

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 5 – B (2)**  
**DATE: June 26-27, 2019**

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**SUBJECT**

**New Certificate: BHSU Certificate in Adventure Education**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – Program and Curriculum Approval

**BACKGROUND / DISCUSSION**

Black Hills State University (BHSU) requests authorization to offer a certificate in Adventure Education. The certificate will prepare students to be outdoor professionals who can plan and deliver quality education experiences. Graduates with the certificate will promote connection to and understanding of the natural world and manage risk according to professional standards. Outdoor recreation opportunities continue to grow within South Dakota leading to increased opportunities and need for qualified outdoor leaders. The intended audience for this certificate includes those employed in/at area programs and camps, Tourism and Hospitality, Psychology, Sociology, Human Services, and Exercise Science majors wishing to enhance their skills in outdoor adventure sport and programming.

There are no new courses required for this certificate.

BHSU requests authorization to offer the certificate on-campus.

**IMPACT AND RECOMMENDATION**

BHSU does not request additional resources to offer this certificate. The certificate will require the completion of twelve (12) credit hours.

Board office staff recommends approval of the certificates.

**ATTACHMENTS**

Attachment I – New Certificate Request Form: BHSU –Certificate in Adventure Education

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**DRAFT MOTION 20190626\_5-B(2):**

I move to authorize BHSU to offer a certificate in Adventure Education, as presented.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Certificate

Use this form to propose a certificate program at either the undergraduate or graduate level. A certificate program is a sequence, pattern, or group of academic credit courses that focus upon an area of specialized knowledge or information and develop a specific skill set. Certificate programs typically are a subset of the curriculum offered in degree programs, include previously approved courses, and involve 9-12 credit hours including prerequisites. In some cases, standards for licensure will state explicit requirements leading to certificate programs requiring more than 12 credit hours (in such cases, exceptions to course or credit requirements must be justified and approved). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Certificate Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

<b>UNIVERSITY:</b>	BHSU
<b>TITLE OF PROPOSED CERTIFICATE:</b>	<b>Adventure Education</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2019</b>
<b>PROPOSED CIP CODE:</b>	<b>31.0601 Outdoor Education</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>School of Behavioral Sciences</b>
<b>UNIVERSITY DIVISION:</b>	<b>College of Education &amp; Behavioral Sciences</b>

#### University Approval

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

\_\_\_\_\_  
Institutional Approval Signature

*President or Chief Academic Officer of the University*

Click here to enter a date.  
5/1/19

\_\_\_\_\_  
Date

1. Is this a graduate-level certificate or undergraduate-level certificate (place an "X" in the appropriate box)?

Undergraduate Certificate

Graduate Certificate

2. What is the nature/purpose of the proposed certificate?

To prepare students to be critically aware outdoor professionals who can plan and deliver quality educational experiences that promote connection to and understanding of the natural world, are inclusive of diverse populations, and manage risk according to professional standards.

**3. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.<sup>1</sup>**

It is the responsibility of a public university to prepare students for employment and contribute to their communities. It is also a responsibility to promote “best practices” in the field.

- a. Benefits to students:** Increased awareness of paid opportunities for outdoor leaders and expectations for professional outdoor leadership practice. Development of knowledge, skills, and abilities required for effective programming that manages risk appropriately. This certificate can stand alone or be combined with programs to enhance post-graduate employability.
- b. Benefits to workforce:** As the service and experience economy continues to expand, there are increasing needs for qualified outdoor leaders. Recreation alone generated \$586 million in South Dakota in 2017, as documented by the S.D. Department of Tourism’s annual report. Further, the annual Outdoor Industry Participation Report documents increases in the outdoor recreation sector. One specific sector is the indoor climbing industry, which is experiencing phenomenal growth and needs qualified staff. BHSU can help “raise the bar” through preparing future leaders in this field so that adventure programs can maximize their effectiveness.

In the United States, the following areas of adventure programming are in a growth phase: tourism, ‘guiding’, university outdoor orientation programs, and adventure therapy. Additionally, current research emphasizes a demand for outdoor education programs that produce transferable skills such as leadership, facilitation, experiential teaching, risk management, interpersonal skills, ‘resiliency’, life-long fitness, and conservation behaviors.<sup>2</sup> On average, areas of adventure programming that are in decline include: university outdoor recreation programs (climbing walls, trips programs—areas that BHSU currently incorporates and needs to expand upon in order to meet changing trends), K-12 residential and day outdoor programs, and corporate teambuilding programs.

BHSU’s proposed 12-credit certificate in Adventure Education would benefit specific occupations in Adventure Therapy (especially combined with Psychology, Sociology, or Human Services), Adventure Tourism and Recreation Management (as combined with Business), and Wellness/Fitness Occupations (as combined with Exercise Science, Health, or Physical Education).

The Adventure Education Certificate is proposed to meet the needs of students and community members in South Dakota who desire to develop competencies and meet legal standard of care requirements for certain types of programs. According to the online *Climbing Business Journal*<sup>3</sup>, in 1986, there were 86 open indoor climbing gyms in North America and 0 in South Dakota. In 2019, there were 609 open climbing gyms in the U.S., with 2 recently opened or planned in Spearfish and Rapid City, SD (<https://rapidcityjournal.com/news/local/new->

<sup>1</sup> For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

<sup>2</sup> Priest, G. & Gass, M. (2018). Trends and Issues. In *Effective leadership in adventure programming* (3<sup>rd</sup> ed., pp. 359-391). Champaign, IL: Human Kinetics

<sup>3</sup> <http://www.climbingbusinessjournal.com/>

[climbing-gym-opens-in-rapid-city/article\\_2dc709d8-d50e-5de7-b08f-405d35a360fb.html](http://climbing-gym-opens-in-rapid-city/article_2dc709d8-d50e-5de7-b08f-405d35a360fb.html)). This does not include climbing facilities at universities, camps, and fitness centers.

Data collected on graduates from the BHSU interdisciplinary Outdoor Education program reveal S.D. job placement in Game, Fish, and Parks education programs, 4-H youth extension programs, non-profit environmental education programs, non-profit eco-therapy programs, youth camp programs, municipal recreation programs, hunting and guiding programs, ski industry positions, and programs for at-risk youth. Through the proposed Adventure Education certificate, the following S.D. agencies and businesses would benefit further from hiring graduates who possess competencies in adventure education as applied to:

- Adventure tourism businesses: such as zip lines, “escape rooms,” guiding and outfitting businesses (hunting, fishing, boating, etc.).
- Recreation and fitness programs: including wellness centers, municipal parks and recreation programs.
- Emerging programs in the “experience economy”: such as supported multi-day bike treks and river trips.
- Therapy programs
- Programs for youth-at-risk.
- K-12 physical education programs who seek to incorporate more adventure activities into their curriculum.
- After-school programs, camps, 4-H programs, scouting, Boys and Girls Clubs, and other youth development programs.

**4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?**

The intended audiences for the Adventure Education certificate program are three-fold:

First, all courses required for the certificate are part of the interdisciplinary Outdoor Education program (interpretation, environmental education, adventure education, and environmental science).

Second, the Adventure Education certificate would be used to provide BHSU students with additional competencies that enhance other degree granting programs, including but not limited to programs for students who do not want the conservation education portion of the degree. This may include Tourism and Hospitality Business Management majors who wish to work in for-profit guide services and eco-tourism programs; Psychology, Sociology, or Human Services majors who wish to enhance qualifications and employability in the growing field of adventure therapy; and Exercise Science, Health, or Physical Education majors who wish to enhance their skills in outdoor adventure sport and programming skills as they apply to Wellness/Fitness occupations.

Third, the proposed Adventure Education Certificate can also serve students as a stand-alone certificate. With full-time positions trending toward management and training obtained from degrees such as those listed above, front-line jobs for outdoor program

leaders and teachers are increasingly filled by volunteers or seasonal employees. These positions may include in-service adventure educators from area camps, outdoor programs, and tourism programs who wish to enhance their competency by obtaining the Adventure Education certificate.

5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):<sup>4</sup>

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
PE OE	100 or 292	Qualifying Outdoor Technical Skill Courses, typically 1 credit each (BHSU Offers: Backpacking, Basic Archery Instructor Trainer, Beginning Rock Climbing, Intermediate Rock Climbing, Climbing Wall Instructor, Canoeing, Challenge Course, Cross Country Skiing, Fly Fishing, Orienteering, SCUBA)	3	No
OE	492	S/T Wilderness First Responder	3	No
RECR	242	Outdoor Skills	3	No
RECR	420	Organization & Management of Outdoor Programs	3	No
Subtotal			12	

6. Student Outcomes and Demonstration of Individual Achievement.<sup>5</sup>

- A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?

**Foundations**

1. Adventure Education Foundations: Students explain the history, scope, and key theory of outdoor leadership and adventure programming.

**Technical Skills**

2. Outdoor Technical Activity Skills: Students demonstrate proficiency in particular activities, develop experience-based competency, and obtain professional certifications.
3. Safety and Risk Management Skills: Students recognize risk and apply risk management strategies at the individual leader and program management levels.
4. Environmental Stewardship Skills: Students demonstrate environmental literacy and a knowledge of protected areas management.
5. Teaching and Facilitation Skills: Students demonstrate effective teaching and facilitation skills for different audiences and settings.
6. Program Management Skills: Students demonstrate planning, organizational, and program management skills.

**Interpersonal Skills**

7. Leadership Skills: Students practice effective communication, flexible leadership, professional ethics, problem solving, decision making and collaboration, and develop experience-based judgement.

*Adapted from the Standards for Accreditation for Adventure Programs (2017), and Core Competencies for Adventure Leaders as outlined by Priest and Gass (2018).*

<sup>4</sup> Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

<sup>5</sup> Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes."

**B. Complete Appendix A – Outcomes using the system form. Outcomes discussed below should be the same as those in Appendix A.**

Individual Student Outcome	Program Courses that Address Outcome			
	PE 100 or OE 292 <i>Outdoor Technical Skills Courses</i>	RECR 242 <i>Outdoor Skills</i>	OE 492 <i>Wilderness First Responder</i>	RECR 420 <i>Organization &amp; Management of Outdoor Programs</i>
1. Adventure Education Foundations: Students explain the history, scope, and key theory in outdoor leadership and adventure programming.	Intro	Master		
2. Outdoor Technical Activity Skills: Students demonstrate proficiency in particular activities, develop experience-based competency, and obtain professional certifications.	Master	Master	Master	
3. Safety and Risk Management Skills: Students recognize risk and apply risk management strategies at the individual leader and program management levels.	Intro	Master	Intro	Intro
4. Environmental Stewardship Skills: Students demonstrate environmental literacy and a knowledge of protected areas management.		Master		
5. Teaching and Facilitation Skills: Students demonstrate effective teaching and facilitation skills for different audiences and settings.	Intro	Master		
6. Program Management Skills: Students demonstrate planning, organizational, and program management skills.	Intro	Practice		Master
7. Leadership Skills: Students practice effective communication, flexible leadership, professional ethics, problem solving, decision making and collaboration, and develop experience-based judgement.	Intro	Master	Intro	

**7. Delivery Location.<sup>6</sup>**

**A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?**

	Yes/No	Intended Start Date
<b>On campus</b>	Yes	Fall 2019

	Yes/No	If Yes, list location(s)	Intended Start Date
<b>Off campus</b>	No		

	Yes/No	If Yes, identify delivery methods <sup>7</sup>	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	No		

<sup>6</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

<sup>7</sup> Delivery methods are defined in [AAC Guideline 5.5](#).

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)?<sup>8</sup>

	<b>Yes/No</b>	<b><i>If Yes, identify delivery methods</i></b>	<b><i>Intended Start Date</i></b>
<b>Distance Delivery (online/other distance delivery methods)</b>	No		

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<sup>8</sup> This question responds to HLC definitions for distance delivery.