomes

2. Students will demonstrate the ability to critically evaluate the creation of program development and documentation through writing and revision.	All assignments
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See Appendix A for complete course syllabus.

- 2) **Writing is a Significant Part of the Coursework.** What types of writing (e.g., research papers, critical essays, technical documents, lab reports, essays, journaling, etc.) will be assigned? Explain how these assignments meet the requirement that writing be a significant part of the course work, including details about group writing assignments, if any. Include the required length for each writing assignment and demonstrate how the 20 pages (or equivalent 5000-word count) for finished writing will be met.

The student will have the opportunity to develop their critical thinking and writing skills throughout the course. The writing comes in many forms (reports, marketing pieces, analysis, planning, etc.). Every assignment throughout the process of developing a program has a writing element. Students will produce a minimum of 42 pages of written content related to program planning and a minimum of nine slides for the participant information presentation. However, it is more likely the student will submit 65-75 pages of written work after re-submissions. The written portion of the course will account for 100% of the course grade.

See the next section for more detailed information on the assignments.

See Appendix A for complete course syllabus.

- 3) **Writing is Learned Through Revision.** Indicate which assignment(s) students will be required to revise and resubmit after feedback from the instructor. Indicate who will be providing the feedback. Include an example of the assignment instructions you are likely to use for this assignment or assignments.

ADVANCED PROGRAM PLANNING ASSIGNMENTS

All assignments must be completed with a minimum score above 11 to be considered complete. Assignments may be resubmitted for an unlimited amount of time up until the final due date to improve the score. Assignments will be scored by the instructor. All assignments are 16 points unless otherwise designated.

Assignment 1. Project Selection. Using a five-step project development approach, students are to write a proposal for an outdoor recreation program to plan and develop for a Fairmont State University target audience. The program proposal should include a name and the goal/objective for the program, expected benefits, estimated timeline and effort anticipated. (minimum 2 pages)

Assignment 2. Developing Position Statement. Develop a position statement that identifies the target market for your program and the platforms and strategies you propose to market to them. Define the value proposition. Discuss what makes your program special and why consumers should sign up. This is a professional document that will inform the other members of your team. It should be detailed (minimum 2 pages).

Assignment 3. Crafting Elevator Pitch. Imagine yourself selling and telling the person riding in the elevator with you about your program. Be brief and persuasive. Spark their interest in your program. Create an engaging question to start the conversation and then go on to tell them the highlights of your program, giving them a reason to want to go. Make sure you end with a call to action. (five sentences)

Assignment 4. Developing Marketing Plan. Consider yourself as the marketing manager for this project. Put together a plan to market the program you have been handed. Analyze the situation and develop a S.W.O.T. analysis. Describe the marketing goals and how you are going to reach your target audience. Discuss communication strategies and tactics. What is your 'marketing mix'? Estimate the costs associated with the plan. (minimum 3 pages)

Assignment #5. Develop a flyer/poster (20-points). A flyer is a great way to advertise your program on campus. Your design platform is a letter sized document (8.5x11). Create this document using text, shapes, color and images. Following AIDA principles is required. Awareness = attracting viewer attention; Interest = providing necessary details; Desire = images and language that makes people want to sign up or get more information; and Action=give them a call to action. (1 page)

Assignment #6. Social Media Post. Using a design tool (e.g. Canva, Instagram), create an Instagram post that empowers, engages educates, and/or entertains the consumer. The post should follow AIDA principles. Awareness = attracting viewer attention; Interest = giving them the necessary details; Desire = images and language that makes people want to sign up or get more information; and Action=give them a call to action. Make sure there is a link or QR code that sends them to your 'fake' website. (1 page)

Assignment #7. Overview Daily Plan. Create an at-a-glance look at your program that can be provided to anyone interested in signing up. This is general and provides the participant with an overview of what will take place each day of your program. (1-2 pages)

Assignment #8. Detailed Itinerary. The daily detail itinerary breaks down each day and provides a timeline for when and where each activity will take place. Are there overnights? Where are the stops? Do we eat on the road? What is included in the program – What meals; what type of facilities (i.e. Showers, bathrooms etc.)? (minimum 2 pages)

Assignment #9. Road maps and directions. Create your travel logistics. Provide maps and instructions for every movement the vehicle makes. These should be visual with clearly written directions so that anyone can follow. Each 'leg' of travel should begin on a new page in the document. (minimum 5 pages)

Assignment #10. Trail Maps. Detailed trail maps, directions and descriptions are to be provided. The map and directions should allow anyone without knowledge of the area to travel the trail. (minimum 2 pages)

Assignment #11. Campground Map and Information. Provide an overview of the campground and the nearby amenities that are available (bathrooms, gift shops, etc.). Details about the campground should include contact information, costs, group size and tent number limitations per site, reservation timing information, and any unique qualities related to the site. (minimum 1 page)

Assignment #12. Individual Gear List. The individual gear list should not be just a checklist. It should provide the participant with important information about the gear they bring, such as fiber content. It should tell them that everything they bring must fit in an 18-gallon Rubbermaid or Sterilite tote. It should tell them about what they can and should bring in the van. It must be delivered in a way that someone with no experience will know what and how to prepare for the program. (minimum 2 pages)

Assignment #13. Gear Check. What gear does the participant bring that are crucial to their safety? Identify these items and describe why they are important. (minimum 1 page)

Assignment #14. Master Packing List. This is the checklist that makes sure that the program leaders bring everything they are supposed to. Categorize items so it is easy to find where they are and what is to be packed. (minimum 1 page)

Assignment #15, #16, #17. Menu Planning. These are three assignments that break down the process of what it takes to plan meals during a program. Students are to develop a meal-by-meal plan that can be delivered to participants prior to the program. Using this list, they are to develop a shopping plan and list that can be adjusted based on number of participants. (minimum 3 pages)

Assignment #18. Risk Analysis. This assignment asks the student to take a detailed look at the risks related to each activity in their program (travel, rest breaks, camping, hiking, sight-seeing, mealtime, free time, etc.) and explore the worst-case scenarios. In creating the analysis document, they will use a structure that directs them to analyze goals, leader skill and training needed, participant skill and training, activity difficulty, environmental hazards and accidents, participant screening, equipment, first aid, emergencies and rescue. (minimum 3 pages)

Assignment #19. Risk Matrix. For each activity, develop a matrix that addresses the potential elements of risk (environmental, equipment, or people). Which hazards, accidents, or injuries should the program build a plan? For each element of risk, define the probability of it happening, and the severity of the consequences if it would happen. Once defined, establish a barrier process to reduce and/or remove the element of risk. (minimum 2 pages)

Assignment #20. Protocols. A protocol documents an activity. Looking at a broad range of issues, develop a set of operating boundaries that help provide both a safe and productive educational environment for one of the activities in your program. Establish a structure for safe practice. Define how things will be done. Your protocols should address trip leader procedures and responsibilities, activity-specific protocols, Leave No Trace practices, group dynamics issues and procedures, and any site-specific issues. (minimum 2 pages)

Assignment #21. Site Plan. A site plan must be developed for every location that you are at with the group. These are planned stops. It is understood that there may be unexpected stops in any situation. Your site plan should include a trip itinerary and detailed information about the leaders and travel vehicle. Site plans should be specific to one location. For example, Fairmont State will be one of your site plans. You will need to know the closest hospital. Emergency rescue procedures will be developed for this site. Emergency contact information will be included, and additional road mapping will be created to provide support for getting to the hospital. Site plans are crucial when an emergency happens. (minimum 1 page)

Assignment #22. Trip Budget Planning. Students will evaluate leader expenses, food expenses, equipment purchases, travel expenses, lodging expenses, advertising, professional services, etc. to evaluate total cost of the program and to determine the cost per participant. (minimum 1 page)

Assignment #23. Excel Budget. Students will create an Excel budget form that can be edited and that represents the dollar amounts established in the budget planning phase. (minimum 1 page)

Assignment #24. Website Landing Page. Students will create a draft for a website landing page for their program. It should include the name of the program, a banner image that captures the essence of the program, dates of the program, and an overview paragraph that clearly represents what the program is about. Images that represent what will take place during the program. Navigation buttons that represent the important information that should be on or linked to the page. (minimum 1 page)

Assignment #25. Participant Presentation. (50-points) A ten-minute presentation that is for interested participants. It should include the elements discussed in the course and provide a clear, concise, and engaging presentation to introduce participants to your program. (minimum 9 slides)

Assignment #26 & 27. Administrative Checklist and Forms. These are the details that are needed to keep every program from chaos and disaster. Create a detailed administrative checklist. What gets done and when? What forms do you need participants to complete (waivers and information) and what is on them? When are they completed? (minimum 4 pages)

- 4) **Writing is Taught and Practiced.** What types of writing instruction will be experienced by students? How much class time will be devoted to explicit writing instruction and at what points in the semester? What types of writing support and resources will be provided to students?

Each assignment will be reviewed and discussed in class, with an opportunity to begin work inside the class time to allow for peer review and discussion.

The following assignment instructions will be reviewed at the beginning and as needed in the course.

Course Policies and Guidelines

Revision Policy

Once the student submits their *assignment*, they will follow the following revision steps for each assignment.

1. Review the instructor's comments on the rubric to plan for revisions.
2. Meet with instructor to review the comments for revision (optional).
3. Visit the LEAD Writing Center to assist with any questions or issues to improve revisions.
4. Revised assignment is due two weeks from the original due date listed in the syllabi.
 - a. The second submission will be returned with comments for final revisions (3rd submission is optional if a score of 11 or better has been earned).
 - b. Students will receive the highest score on the assignment after revisions.

Students will be encouraged to utilize the LEAD Writing Center.

See syllabus statement below.

The LEAD Center: Using the writing resources provided by the Learning Enrichment and Academic Development (LEAD) Center will improve your writing skills as well as your assignments and will provide you with a tremendous advantage. The Writing Center offers walk-in consultation for all writing assignments including essays, research papers, technical documents, and literary analysis. Professional tutors offer help with all stages of the writing process, and the software program Writers Workbench offers essay analysis and individual modules on

grammar/mechanics/word choice and sentence structure.

All students using the Math/Writing Center and/or the Tutoring Center should bring their student ID cards. Hours for the center are available on the “Tutorial Services” website. For additional information concerning the center and tutoring at off-campus sites, contact the Director of Tutorial Services at 304-367-4722.

<https://www.fairmontstate.edu/academics/tutoring-services>

- 5) **Writing is a Significant Part of the Course Grade.** How will students' final course grade depend on their writing performance? What percentage of the course grade will depend on the quality and level of the student's writing compared to the percentage of the grade that depends on the course content?

Course Structure

Writing Intensive

Course

The course provides the opportunity for writing in all assignments:

The writing portion of the course will provide a minimum of 42 pages of written work throughout the semester. However, more than likely the student will submit 75-75 pages of written work after re-submissions. The written portion of the course will account for 305 of the 775 available points or 39% of the final grade.

Evaluation and Grading Scale

Course grades will be based on the combined score of meeting deadlines, reports, plans, and overall presentation and feasibility of your program. This is a total point system. Students will earn points for each assignment that is completed. **All assignments must be completed to receive a grade above ‘C’ for this course.** If all assignments are completed, the sum of earned points will be divided by the total possible points to determine the final grade (e.g., $500/625=.8$, $.8*100=80$).

The Grading Scale is as follows:

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

There are no exams in this course.

All assignments must be completed to receive a grade above ‘C’.

Any absence beyond 3 will result in a 10% reduction of your final grade.

Assessment	Points
Attendance	100
Scavenger Hunt	5
16-point assignments (26)	416
Flyer assignment	20
Presentation	50
Total Points	591

See Appendix A for complete course syllabus.

See Appendix B for assignment rubrics.

Appendix A: Course Syllabus

RECR 4410 Advanced Program Planning

Fairmont State University

Jan Kiger, Associate Professor

Office: 304 Colebank

Office Phone: (304) 367-4984 **Email:** jan.kiger@fairmontstate.edu

Cell Phone: 304.288.5382 (Use only to text emergency)

Office Hours: Monday, Wednesday 10-11am; Tuesday & Thursday 815-915am; All other days and times by appointment.

I can hold an appointment in person, via phone, or digitally through Webex. See Webex link below. Please contact me through Blackboard messaging to request a meeting outside of these hours.

<https://fairmontstate.webex.com/meet/jan.kiger> | 408-418-9388

More information is available at the end of the syllabus on virtual Webex meetings.



Course Communication: I will communicate with you via Blackboard course announcements, Blackboard messages, and occasionally via email. You may message me via Blackboard Message with any questions or concerns you might have with the course.

Message Policy: I am happy to answer questions between the hours of 9am – 5pm. Monday through Friday. I will do my best to answer within 24-48 hours. Please compose your messages professionally, using complete sentences and spellcheck; refrain from using abbreviations (lol, idk) and emoticons.

Cell Phone: Please do not use my cell phone number. It is provided for emergencies only. If you do find you need to use it, please text.

Email: jan.kiger@fairmontstate.edu (Please use this only for emergencies) **Please place the course subject and number in the subject area of your email.**

Recommended Text: The Backpacker's Field Manual, Revised and Updated: A Comprehensive Guide to Mastering Backcountry Skills, By Rick Curtis. (There are reserved copies in the library).

Course Description: This course provides a foundational understanding of activity program management, equipping students with the essential skills to successfully plan, execute, and manage various programs. The course covers a broad range of topics including project proposals, marketing strategies, planning processes, logistical coordination, risk management, and budgeting. Students will plan and design an activity program. This is a writing intensive course.

Course Content: This course will include lectures, in-class assignments and activities, presentations; analysis of various readings as assigned; and reflective writing. Access to Blackboard is required for the online content. The online course space is organized by module and located in the Blackboard Learning Management System. **The course outline may be changed for the benefit of learning at any time throughout the semester.**

Course Location: This course will meet in CH 304 for most class periods. It is the responsibility of the student to arrive on time and attend all classes so that location is not an issue. Not being able to find the class is not an excused absence.

VIRTUAL CLASSES WILL TAKE PLACE IN MICROSOFT TEAMS. If we are required to go remote, our class will meet via Microsoft Teams. If you have not used Teams before, you will have to either download the Windows app or use the web app.

Course Delivery: This course is a face-to-face lecture-based course connected to a Blackboard Learning Management course space. Readings, videos and other information is provided in Blackboard. All assignments will be submitted in Blackboard. Due to Covid-19 there may be times that students are unable to be in class. During this time that student will attend class virtually via Microsoft Teams. This course is 15 weeks in length. Students should expect to spend 6 hours a week completing the course activities and assignments.

Writing Intensive Course: This course is writing intensive due to the requirement of clear, effective, and concise writing to communicate the planning and development of a programmed activity. The purpose of writing in this course is to provide the opportunity to critically analyze the most effective manner to communicate the program to administrators, colleagues and constituent groups. This process requires the student to evaluate their word selection and organization to effectively deliver the programmed experience through their writing. The revision portion of the course permits students the opportunity to revise their writing choices to bring a clearer understanding after the review process.

The field of outdoor leadership requires effective instruction in verbal communication, kinesthetic demonstration, written instruction and documentation. For practitioners to provide clear and concise instruction, they must practice the skill of writing to create, manage, and revise their thoughts. Practitioners must also write in a manner that permits proper documentation of actions for future review or to communicate effectively with colleagues. Actively practicing and reviewing their writing skills will enhance a practitioner's skill set.

The course provides the opportunity for writing and revision on every assignment. The writing portion of the course will provide a minimum of 42 pages of written work throughout the semester. However, it is more than likely the student will submit 65-75 pages of written work after submissions. The written portion of the course will account for 100% of the final grade.

The LEAD Center: Using the writing resources provided by the Learning Enrichment and Academic Development (LEAD) Center will improve your writing skills as well as your assignments and will provide you with a tremendous advantage. The Writing Center offers walk-in consultation for all writing assignments including essays, research papers, technical documents, and literary analysis. Professional tutors offer help with all stages of the writing process, and the software program Writers Workbench offers essay analysis and individual modules on grammar/mechanics/word choice and sentence structure.

Minimum Technology Required:

Online Platforms: Knowledge and willingness to learn and work with Blackboard Learning Management system, YouTube, Webex, Microsoft Teams and other possible online platforms. If you are unfamiliar with these platforms, there are helpful links at the end of the syllabus and in Blackboard.

Software Applications: Ability to use software applications (Microsoft Word, PowerPoint, and Adobe Acrobat Reader) to open create, save, locate, rename, copy, and paste. Do not upload files from Apple products. Microsoft products are free to install on your computer as a Fairmont State Student.

Connectivity and Equipment: Access to a standard laptop with camera and microphone; an internet connection, a device to take pictures (e.g., phone), ability to download and fill in Word and PDF assignments and upload to Blackboard, and YouTube Video watching. Participation in the optional synchronous Webex meetings or Microsoft Teams classes may require the use of a headset if attending in a public space.

Learning Outcomes and Assessments: The objective of this class is to provide the student with a basic knowledge of the foundation of planning concepts using an outdoor recreation setting. At the conclusion of the class the learner will be able to do the following.

Course Learning Outcomes	Assessments/Assignments
Apply and integrate classroom knowledge and skills in the design and implementation of activity programming including project proposal, effective marketing strategies, planning and coordination of logistics, assessment and mitigation of risks, budget management, organizational skills, activity management and evaluation of program success.	All Assignments
Demonstrate the ability to critically evaluate the creation of program development and documentation through writing and revision.	All assignments

Course Expectations:

- Students are to come to these class meetings with prepared work, not just verbal ideas.
- At the end of this course, you should have developed a program with the information necessary for anyone to run.
- All materials will be submitted via Blackboard by the designated deadlines.

Weather: When there is inclement weather, use your common sense as to whether it is safe to drive. Check Blackboard AND your email for messages from me regarding any class cancellation.

Cell Phones, Food, Etcetera: You are expected to respect your peers and me. Cell phones should be turned off before class begins and only be used for the purpose of class activities. You may bring a drink to class with you, but it must be in a container with a secure lid. Food is not permitted. If you foresee a circumstance where your cell phone must be left on or you must eat during the class period, please come and speak to me so we may discuss and agree upon special arrangements for you.

Attendance: Attendance is required at each class session. An absence can be counted for not being present in mind and/or body. Please arrive on time as a courtesy to your instructor and classmates. Attendance will be graded as follows. In class in the assigned space--No loss of points; In class, but not in your assigned space -50%; Late, being on your phone, not turning on your video when asked in a virtual classroom, not following classroom policies, sleeping or other disrespectful behavior (points lost can range from 20%-100% of your attendance points for that day. IN ADDITION, for every absence after 3, there will be a 10-percentage-point deduction from your FINAL grade.

Assignments: There are a series of modules that you will work through. All assignments related to the module must be turned in on the provided due date. Late reception of assignments may result in a 10% cut from earned grade for each day late.

Missing Assignments Students are required to complete every assignment. If you miss an assignment, you cannot earn a grade above a 'C' in this course. A complete program is required.

Assignment submission All assignments must be submitted in Blackboard. The deadline is at the end of the night 11:59PM on the due date in the schedule unless otherwise indicated by the instructor. You will be able to submit assignments beyond the deadline for reduced points.

All Assignments may be turned in a second time for full credit if first attempt was turned in on time.

Assignment Standards: All papers should be submitted as .doc, .docx, or .ppt files. Papers are to be typed, double spaced, with 1" margins, a 12-point Font. When a title page is NOT indicated in the assignment description, Your Name, Course Name & Number, Assignment Title, and Date should be single spaced at the top of the first page. If you need an extension, you must request one by 9:00pm the day before it is due. If you fail to request an extension prior to 9pm you will lose 10% of the grade on the assignment each day, it is late. **If you do not have Microsoft Office, you will find the office products on the home page of myFairmontState.**

If you do not have Microsoft Office, you can use the links on the Office Apps Card on myFairmontState. Mac users can do the following to access Microsoft Office applications.

Go to myaccount.microsoft.com and under office apps 1) there is a Go To office.com and sign-in with Fairmont State credentials (if the browser isn't automatically signed-in) or 2) there is a "manage" link that will let you install the version that is compatible with your computer.

These are the steps from the office.com sign in.

1. Click on "Install Office" on the top-right of the page.
2. Click "Office 365 Apps"

Run the Office 365 installer that was just downloaded.

Plagiarism and Citation Method: As a student at Fairmont State, it is your responsibility to refrain from plagiarizing the academic property of another and to utilize an appropriate citation method for all coursework. In this class, it is recommended that you use the APA method for citations. Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting and how to properly cite each respectively. Any form of plagiarism will not be tolerated and will result in a failing grade. Any work written, developed, created, or inspired by **artificial intelligence (AI)** is considered plagiarism and will not be tolerated.

One tool available to assist you in correcting citations is the "References" function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the "References" function is available in most University computer labs.

Resubmitting Assignments: One of the things you are allowed to do in this class is resubmit assignments: Click on the assignment. Click on Start New.

Student Evaluation/Grading: Course grades will be based on the combined score of meeting deadlines, reports, plans, and overall presentation and feasibility of your program. This is a total point system. Students will earn points for each assignment that is completed. **All assignments must be completed to receive a grade above 'C' for this course.** If all assignments are completed, the sum of earned points will be divided by the total possible points to determine the final grade (e.g. $500/625=.8$, $.8*100=80$).

The Grading Scale:

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

There are no exams in this course.

All assignments must be completed to receive a grade above 'C'.

Any absence beyond 3 will result in a 10% reduction of your final grade.

Grading & Feedback: Assignments will be graded as soon as possible according to the instructions and provided rubric. I will always provide an explanation for each point you lose. If you don't understand the feedback, please reach out to me. I am happy to help. If your submission was invalid, corrupt, or you submitted the wrong file I will ask you to resubmit it in your feedback. Please review your feedback on each assignment as it will help you on future assignments.

Revision Policy:

Once the student submits their *assignment*, they will follow the following revision steps for each assignment.

- 6) Review the instructor's comments on the rubric to plan for revisions.
- 7) Meet with instructor to review the comments for revision (optional).
- 8) Visit the LEAD Writing Center to assist with any questions or issues to improve revisions.
- 9) Revised assignment is due two weeks from the original due date listed in the syllabi.

1. The second submission will be returned with comments for final revisions (3rd submission is optional if a score of 11 or better has been earned).
2. Students will receive the highest score on the assignment after revisions.

LEAD Center: Using the LEAD Center to improve your writing skills as well as your assignments. The LEAD Center is located on the second floor of the Musick Library. You may learn more about the LEAD center by using the following link. <https://www.fairmontstate.edu/academics/lead-center>

Viewing Grades in Blackboard: Points you receive for graded items will be posted to the Blackboard Grade Book. Click on the Grades link to view your points. If you ever have a question, please contact me using your official Fairmont State email or via Blackboard message.

General Information: At the end of this course, you will have created an outdoor program that could be used here at Fairmont State. A series of Learning Modules will take you through the process of developing this program. I am always available for meetings, email or Blackboard messaging if at any time you need additional help.

Time Management. This course requires time management. I suggest you get a planner so that you can place assignments and their due dates on a calendar. Procrastination is your enemy. After the first week there are multiple assignments due each week.

Learning Modules. Each Module in Blackboard has at least one assignment that in the end will become part of your Program Plan. Prior to assignments there may be readings in the content area of the Module. These readings are to help you accomplish your assignment. Make sure that you do them prior to beginning the assignments. Assignments may also have sample documents that show you examples of what your assignment might look like. These are samples. You may choose to do something differently if it provides the same level of information.

Learning Module Content Overview

[Administrative Module](#)

In this module you will learn about "How we are going to do it." Review this module before moving onto any other modules. To access the content, click on the Administrative Module link. Topics will be presented in class with time to begin. The next day of class will be the presentation of a new topic. Time will be given in class to work on the project. There is homework every week.

[Module 1 - Project Selection](#)

In this module you will learn about requirements for choosing your project. To access content and the assignments, please click on the Module1 link. You are always welcome to email me or drop by my office to discuss your thoughts and get feedback. All assignments may be uploaded multiple times. The highest grade will be used for your final grade. Module 1 has one assignment.

[Module 2 - Marketing Plan](#)

In this module you will develop a marketing plan. To access content and the assignments, please click on the Module 2 link. Don't be afraid to submit assignments. You may submit them multiple times as long as they are submitted on time. The highest grade will be used for your final grade. You must submit assignments in Blackboard for grading. If you have any questions, please contact me via email or drop by my office. Module 2 has three assignments (Position Statement, Elevator Pitch, Marketing Plan)

[Module 3 - Marketing Artifacts](#)

In this module you will develop a flyer/poster and a social media post for Instagram. To access content and the assignments, please click on the Module 3 link. Don't be afraid to submit assignments. You may submit them multiple times as long as they are submitted on time. The highest grade will be used for your final grade. You must submit assignments in Blackboard for grading. If you have any questions, please contact me via email or drop by my office. Module 3 has two assignments (Flyer/poster, Social Media Post).

[Module 4 - Daily Plans](#)

In this module you will become familiar with creating a Daily Plan and Itinerary. To access content and the Module 4 Dropbox, please click on the Module 4 link. You may submit assignments multiple times as long as they are on time via

Blackboard. The highest grade will be used for your final grade. If you have any questions, please contact me via email or drop by my office. Module 4 has two assignments (Overview Daily Plan, Detail Itinerary)

[Module 5 - Logistics Plan](#)

In this module you will apply your knowledge of planning by developing a detailed logistics plan related to travel and lodging. To access content and the Module 5 Assignments, please click on the Module 5 link. You may submit assignments multiple times as long as they are on time via Blackboard. The highest grade will be used for your final grade. If you have questions, please contact me via email or drop by my office. Module 5 has three assignments (Road Maps, Trail Maps, Campground Maps & Details)

[Module 6 – Gear Documents](#)

In this module you will apply your knowledge of planning by developing a detailed logistics plan related to equipment. To access content and the Module 6 Assignments, please click on the Module 6 link. You may submit assignments multiple times as long as they are on time via Blackboard. The highest grade will be used for your final grade. If you have questions, please contact me via email or drop by my office. Module 6 has four three assignments (Individual Gear List, Gear Check, Master Packing List).

[Module 7 – Food Management](#)

In this module you will apply your knowledge of planning by developing a detailed logistics plan related to meals. To access content and the Module 7 Assignments, please click on the Module 7 link. You may submit assignments multiple times as long as they are on time via Blackboard. The highest grade will be used for your final grade. If you have questions, please contact me via email or drop by my office. Module 7 has three assignments (Menu Plan, Shopping Plan, Shopping List)

[Module 8 - Risk Analysis & Management](#)

In this module you will learn about planning for risk management. To access content and the Module 8 Dropbox, please click on the Module 8 link. You may submit assignments multiple times as long as they are on time via Blackboard. The highest grade will be used for your final grade. If you have questions, please contact me via email or drop by my office. Module 8 has two assignments (Risk Analysis, Risk Management Matrix).

[Module 9 – Safety Protocols & Site Planning](#)

In this module you will learn about safety planning for locations and activities. To access content and the Module 9 Dropbox, please click on the Module 9 link. You may submit assignments multiple times as long as they are on time via Blackboard. The highest grade will be used for your final grade. If you have questions, please contact me via email or drop by my office. Module 9 has two assignments (Protocols, Site Plans). Protocols must be developed for each activity (Van travel, hiking, camping, etc. Site plans must be developed for each site (campground, trailheads, Fairmont State campus, etc.).

[Module 10 - Financial Plan](#)

In this module you will learn about cost analysis and budgeting. To access content and the Module 10 Assignments, please click on the Module 10 link. You may submit assignments multiple times as long as they are on time via Blackboard. The highest grade will be used for your final grade. If you have questions, please contact me via email or drop by my office. Module 10 has two assignments (Trip Budget, Excel Budget).

[Module 11 - Administrative Plan](#)

In this module you will learn about administrative tasks and about developing and using forms. To access content and the Module 11 Assignments, please click on the Module 11 link. You may submit assignments multiple times as long as they are on time via Blackboard. The highest grade will be used for your final grade. If you have questions, please contact me via email or drop by my office. Module 11 has two assignments (Forms, Administrative Checklist).

[Module 12 - Presentation](#)

This module is your final presentation. To access content and the Module 12 Dropbox, please click on the Module 12 link. You may submit assignments multiple times as long as they are on time via Blackboard. The highest grade will be used for your final grade. If you have questions, please contact me via email or drop by my office. Module 12 has two assignments (Website Landing Page and Presentation PowerPoint).

University Policies

Please see the web address below to view the universities policy statements for Academic Integrity; Accessibility Services; Assessment, Surveys & Course Evaluation; Attendance; Consent to Recording; Copyright Notice; COVID-19 Provisions; Social Justice Statement; Title IX; Tobacco-free/Vapor-free Campus.

<https://www.fairmontstate.edu/academics/affairs/syllabus-statements.aspx>

Helpful Links

Click here for [Blackboard Help](#)

Set Up Blackboard Notifications Help: https://help.blackboard.com/Learn/Student/Ultra/Stay_in_the_Loop/Notifications

Submitting Assignments: https://help.blackboard.com/Learn/Student/Original/Assignments/Submit_Assignments

Resources and Support

Accessibility Services <https://www.fairmontstate.edu/student-services/accessibility-services>

Career Services <https://www.fairmontstate.edu/student-services/career-development/>

Health & Wellness Services <https://www.fairmontstate.edu/student-services/student-health/>

International Student Services <https://www.fairmontstate.edu/epics/>

Library Resources <https://library.fairmontstate.edu/>

Social Services <https://www.fairmontstate.edu/student-services/social-services/>

Technical Support If you have problems with your computer, technology, IT-related questions, support, including Blackboard, please contact the Tech Commons of Information Technology Service Desk at (304) 777-1800 or submit an online request through the Help@fairmontstate.edu The Service Desk is open Monday – Friday from 8:00 AM – 6:00 PM (Eastern Daylight Time).

Tutoring Writing Help – The LEAD Center <https://www.fairmontstate.edu/student-services/lead-center/>

Veterans Services <https://www.fairmontstate.edu/student-services/veteran-services/>

Syllabus Disclaimer: The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your email and the Blackboard course site often.

Communication & Netiquette Guidelines:

1) Netiquette, or network etiquette, defines appropriate behavior in the online learning environment. The etiquette guidelines that govern behavior when communicating on the Internet is known as netiquette. Netiquette covers not only rules or behavior during discussions, but also guidelines that reflect the unique electronic nature of the medium. The online environment includes any communication includes communication that occurs via technology, such as Blackboard messages, email, discussion boards, websites, text messages, and instant messaging.

2) Security. Don't share your password with anyone or change your password if you think someone else might know it.

Always log out when you are finished using the system.

3) Guidelines

- Treat instructor and classmates with respect in online communication. Behind every username is a person, please be respectful.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid slang terms, such as 'idk', and texting abbreviations such as 'u' instead of 'you'.
- Avoid using the caps lock features AS IT CAN BE INTERPRETED AS YELLING.
- Be cautious when using humor as sarcasm. It does not always transfer in email or discussion and might sound offensive.
- Be careful with personal information.

- Only send communication as yourself and do not do so anonymously or use forged messages from others' email, Blackboard or other college managed communication.

4) Blackboard messaging, Email, and Discussion Board

- Use a descriptive subject line – such as your last name, class and section
- Include your name in your message
- Make posts that are on topic and within the scope of course material.
- Take your posts seriously and review and edit your posts before submitting
- Be as brief as possible while still making thorough and thoughtful comments.
- Always give proper credit when referencing or quoting another source.
- Avoid short, generic replies such as “I agree.” Include why you agree or add to the point.
- Always be respectful of other's opinions, even when they differ from your own.
- When you disagree with someone you should express your differing opinion in a respectful way.
- Do not make personal or insulting remarks.
- Be open-minded.

Course Schedule

Module	#	Assignment While assignments	Module Start Date	Due Date (Due by 11:59 p.m.)
Admin	1	Scavenger Hunt 5 pts	Tue., January 23, 2024	Mon., January 29, 2024
1	2	Program Proposal 16 pts	Tue., January 23, 2024	Mon., February 5, 2024
2	3	Marketing – Position Statement 16 pts	Thur., January 25, 2024	Mon., February 12, 2024
	4	Marketing – Elevator Pitch 16 pts		
	5	Marketing – Plan 16 pts		
3	6	Marketing Artifacts – Flyer 20 pts	Tue., Feb. 6, 2024	Mon., February 19, 2024
	7	Marketing Artifacts – Social Media Post 16 pts		
4	8	Planning – Daily Overview 16 pts	Tue., February 13, 2024	Mon., February 26, 2024
	9	Planning – Daily Detail/Itinerary 16 pts		
5	10	Logistics Plan – Road & Travel 16 pts	Tue., February 20, 2024	Fri., March 8, 2024 <i>Different Days of the Week</i> Campground due Thu., Mar. 21, 2024
	11	Logistics Plan – Trail 16 pts		
	12	Logistics Plan – Campgrounds 16 pts**		
Midterm	1-7	Assignments 1-12 in Modules 1-5	All midterm submissions	March 8, 2024
6	13	Gear Docs - Individual Gear List 16 pts	Tue., February 27, 2024	Mon., March 25, 2024
	14	Gear Docs – Gear Check 16 pts		
	15	Gear Docs – Trip Gear List 16 pts		
7	16	Food Management – Menu Plan 16 pts	Thurs., March 4, 2024	Mon., April 1, 2024
	17	Food Management – Shopping Plan 16 pts		
	18	Food Management – Shopping List 16 pts		
Spring Break March 6-10				
8	19	Risk – Analysis 16 pts	Tue., March 11, 2024	Mon., April 8, 2024
	20	Risk – Management Matrix 16 pts		
9	21	Safety – Protocols 16 pts	Tue., March 25, 2024	Mon., April 15, 2024
	22	Safety – Site Plans 16 pts		
10	23	Financial Plan – Trip Budget 16 pts	Tue., April 8, 2024	Mon., April 22, 2024
	24	Financial Plan – Excel Budget 16 pts		
11	25	Administrative Plan – Forms 16 pts	Tue., April 22, 2024	Mon., April 29, 2024
	26	Administrative Plan – Checklist 16 pts		
12	27	Presentation – Web Landing Page 16 pts	Tue., April 29, 2024	Mon., May 6, 2024
	28	Presentation – PowerPoint 16 pts		
	13-19	All Assignments Modules 6-12	Last day to submit work for a grade	Friday, May 6, 2024
	29	Final - In Class Presentation 50 pts	Thursday, May 9, 2024 8-10am	10 minutes each
Total Points = 591 pts				

Appendix B: Assignment Rubrics

16-point assignment rubric

	Minimal - 1 pt.	Basic - 2 pts.	Proficient - 3 pts.	Exceptional - 4 pts.	Score/Level
Understanding of Material/Assignment	Apparent misunderstanding of material	Limited understanding of material displayed by vague, unclear language	Developing understanding of material	Clear understanding of material displayed by clear, concrete language and complex ideas	
Focus	Work addresses topic but loses focus by including irrelevant ideas	Work is focused on topic and includes few loosely related ideas	Work is focused on the topic and includes relevant ideas	Work is focused, purposeful, and reflects clear insight and ideas	
Mechanics	Frequent errors in spelling, grammar, and punctuation	Errors in grammar and punctuation, but spelling has been proofread	Occasional grammatical errors and questionable word choice	Nearly error-free which reflects clear understanding and thorough proofreading	
Support	Few to no solid supporting ideas or evidence for the assignment content	Some supporting ideas and/or evidence for the assignment content	Support for assignment content lacks specificity and is loosely developed	Specific, developed details and superior support and evidence in the assignment content	

16-point PowerPoint rubric

	Wow!	Well Done!	Acceptable	Not there yet
Content	4	3	2	1
Coverage of the topic, Organization, and Connection to Course Readings and Lectures.	Covers all areas of information assigned and connects to course lectures and readings. Content is accurate and information is presented in a logical order	Covers information assigned but leaves some things out. Makes some connection to course material but could have done more. Content in logical order.	Discusses topic but does not connect to course material. Content order is not logical. Some content is not accurate.	Does not address the topic or connect to course material. There is nothing to the order and the content is minimal.
Slide Creation	4	3	2	1
Slide creation and presentation; Images and Text Present	Presentation design and layout is pleasing to the eye. Just the right amount of text.	Presentation design and layout is good, but needs more images, appropriate imagery, or has a little too much text.	Presentation design and layout is unorganized and shows little effort. Has images but they don't depict the topic. Has entire paragraph of text	Presentation slide is blank or has only text.
Mechanics	4	3	2	1
Spelling, Grammar, Composition	No spelling errors. No grammar errors. Text is in author's own words.	One spelling or grammar error. Text is in author's own words.	Two spelling or grammar errors. Most of the text is in the author's own words.	Three or more spelling or grammar errors. Text is not in the author's own words.
Cohesive Presentation	4	3	2	1
Cohesive design	Every slide has a connection to the topic and integrates with the presentation smoothly.	90% of the slides have a connection to the topic and integrates with the presentation smoothly.	80-89% of the slides have a connection to the topic and integrates with the presentation smoothly.	79% or less of the slides have a connection to the topic and integrates with the presentation smoothly.

20-point Flyer Rubric

Rubric - Making a Flyer		Name:		
Criteria	Exceeds Expectations 4 pts.	Meets expectations 3 pts.	Almost meets expectations 2 pts.	Below expectations 1 pts.
Content	Incorporates all portions of AIDA and the 5 tips	A couple of points missing (AIDA & 5 Tips).	Only a few points of AIDA & the 5 tips are evident.	Little or no evidence of AIDA or the 5 Tips
Layout	Extremely neat and easy to read. Design really draws the reader in.	Neat and easy to read. Good design, minor adjustments needed.	Somewhat difficult to read. Design needs major overhaul.	Very difficult to read. No evidence of design.
Illustration	Adds to the understanding of the text.	Good but does not add much meaning to the text.	Has nothing to do with the text.	None included.
Grammar & Conventions	Flyer contains no errors.	Flyer contains one error.	Flyer contains two or three errors.	Flyer contains four or more errors.
Information – The who, what, when, where & how	Clearly explains the who, what, when, how & why of the program	Explains the who, what, when, why and how but lacks clarity or misses one	Explains 3 out of the 5 (who, what, when, why or how)	Does not explain at all or only explains 2 out of the 5.
Criteria Scores				
Total Points				