The purpose of this report is to provide a high-level overview of Round 1 of the UMS Program Integration portion of the Academic Portfolio Review and Integration Process (APRIP). Nine discipline-based teams met from January-May, 2015 to discuss strategies to increase quality, access, and fiscal sustainability through inter-institutional collaboration. Teams represented business, criminal justice, education, engineering, history, languages, marine science, nursing, and recreation/tourism. Each provided a detailed report containing recommendations for further development.

On June 11, the Chief Academic Officers reviewed all nine team reports and determined which action items would be pursued at this time. They presented and discussed their recommendations with the APRIP Oversight Committee on June 12. They especially noted the following:

1. The team reports represent extraordinary levels of time, thought, and effort on the part of over 100 individuals. The teams were working under very difficult conditions, both in terms of time available and because so many of the factors required to implement One University were and remain undecided. CAOs and the Oversight Committee are deeply grateful to these academic pioneers for their good work.

2. The CAOs are recommending follow-up on many but not all of the team recommendations, based on a variety of factors. They will return to the reports in the future as the system is able to lay more groundwork for additional action steps.

3. The CAOs will assign follow-up responsibility for recommended actions to individuals or groups that have the appropriate responsibility and authority to bring them to life – in most cases to administrators or official groups. Team input will continue to have value as needed, but they have fulfilled the responsibilities requested of them.

**ACTION ITEMS FOR INITIAL IMPLEMENTATION**

1. **Business**
   a. Support the development of a single MBA for UMaine and USM. Increase recruitment efforts and expand pipelines into that MBA from business programs at the other five campuses. Develop opportunities for students in undergraduate majors other than business, as well, to move into this MBA.
   b. Further develop a vision and plan for the business programs at the five smaller campuses. This plan should further integrate, with intentionality, these programs to support them with more efficient operations, while also encouraging campus differentiation where appropriate.

2. **Criminal Justice and Criminology**
   a. Establish a common community / professional advisory board.
   b. Develop a common associate’s degree with common course numbering, descriptions, and learning outcomes.
c. Pursue ACJS certification / accreditation of the common associate’s degree.

3. **Education**

a. Re-institute System-wide Education Deans’ and Directors’ meetings to coordinate the work already being done across the System, and to explore, plan, and implement other collaborative efforts going forward.

b. Continue work on the common Master of Education in Instructional Technology currently in development between UMaine, USM, and UMF.

c. Continue work on the 3+2 program in Rehabilitation and Counselor Education currently in development between USM and UMF, and the suspension of UM’s Counselor Education program.

d. Collaboratively deliver secondary education methods courses for all secondary candidates across the System.

e. Build pathways from all seven campuses into graduate work in Education.

f. Collaborate on course / program delivery across the seven campuses using the cohort model to the greatest extent possible, to achieve the greatest possible access and efficiency.

4. **Engineering**

a. Develop a uniform curriculum for students in their first two years of mechanical engineering and electrical engineering. Courses will be primarily delivered on site, but will be fully transferable to facilitate student transfer between UM and USM.

b. Move a selection of upper-level courses toward more online pedagogy to facilitate sharing those courses between the two campuses.

c. Establish curricular committees in mechanical engineering and electrical engineering to meet each semester to ensure that first-two year curricula remain aligned and to ensure that the coordination is operating effectively and efficiently.

d. Develop curricula at the five smaller campuses to allow those students, after one or two years, to transfer into the engineering programs at UM and/or USM.

e. Develop uniform course numbering in the core areas—mathematics, physics, and chemistry—to facilitate transfer and ensure consistency.

5. **History**

a. Develop a stronger pathway from the various undergraduate programs into the graduate program at UMaine, and invite all UMS history faculty to apply for admission into UMaine’s graduate faculty.

b. Explore the possibility of merging the four current undergraduate programs into a single program that would be available on all seven campuses, in order to sustain and build the availability of history curriculum. Encourage differentiation in areas of expertise at various campuses, to further build the diversity of history education.

6. **Languages**

a. Continue the existing French and Spanish degree programs, with access at all seven campuses, initially with a focus on language acquisition.

b. Expand language acquisition opportunities in other languages such as Japanese, Chinese, and Arabic. For example, Chinese could be offered through USM’s Confucius Institute.
c. Continue the M.A. in Applied Teaching in French and Spanish.

d. Coordinate and integrate all UMS study abroad offices to expand and support study abroad on all seven campuses.

7. **Marine Sciences**

   a. Develop joint, blended, team-taught, etc. courses in a variety of ways, such as distance courses with field-based components. Take advantage of short course opportunities, such as one day per week, summers, weekends, etc. that allow rich use of off-site facilities.

   b. Articulate the curricula, particularly with learning outcomes at upper levels, to facilitate students moving from undergraduate into graduate programs.

   c. Explore further opportunities to collaborate on use of facilities, both on campus and off site.

   d. Develop a 4+1 Professional Science master’s degree, with dual 400/500 level courses as appropriate.

   e. Develop a common Web presence, particularly for purposes of marketing and student recruitment.

8. **Nursing**

   a. Develop a plan for the full alignment of nursing curriculum within the UMS, including a detailed articulation of the challenges and a plan for addressing them.

   b. Given the critical importance of expanding nursing programs to meet the current and future needs of Maine, consult with appropriate external group(s) to help us better understand the challenges and identify strategies for expanding our capacity, particularly in clinical placements. Also explore strategies currently being used at nursing programs in other rural states.

   c. Develop a report on the current nursing education partnership between UMA and UMFK. Include an analysis of the challenges and successes experienced in this collaboration thus far, as well as suggestions for improvements. This report should be delivered to the UMS CAOs for their review by the end of the fall 2015 semester.

9. **Recreation and Tourism**

   a. Strengthen communication across the campuses with the development of a central Web site, designed to serve students and faculty, but also to serve as a marketing and student recruitment tool.

   b. Seek opportunities for semester-long “residencies,” to allow students at any campus to take full advantage of the differentiated areas of expertise and opportunity at other campuses.

   c. Further expand the range of short courses available, taking advantage of the range of specializations already available on the various campuses. Consider a full range of possibilities—summers, weekends, January and May terms, semester breaks, etc.

   d. Develop pathways to take further advantage of articulated 4+1 opportunities for student progression into graduate work.

   e. Consider the development of hybrid team-taught courses, employing “point persons” in the field to work with the primary on site (or online) instructor.

   f. Collaborate on market-based certificate programs, expanding access across multiple campuses.
Essential Next Steps

The APRIP Teams were engaged in high-level planning. All of the disciplines require additional work to bring the recommendations to reality, some more than others. The existing teams or successor designees must do some additional planning, and most will need funding. Leaders and professional staff must do considerable work to enable the plans to become reality. This work will be costly and requires a capital budget. External funding would significantly advance the time frame for implementation.

In a May 2015 meeting, Team Leaders recommended that UMS support their recommendations as follows:

1. Build capacity for extensive distance-delivery and blended instruction, including
   a. Significant increases in interactive video instructional sites that are absolutely reliable and faculty-friendly.
   b. Significant increases in faculty professional and instructional development capacity (time, access to expertise and resources), ease of access, and expectations.
   c. Common academic calendar system-wide
   d. System-wide academic information system for course planning, advising, program marketing
   e. System-wide marketing
2. Establish capacities and systems for students to enroll simultaneously in multiple institutions – capacities that are seamless and impact-neutral for students, faculty, and institutions.
   a. Students: Advising, registration, tuition rates, fees, billing, payment, reliable planning for transfer, financial aid, grade transfer, online comprehensive catalog and pathways, etc.
   b. Faculty: Workload and P&T recognition
   c. Institutions: Revenues and enrollment credit, non-competitive funding model

Additional Achievements, Round 1:

- Emerging culture: help each other better serve students, whether on the giving or receiving end; inter-institutional respect for faculty expertise; expanded professional colleagueship
- Transferability enhancements, certificate and associate programs
- Increased awareness of benefits from greater comparability/standardization of general education
- Extraordinary voluntary service to UMS despite heavy workloads, contrary administrative systems, fear, and sometimes-difficult interpersonal issues
- Important lessons to apply to the Round 2 process and beyond
University of Maine System

Academic Portfolio Review and Integration Process

Recreation and Tourism Sub-team

Final Report with Recommendations

June 1, 2015

Karen Beeftink, UMM (Chair)
Barbara Blackstone, UMPI
John Daigle, Sandra De Urioste-Stone, and Matt Scaccia, UM
Frank Engert, Clyde Mitchell, and Conrad Ward, UMF
Kreg Ettenger and David Jones, USM
Bonnie Sparks, UMA
Executive Summary

**Charge:** The Recreation and Tourism Sub-team was charged reviewing the academic programs at the UMS campuses and producing a report of recommendations that aligns with the missions of the campuses, increases access, increases quality and breadth of offerings, lowers costs and grows enrollments through collaboration.

**Background:** Five of the UMS campuses offer programs in Recreation and Tourism studies, each with a variety of majors and concentrations and all leveraging multiple disciplines to deliver the degree program.


UMF: BA Outdoor Recreation Business Administration. Concentration in Outdoor Recreation. BA of Community Health. Concentration in Outdoor Recreation.


UMPI: BA Business Administration. Concentration in Recreation Leadership & Business.

USM: BS in Recreation & Leisure, BS in Tourism & Hospitality. Concentrations in Therapeutic Recreation, Community Recreation.

**Team Process:** After the initial in person meeting, the Sub-team met, at-a-distance, bi-weekly throughout March, April and May; and also meeting twice during that time in day-long sessions. As a group, the committee established an open and supportive collegial (team) working environment with a shared commitment to collaboration, program innovation and focus on the student experience, and responsiveness to Maine workforce and industry needs. Early in the committee’s work it was obvious that as colleagues in small programs collaborative effort could result in enhanced course offerings, more robust field opportunities for students, and optimization of limited faculty resources.

**Summary of Recommendations**

The Recreation and Tourism Sub-team developed six recommendations for future collaborative efforts within the UMS.

1. **Course Offerings** - To increase access, quality, and efficiency of course offerings for students within the University of Maine System by allowing students to access offerings across campuses. Expand alternative scheduling like, short courses, May and Winter terms, and hybrid-formats to provide students with the opportunity and flexibility to take courses from other campuses without creating a conflict within-the student’s campus based schedule.
2. Certifications and Training – professional certifications are a highly valuable tool to help students improve their professional credibility and job opportunities. Currently, there are several field-related certifications offered at various locations across the UMS. The sub-committee recommends that the UMS develop and expand access certification/training programs with the collaboration of industry partners and national or international accreditation agencies.

3. Certificate Programming – certificate programs and badges serve as recruitment feeders and are available either as stand-alone certificates or are built into existing courses and concentrations. The committee recognizes the value of developing certificates but recommends that first a market assessment be conducted to determine industry need. Once need is identified then the UMS campus programs could collaborate to create accessible, experientially rich, and mutually accepted (transferred) certificate programs or badges.

4. Advanced Degree Preparation – professional advancement is often contingent on the attainment of advanced degrees. Increased opportunities for undergraduate students to participate in research and assessment of undergraduate curricula to facilitate transition to graduate programs will increase advanced degree attainment. Increase availability of 4+1 programs for students in recreation and tourism degrees from across the UMS.

5. Information Sharing – to increase access, quality, and efficiency of information sharing for students and faculty within the UMS by providing a centralized website for UMS Recreation and Tourism programs. The site will facilitate the promotion of short course options, travel courses, research and field placement opportunities and job and internship listings.

6. Inter-System Student Exchange Program - to allow students in recreation and tourism programs across the University of Maine System to complete part of their degree requirements on another campus. By careful coordination of schedules and clustering of courses, students could expand their skills substantially in topic areas unavailable at their home campus. Campuses could continue to focus on courses and field experiences that connect them with their surrounding regions and communities, but this connection could be shared with students across the system.

The Recreation and Tourism Committee member were in agreement on many themes: focus on the quality of the student experience, opportunities for robust field placement, the importance of faculty mentoring and advising, and the importance of student access to faculty industry networks. The recommendations identify many challenges; none of which are insurmountable, but most of which will require changes in system wide academic and administrative practice, including for example faculty loads and student tuition distribution. Some of these changes will require additional resources, support and possible reallocation of administrative and faculty time.
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Overview

The discipline of Recreation was identified as one of the original nine program areas to be reviewed under the Academic Review and Integration Process (APRIP). Five of the seven UMS\(^1\) campuses have undergraduate programs in some form of recreation, including UM, UMF, UMM, UMPI, and USM. At the request of the University of Southern Maine, tourism-related programs were included in the sub-team to reflect the fact that many of the included programs are also connected through the subject of tourism, especially nature-based tourism. Eleven individuals made up the Recreation and Tourism Sub-team, including faculty and students from the five programs above as well as a representative from the University of Maine at Augusta. Names and titles of all team members are shown in Appendix F.

Team members met twice in Orono, on April 10 and May 29. These meetings were designed to first discuss possible areas for collaboration and map out plans for the report (April 10), and then to revise and finalize the report itself (May 29). In addition, the team met several times over the spring semester via Google Hangout. Meetings were arranged and coordinated by Karen Beeftink, sub-team chair. Documents related to the process were posted on a shared Google drive accessed through the system-wide campus portal. Individual team members posted information about their respective programs, including course lists and program requirements. The chair also posted other materials about the APRIP process and kept the group informed regarding system updates and expectations.

As a group, we worked well together and felt that the process was beneficial in terms of learning about each others’ programs and finding potential areas for collaboration. The relatively small size of the group, combined with our strongly overlapping areas of interest, led to productive conversations both in person and via Hangout. Group members were open to many ideas for working together and came to this process with a common understanding about how our programs could integrate more closely. The APRIP process itself was seen as an opportunity to forge new ties that would benefit all of our individual programs, the University of Maine System, students in Maine, and the industries that we serve. It was not seen primarily as an opportunity to reduce costs, eliminate programs, or protect our individual programs at the expense of others. In fact, our main consensus was that there is still significant room for growth in this area, and that by working together we could capitalize on various opportunities and build enrollments for all of our programs.

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\(^{1}\) We use the following acronyms and terms in this report: UMS or “System” refers to the University of Maine System; UM or “Orono” is the University of Maine (flagship campus); UMA is the University of Maine at Augusta; UMF is the University of Maine - Farmington; UMM is the University of Maine at Machias; UMPI is the University of Maine at Presque Isle, and USM is the University of Southern Maine.
The remainder of this report provides a number of concrete recommendations for collaboration that we feel would generate new revenues, increase efficiencies, and provide additional access for students to obtain high quality education in recreation and tourism across the system.

**Recommendations**

The Recreation and Tourism APRIP team has identified six recommendations for future collaborative efforts within the University Maine System. They are broken down into the following: Course Offerings, Certifications/Trainings, Certificates, Advanced Degree Preparation, Information Sharing, and Inter-System Semester Exchange Program. Details outlining each recommendation are offered below.

1. **Course Offerings**

   **Overview**

   To increase access, quality, and efficiency of course offerings for students within the University of Maine System by allowing students in various recreation and tourism programs across UMS to take courses offered through another campus, thereby allowing them to pick up skills and experiences not available on their home campus.

   **Recommended Strategies**

   1. Use “short” courses, such as May Term, Winter Term, August Term, and Spring Breaks, for individual course delivery. Students could enroll in courses from any UMS campus. By opening up these courses, our hope is that specialty courses that may not normally fill with students from only one campus will be able to run at full capacity. This can also increase the level of collaboration amongst students at the various campuses. Types of courses that could be taken by students enrolled in any of the system programs in recreation and tourism include expedition courses (international and local) and certification courses (e.g. Leave No Trace, Wilderness First Responder, National Association for Interpretation), as well as other courses that benefit from a significant field portion and a condensed delivery.

   2. Expand UM’s current May Session utilizing the facilities at the Schoodic Institute, dubbed “The Summer Institute.” Students would spend at least one week at the facilities, living and learning together, and meeting with professionals in the field at Acadia National Park. A variety of courses would benefit from this type of delivery, including but not limited to: Visitor Management, Park Interpretation, Wilderness Management, Tourism Management, and Outdoor Recreation skills.

   3. Utilize a “hybrid” format in which a course is team-taught, with one primary instructor delivering course content for students within the system via web, Google Hangout, or other online format, and one “point” instructor at each campus to oversee field projects. This could increase flexibility for students, and help ensure that some of the higher level or elective courses reach minimum enrollment numbers, while maintaining the quality which hands-on experience enables.
4. Due to the extensive field components inherent in many of our courses, fully online delivery of our programs is not possible at this time. However, we do see the possibility of creating more individual online classes that could potentially be combined in certificates or degrees. More work would be needed in this area to identify possible areas and obstacles.

**Action Steps and Potential Barriers**

We acknowledge a number of steps that would be needed, and barriers to the implementation of these recommendations.

1. Academic calendars need to be unified throughout the system. UMM and UM have previously collaborated twice on a short Winter Term course (UMM course REM 210) involving international travel to the Patagonia region with success; however, students participating from UM missed their first week of classes due to differing schedules. In both years, however, the course would not have had enough students to run with students from only one campus.

2. A number of administrative changes need to take place in the system. Decisions would have to be made regarding the determination of faculty loads, student tuition distribution, and course transfers. In the case of hybrid courses with multiple faculty involvement, decisions would also have to be made regarding the determination of faculty loads.

3. Decisions would also need to be made regarding student course fees. Many of our suggested course collaborations have course fees to offset travel costs and housing for off-site courses. How would course fees be determined? In previous collaborations, students from UM taking the UMM REM 210 course had to pay fees for UMM facilities, even though they never set foot on the campus. We were able to work with the Bursar to remove some of the fees, but this issue would have to be addressed in future collaborations.

4. Scheduling will also pose a challenge if Google Hangouts or interactive modes are used.

5. Support and training utilizing technological approaches will be key to the success of any hybrid-style courses. Support will also be needed for registration.

6. Lastly, we need to take into account the individual program accreditations such as the National Recreation and Parks Association and Society of American Foresters. Any changes must be in line with criteria to maintain these unique accreditations.

Please see Appendices for a breakdown of specific courses and potential collaborations we can investigate further once administrative issues have been resolved.

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### 2. Certifications/Trainings

**Overview**

As UMS recreation and tourism students prepare to seek internship and employment opportunities in their field, professional certifications are highly valuable for differentiating students from other
candidates and help improve their professional credibility. Currently, there are several field-related certification opportunities offered at various locations across the UMS and a great opportunity exists to expand these offerings and increase access to other potential certification/training programs. These certifications and trainings fall into two primary categories: 1) professional development and 2) marketable outdoor skills. While many relevant certifications/trainings are currently offered—or have the potential to be offered—through the UMS; many opportunities may be offered as external options that students may not largely be aware of. Appendix C provides a concise summary of the types of certifications that could either be offered through the UMS or through other means to help strengthen students’ skills and their ability to obtain meaningful employment.

The inclusion of professional and marketable outdoor skills certifications/trainings (see appendix C) in undergraduate recreation and tourism programs is a relatively straightforward means of both directly improving the overall quality of the programs offered as well as potentially attracting new students to the UMS. Many of the current and potential certifications/trainings are well respected within the state, national, and international recreation and tourism industries. Some of these certifications/trainings—such as the widely popular Wilderness First Aid/Responder courses—are common prerequisites for many jobs in the industry. Although communications have been held between campuses prior to the APRIP process, no major cross-campus offering have been made in terms of opportunities for students to obtain certifications/trainings. In order to be most strategic, it is suggested that the campuses that already offer—or could most easily offer—these programs be the ‘host’ campus for designated programs and seek ways to effectively provide affordable access to other recreation and tourism students in the UMS.

**Recommended Strategies**

1. **Short Courses**

Since most of the certifications/trainings in the outdoor industry require a hands-on approach, it is not often practical to offer these through an online format since a student’s physical presence is required. Short courses, however, open up the possibility for offering these certifications during school breaks during the winter and summer or over regular or extended weekends. This brings the challenge of providing housing and board to participants, but addressing these types of concerns would help improve access to most types of certifications/trainings as most of these are only short-term programs.

2. **Use Semester Exchange Program**

Many types of certifications/trainings—such as the NAI Interpretive Guide Certification—are included as part of semester-long classes which limits their accessibility depending on where a student is spending a semester on another campus. Access to programs will depend on the location of their primary campus. For certification/training programs that require a significant number of hours—such as the TIES Ecotourism Certificate—students could temporarily spend semesters on other campuses for access to coursework that might not be offered on their primary campus (see section on semester exchange programs). Section 6 below outlines a proposal for such a program.
3. Increase Communication Across System

Section 5 below describes ways to increase communication across recreation and tourism programs. With enhanced communication between campuses, it will be possible to develop partnerships where students can obtain the certifications/trainings they most desire while still being students within the University of Maine System. Many campuses have the capacity to house additional students, but there is a potential cost component for both the university and the student. This type of system-wide collaboration would require higher-level administrative assistance and is not something that the APRIP sub-team or individual faculty can resolve themselves. An ultimate vision for providing greater access to these programs would be to minimize the constraints for highly motivated students to participate.

4. Make External Training Available to All UMS Students

Many types of certifications in the outdoor industry are already offered by other entities (see Appendix C). Improving awareness of these certifications/trainings offered outside of the UMS—perhaps through an online bulletin system—can help students access these offerings while improving their professional development goals.

Action Steps and Potential Barriers

The benefits of a system of certifications offered between campuses would potentially attract more students into the UMS, which may have tangible financial benefits. Additionally, most of the certification/training programs in the field are not expensive to implement. Since no single campus would be solely responsible for offering all potential certifications/trainings, increased campus collaboration would improve cost savings. It may—however—place an increased financial burden on students who would have to travel in order to participate in these opportunities. Another potential financial challenge would be how to compensate faculty for their services for offering these programs and providing them with the necessary resources to obtain the trainings they need so they may be prepared to teach others. Of course, not all departments and UMS campuses have development dollars to put towards these types of higher trainings for faculty. The provision of these certifications for students—however—could provide additional revenue for the university system as well as attracting more students into the program, with greater long-term financial payoffs that legitimizes the need to provide staff with adequate additional resources.

3. Certificates

Overview

UMS campuses offering recreation and tourism programs could collaborate to create certificate or badge programs that serve as stand alones, feeders to campus programs, or concentrations for baccalaureate degree completion students.
Recommended Strategies

1. Make Existing Certificates Available to Students Across UMS
   a. Event Planning and Management (USM)
   b. Tourism Development and Planning (USM)
   c. TIES Consortium Certificate (USM)
2. Identify Potential Areas for New Certificates
   a. Ecotourism and nature tourism
   b. Recreational / leisure studies and programming
   c. Hospitality management and marketing
3. Identify Multiple Delivery Options
   a. Short courses: school breaks or summer or winter term
   b. Distance: video conferencing, online, hybrid, off-campus site delivery, e.g., Hutchinson, Schoodic Education and Research Center, or UC locations.

Action Steps and Potential Barriers

We have identified several action steps and potential barriers to the creation of joint certificates and badges. They include:

1. Prior to development of any new certificates, market assessments should be conducted to determine industry needs and potential numbers of students in specific areas. The assessment should also include potential competing certificates/badges, especially online versions.
2. Many current UMS tourism and recreation courses include necessary field components (site visits, experiential learning, etc.) that could be difficult to include in distance learning environments. However, short courses offer one possible way to include such components, and there are other potential solutions.
3. Determining learning outcomes and competencies for individual certificates/badges would have to be done collectively following an analysis of industry/external expectations and based on faculty knowledge of content areas. These outcomes would also have to be assessed as part of the determination of successful completion of the certificate.
4. Faculty from individual programs should play a key role in advising and mentoring students in the certificates. Workload and compensation issues would have to be resolved.
5. Ownership, management and delivery of the certificates/badges would have to be determined, and sufficient resources be made available to the granting institution(s).
6. If new courses, including online courses, are to be developed to support certificates, this would have to be supported by individual institutions and tenure-granting units of participating faculty. There would also have to be sufficient support by instructional design specialists, and resources for compensating faculty.
7. Housing and meals would likely be needed for short course and off-site delivery options.
4. Advanced Degrees

Overview
The aim of this program is to provide opportunities and training to students enrolled in tourism and recreation programs across the University of Maine System to pursue graduate level programs in fields such as Parks, Recreation and Tourism.

In recognition of the need for advanced degrees for professional advancement this program assesses undergraduate curricula that facilitates transition into graduate level programs. Opportunities for undergraduate students to be involved in research that provides critical skills and credentials that make them attractive for graduate level programs. Also, undergraduate curricula are being evaluated and coordinated with graduate level programs to facilitate transition of students into those programs.

Many undergraduate students who have assisted faculty in research efforts have become interested in pursuing advanced degrees. UMS undergraduate students may have the opportunity to support research efforts such as data collection, data processing, and communicating study results. In recent years, undergraduate students at University of Maine (Orono) have presented oral/poster presentations at conferences such as the Acadia National Park Science Symposium, Maine Climate Solutions Conference, and the Maine Water Conference. Undergraduate students have also assisted in drafting peer review publications and being cited as coauthors. Given that parks, recreation and tourism research is needed statewide, an opportunity exists to recruit undergraduate students across multiple campuses.

Efficiencies will be created where 4+1 programs are offered to students enrolled in recreation and tourism programs across the University of Maine System (UMS). The University of Maine at Orono has created two 4+1 programs that provide the opportunity for an undergraduate student with one extra year to obtain an advanced degree. Students in the Parks and Recreation Management concentration accredited through the Society of American Foresters can obtain an advanced degree in a Masters of Forestry. Students in the nature-based tourism concentration with one extra year can obtain a Masters in Business Administration (MBA). Explorations for a Masters of Science in Parks, Recreation and Tourism in the School of Forest Resources could be investigated with a critical mass of faculty and graduate course offerings that could further facilitate recruitment of UMS undergraduate students for advanced degrees. This will require procedures to facilitate transfer of undergraduate students from other campuses to the Masters programs.

Recommended Strategies
1. Conduct an assessment of course equivalencies with targeted Masters programs.
2. Include up-to-date course syllabi offered across the UMS into the integrated information sharing system.
3. Craft advertising materials to be coordinated with information sharing systems.
4. Develop curriculum sheets to facilitate transition to the Masters programs and to make students aware of course requirements and equivalencies at their respective campuses.
Action Steps and Potential Barriers
For successful implementation of the proposal, the following steps would need to be taken and obstacles need to be overcome.

Research
1. A communication mechanism to advertise current research efforts with faculty at other campuses, and advertising and recruiting undergraduate students.
2. Cross-campus ability for undergraduate students to fulfill human subjects or other research specific required training.
3. Ability of all UMS students to be qualified for student hiring at UM.

Accelerated (4+1) Programs
1. Capacity to coordinate efforts with participating campuses and Masters programs to comply with degree requirements.
2. Difficulty of transferring course credits that satisfy accreditation requirements such as the Society of American Foresters.
3. Difficulty of transferring course credits that satisfy the MBA or MS degree requirements.
4. Advising at an early stage that may require input from a graduate advisor in the Masters degree programs.

5. Information Sharing

Overview
The purpose of this recommendation is to increase access, quality, and efficiency of information sharing for students and faculty within the UMS by providing a centralized location for UMS Recreation and Tourism programs. This should increase level of engagement in the program and has potential to draw more students to the University of Maine System by creating awareness of all the possibilities throughout the state. Financial benefits would accrue through increased enrollment and retention.

Recommended Strategies
We propose a centralized website for all UMS Recreation and Tourism programs. Information provided will increase communication amongst UMS faculty for advising students, and for UMS students to explore opportunities both throughout the system and throughout relevant external industries. This proposed website will include:

1. An overview with descriptions of individual campus programs and certifications, with links to the individual program web pages and contact information for each campus program. This will help improve overall visibility of the Recreation programs in the system as a whole. It will also enable students to compare different programs at one centralized location and decide which program best
suits their needs, and to explore course offerings at other campuses that may be of interest and augment their chosen degree.

2. Descriptions of short courses and travel courses available through all UMS campuses, including August Term, Winter Term, May Term, Summer Session, and others, that may be of interest and augment their chosen degree. This will also potentially help specialized courses meet minimum enrollment requirements, help students gain access to travel courses, and help students collaborate with other students throughout the system.

3. Listings of job and internship opportunities throughout the state. This will help faculty pair students with internships that best meet their career development needs and that may be available in other parts of the state. This would also help state organizations meet their needs for seasonal employment. Historically, there have been more positions available than have been filled, and this could alleviate that shortage while also giving students more career focused summer positions.

4. List of parks, recreation and tourism research opportunities for undergraduate students.

5. Descriptions of scholarships and funding sources available to students in the University of Maine System to support degree completion.

6. Listings of recreation and tourism related conferences. This will benefit faculty and students, and provide an avenue for professional development and networking.

7. Updates on research being conducted by faculty across the system for potential collaboration amongst faculty, and for potential undergraduate engagement.

8. A mechanism for students and employers to provide input on improvements and additional opportunities.

9. An annual career/education fair for UMS tourism and recreation programs, possibly in conjunction with MCCS and private colleges.

10. Possible joint marketing of programs at other career and education events in region.

**Action Steps and Potential Barriers**

In order to achieve this recommendation, we would need a point person to develop the webpage(s) and to keep it active and up-to-date. This person would need relevant skills and training in current software applications. Ideally, this would be accomplished through a system-wide career services coordinator for the recreation and tourism management fields. This could also be accomplished in two other ways: 1) an administrator could oversee the site with regular communication from program coordinators and career services personnel from each campus; or 2) one faculty from a UMS campus could receive release time to oversee the site, with regular communication from programs coordinators and career services personnel from each campus. In either case, the webpage administrator would need commitment from campus program coordinators and administrators to ensure relevant and accurate data.
6. Inter-System Student Exchange Program

Overview
The purpose of this program is to allow students in various recreation and tourism programs across the University of Maine System to complete part of their degree requirements on another campus, thereby allowing them to pick up skills and experiences not available on their home campus.

Students would complete one or two semesters in residence at another campus within UMS, taking courses that would be applied to their home campus degree in recreation or tourism. Courses and other experiences (such as internships or field study) would be approved in advance by their home program and university, similar to study abroad. In most cases these courses should provide knowledge in an area that is unavailable in their home program, and which the system has decided (through the APRIP process) should not be offered on multiple campuses. Students would work with their faculty advisors to set up the exchange, develop the schedule of courses, and ensure that all courses will meet some requirement of their home degree.

This program would permit students on any UMS campus to have access to faculty and courses across the system, including face-to-face classes currently preferred by many of our students. By careful coordination of schedules and clustering of courses, students could expand their skills substantially in topic areas unavailable at their home campuses with just one semester of study. Additionally, students would have greater access to internships and other professional opportunities across the state, which is vital in fields like recreation and tourism that are very place-specific. Campuses could continue to focus on courses and field experiences that connect them with their surrounding regions and communities, but this connection could be shared with students across the system.

The specific nature of the exchange program, and the courses and specialties offered on each campus, would be developed over a period of several months. However, the following are just a few examples of the types of exchanges envisioned, based on the current areas of expertise and course offerings on various UMS campuses.

1. A student in the PRT program at UM, the ERTM program at UMM, or the ORBA program at UMF could spend a semester at USM taking classes in event planning, lodging or food service management.

2. A USM student in Tourism and Hospitality could spend a semester at UMF completing coursework in winter resort management combined with an internship at a ski resort.

3. A UMF or UMM student interested in becoming an outdoor guide could spend a semester at the other campus learning about recreation in a different ecotourism setting.

4. A student at USM, UMPI or another campus could spend a semester at UM learning about parks planning and management.
5. Students across the system could use the program as a way to increase their knowledge about tourism and recreation opportunities in other regions of the state.

6. Students wanting an internship in a particular topic, such as ski areas, coastal recreation, hotel management, or event planning, could do this as part of a semester exchange.

By sharing courses across the system in this way, each program can focus on developing specific areas in which they have expertise. Students from all campuses can then take courses from highly qualified faculty rather than faculty teaching outside their areas of expertise or adjunct instructors with limited teaching experience. This will lift the overall quality of the academic experience for individual students and for the system as a whole.

Allowing students to take some of their courses at other campuses will reduce the need to expand course offerings in manifold areas at multiple campuses, reducing the pressure to increase full- or part-time faculty. It could also allow departments to be more efficient in terms of class enrollments, with fewer empty seats. Individual campuses could benefit financially from having dorm space occupied in part by students from other campuses. And the system could benefit financially by attracting and retaining students rather than losing them to other universities with more diverse programs and course offerings.

We see this type of inter-campus exchange program as highly valuable to recreation and tourism students across the system. It would allow each of our programs to continue to focus on our strengths and available expertise, while benefiting from the expertise of other faculty on other campuses. It would also allow students in various programs to experience the different geographical regions of Maine, and the various recreational and tourism opportunities these each provide, while getting their degrees at the campus that best reflects their individual preferences or life situations. The proposed program represents an opportunity to build something new at virtually no cost to the University of Maine System, and which would benefit numerous students who wish to expand their knowledge of our fields and their experience of Maine in a “semester abroad at home.”

**Recommended Strategies**

Several models are possible for integrating curricula as part of this program. The three options below move from low to high degrees of integration and structure.

1. **Individualized Student Programs**

   In this model, each student would work with their faculty advisor, program chair, or other mentor to design an individualized program of study at another campus. This program could include specific courses that count as electives or meet certain requirements within their home program. It could also include a professional experience such as an internship. Faculty would work with their institution’s transfer credit office to ensure that planned courses could be applied to the individual student’s degree. Little coordination would be needed between campuses other than communication between program faculty regarding individual students, and assistance with housing and other needs.
2. Individual Program Curricula

This model involves individual programs creating clusters of courses at another campus that would meet specific requirements within their program, such as a concentration, certificate or track. For example, a program focusing on tourism (like USM) might work with one or more of the other campuses to develop an outdoor recreation concentration that requires a semester spent at one of these campuses. Intercampus agreements would be needed regarding the use of one department’s courses in another university’s program. Departments would advertise this information in their course catalogs and let students know in advance when clusters of courses would be available on other campuses. This would represent a fair amount of initial and continued coordination between individual campuses, but not necessarily across the entire system.

3. System-Wide Curricula

In this model, clusters of courses would be created and marketed across the entire system and made available to students on multiple campuses. For example, USM could make its 12-credit Certificate in Event Planning, Management and Marketing available to students in tourism and recreation programs across the system. Other campuses could offer similar certificates or other specializations representing their areas of expertise. Each campus would then schedule courses in a way that would allow students to complete the cluster with one semester of study at that campus. This model would require more system-wide coordination, but would have benefits in terms of potential numbers of students in the exchange program, and could also be a useful marketing tool for our respective programs.

**Action Steps and Potential Barriers**

We have identified the following steps to be taken in order to put this program into effect.

1. Participating departments would be identified through the APRIP process and would meet to discuss the operational aspects of this program. Other offices on their respective campuses would be brought into the discussion as needed. General agreement about what courses and specializations would be offered on each campus would take place as part of the APRIP discussions.

2. Working with the transfer credit offices on various campuses, a preliminary slate of courses on the various campuses should be identified that would contribute to this program, and their transfer equivalents on the other campuses identified. Transfer credit officers may also need to be included on a case-by-case basis to approve transfer credits for individual students in the program.

3. An MOU would be needed confirming what rates a student would pay for tuition and room and board as part of this program. Various models could be considered, including students paying their home campus rates, paying the rates at the other (host) campus, or paying a pre-determined system-wide rate. Residential Life offices could set up transfer agreements that allowed a certain number of exchanges per year at agreed-upon terms.
4. Each department would identify a program coordinator who would play a role in setting up their program, working with individual students, coordinating with faculty on other campuses, and assisting with scheduling of courses on their home campus.

7. Next Steps
The Recreation and Tourism sub-team recognizes that the creation of this report is but the beginning of an ongoing process. In addition to the administrative changes, support, and faculty workload/compensation issues identified earlier, further discussion is needed to develop detailed implementation plans for our recommendations. Specifically, further discussion and exploration needs to consider the following:

1. Identifying key personnel (ideally a program coordinator) at each campus for continued communication with recreation and tourism faculty throughout the system, and with the shared program webpage coordinator
2. Integrating program course schedules amongst the campuses to capitalize on specific course sharing or course offerings within the system
3. Identifying specific courses to develop utilizing hybrid modalities, and the resources to develop these courses
4. Creating a structure for any hybrid courses utilizing a main instructor plus a point instructor at individual campuses
5. Identifying course transfer policies for courses taken outside the student’s home campus, with specific information on which program requirements the course will fulfill
6. A close examination of individual program accreditations through outside agencies and how collaboration through course sharing may impact these accreditations
7. How local community colleges can be brought into our collaborative efforts.
## Appendices

### Appendix A. Types of Collaboration with Expected Challenges & Impacts

<table>
<thead>
<tr>
<th>Strategy</th>
<th>How</th>
<th>Challenges</th>
<th>Support</th>
<th>Revenue/ expenses</th>
<th>Access</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certifications</td>
<td>short courses—may term, winter term, spring break, summer, weekend</td>
<td>housing and fees associated</td>
<td>marketing</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>different breaks</td>
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<td></td>
<td></td>
<td>credits</td>
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<td></td>
<td></td>
<td>tuition</td>
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<td></td>
<td>financial aid</td>
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<tr>
<td>Certificates (mini program)</td>
<td>non-credit option to allow community members to take courses</td>
<td>Advising/ supervision on challenges</td>
<td></td>
<td>potential market expansion</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>who gets the credits/tuition</td>
<td></td>
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<td></td>
<td></td>
<td>Needs assessment (what potential students and employers may need)</td>
<td>support staff</td>
<td></td>
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<td></td>
<td></td>
<td>Technology and training</td>
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<td></td>
<td></td>
<td>training</td>
<td></td>
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<tr>
<td>Course offering</td>
<td>travel courses</td>
<td>breaks</td>
<td>marketing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>online</td>
<td>credits</td>
<td>IT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>hybrid (field instructors at multiple campuses)</td>
<td>tuition</td>
<td>registration</td>
<td></td>
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<td></td>
<td></td>
<td>scheduling</td>
<td>credit transfer</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>payment—appointment</td>
<td>admissions office</td>
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<td>X</td>
<td>X</td>
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<tr>
<td></td>
<td></td>
<td>coordination and accreditation requirements</td>
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<td>who gets the credits/tuition</td>
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<td>housing and fees associated</td>
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<td>technology</td>
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<td></td>
<td>training</td>
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<td></td>
<td></td>
<td>support staff</td>
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<td></td>
<td></td>
<td>course fee approval</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Strategy</td>
<td>How</td>
<td>Challenges</td>
<td>Support</td>
<td>Revenue/ expenses</td>
<td>Access</td>
<td>Quality</td>
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<tr>
<td>Prepare for advanced degree</td>
<td>research</td>
<td>communication</td>
<td>admissions office</td>
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<tr>
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<td>4+1</td>
<td>transfer and equivalencies</td>
<td></td>
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<tr>
<td></td>
<td>procedures in place to facilitate transfer from other campuses</td>
<td>coordination and accreditation requirements</td>
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<td></td>
<td>communication material to students on equivalencies</td>
<td>communicate to students</td>
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<tr>
<td></td>
<td>place to upload course syllabi for equivalencies</td>
<td></td>
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</tr>
<tr>
<td>Central location to share information</td>
<td>location for us for students: internships, certifications, jobs, travel courses, funding sources, scholarships, conferences, job offerings, undergraduate research opportunities, summer courses</td>
<td>time</td>
<td>IT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>potential students: program information</td>
<td></td>
<td></td>
<td>staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Institute</td>
<td>unified degree? Next level</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(course offerings)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Semester exchange programs at other campuses</td>
<td>Secure housing for student on other campus</td>
<td>room and board</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Share schedules</td>
<td>transfer credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication across programs</td>
<td>prerequisites</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Faculty mentors</td>
<td>cost of tuition</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Credit transfers</td>
<td>financial</td>
<td></td>
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</tr>
</tbody>
</table>
### Travel courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMM REM210</td>
<td>Nature-based Tourism and Sustainable Development series</td>
<td>Short course offered Winter Term or May Term</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can be offered to all UMS students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can be co-taught with other UMS faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can alternate years with different destinations</td>
</tr>
<tr>
<td>UMM REM123</td>
<td>River Canoeing and Camping (St. John River)</td>
<td>Short course offered May Term</td>
</tr>
<tr>
<td>UMPI REC280</td>
<td>Canoeing and Canoe Camping (Allagash River)</td>
<td>Can be offered to all UMS students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can alternate years offered</td>
</tr>
<tr>
<td>UMM REM227</td>
<td>Backcountry Expedition Skills</td>
<td>Short course offered Spring Break</td>
</tr>
<tr>
<td>UMPI REC374</td>
<td>Wilderness Expedition Skills</td>
<td>Can be offered to all UMS students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can alternate years with different destinations</td>
</tr>
</tbody>
</table>

### Tourism Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>USM REC223</td>
<td>Nature-based Tourism</td>
<td>Potentially offered online</td>
</tr>
<tr>
<td>UMM REM219</td>
<td>Introduction to Tourism</td>
<td>Potentially offered online</td>
</tr>
<tr>
<td>UM SFR224</td>
<td>Private and Commercial Recreation</td>
<td>Nature-based tourism focus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Potential to develop online</td>
</tr>
<tr>
<td>UM SFR493</td>
<td>Sustainable Destination Planning</td>
<td>Potential to offer hybrid style</td>
</tr>
<tr>
<td>USM TAH251</td>
<td>Ecotourism and Sustainable Development</td>
<td>Potential to offer online</td>
</tr>
<tr>
<td>USM TAH241</td>
<td>Tourism and Community Development</td>
<td>Currently online</td>
</tr>
<tr>
<td>USM TAH 262</td>
<td>Women, Arts, &amp; Global Tourism</td>
<td>Currently online</td>
</tr>
</tbody>
</table>

### Economics Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMF ECO228</td>
<td>Environmental and Natural Resource Economics</td>
<td>Potential to develop online</td>
</tr>
</tbody>
</table>
## Business Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMF - BUS210</td>
<td>Principles of Management (Rec focus)</td>
<td>Potential to develop for online delivery; increased quality for students because focus is on Recreation and Tourism</td>
</tr>
<tr>
<td>UMF - BUS220</td>
<td>Principles of Marketing (Rec focus)</td>
<td></td>
</tr>
<tr>
<td>UMF - BUS225</td>
<td>Retail Operations</td>
<td></td>
</tr>
<tr>
<td>UMF - BUS240</td>
<td>Financial Management for Rec &amp; Tourism</td>
<td></td>
</tr>
<tr>
<td>UMF - BUS 315</td>
<td>Human Resource Development</td>
<td></td>
</tr>
<tr>
<td>UMF - BUS 480</td>
<td>Service Operations Analysis, Design and Management</td>
<td></td>
</tr>
<tr>
<td>UMF - BUS 310</td>
<td>Human Resources Management</td>
<td></td>
</tr>
<tr>
<td>UMF - BUS 311</td>
<td>Management and Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>UMF - BUS 491</td>
<td>Strategic Management</td>
<td></td>
</tr>
</tbody>
</table>

## Other

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>UM - MaineBound Adventure Program</td>
<td></td>
<td>Offers trips that could be developed into courses for credit</td>
</tr>
</tbody>
</table>
Appendix C. Certification Offerings and Opportunities

These would be relevant for students in recreation & tourism undergraduate programs and are or could be offered directly through the UMS.

<table>
<thead>
<tr>
<th>Professional Development Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification/Training Option</td>
</tr>
<tr>
<td>Description of Certification/Training</td>
</tr>
<tr>
<td>Certified Recreation and Park Professional</td>
</tr>
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<td></td>
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<tr>
<td>Leave No Trace Trainer</td>
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<tr>
<td></td>
</tr>
<tr>
<td>NAI-National Association of Interpretation</td>
</tr>
<tr>
<td>Program Description</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Certified Interpretive Guide</td>
</tr>
<tr>
<td>TIES Ecotourism Certificate</td>
</tr>
<tr>
<td>PSIA [Professional Ski Instructors of America] Certification</td>
</tr>
<tr>
<td>Certificate in Tourism Development and Planning</td>
</tr>
<tr>
<td>Certificate in Event Planning, Management and Marketing</td>
</tr>
</tbody>
</table>
### Marketable Outdoor Skills

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Offered At</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Wilderness First Aid* & Wilderness First Responder** | *Participants become certified to administer basic first aid care to injured individuals in a remote/wilderness setting.  
**Participants become certified to offer advanced medical care to individuals in a remote/wilderness setting. | *UMF, UM, UMM  
**ALL                                      | Mandatory practical on-site training (all levels) (annually)                                      |
| PCIA [Professional Climbing Instructor Association] Training | This certificate provides students as potential instructors with an in depth and standardized understanding of the skills essential to teaching climbing in an indoor setting | None                                      | Not currently offered, but system campuses have or will have climbing walls, so this could be developed |
| Recreational Boating Safety Training        | This certificate provides participants with the knowledge and skills for safe boating practices. An in person exam is required. | UMM                                      | This certification is currently offered as a part of an in person course at UMM. There is potential to offer the certification opportunity to students from other campuses. |
| Lifeguard Training                          | These certifications are designed to provide the participants with the knowledge and skills needed to be a lifeguard and professional rescuer. These certificates are offered in different levels and modules. | UM, UMPI, USM, UMF, UMM                  | These courses are offered regularly throughout the UMS.               |
Appendix D. Certification and Training Opportunities

These may be of high interest for recreation/tourism students and may be offered outside of UMS.

<table>
<thead>
<tr>
<th>Certification/Training Option</th>
<th>Description of Certification/Training</th>
<th>Where Currently Offered</th>
<th>Recommended Method of Offering for UMS Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Maine Guide Preparation Course and Examination</td>
<td>Individuals participate in a 4-9 day long hands-on course that is designed to prepare individuals to obtain a Registered Maine Guides’ License in the following categories (hunting, fishing, recreation, white water rafting, or sea kayaking).</td>
<td>Washington County Community College (WCCC), private guiding organizations</td>
<td>Scholarship award</td>
</tr>
<tr>
<td>Hunters’ safety course</td>
<td>This basic course prepares participants with the skills needed to hunt safely in the Maine woods. This course is mandatory for any individual who wishes to obtain a hunting license.</td>
<td>Statewide through local fish &amp; game associations, UMM Recreational Hunting and Fishing course</td>
<td>University coordination with local fish &amp; game associations</td>
</tr>
<tr>
<td>MASAR [Maine Association for Search and Rescue] training</td>
<td>Participants become trained to support search and rescue operations.</td>
<td>UMM Search and Rescue course</td>
<td>Semester long course. Could be offered to students throughout the UMS.</td>
</tr>
<tr>
<td>Red Cross Boating/sailing certifications</td>
<td>Red Cross offers a variety of boating and sailing training courses</td>
<td></td>
<td>Provide notification to all UMS recreation and tourism students whenever this opportunity is available.</td>
</tr>
<tr>
<td>Program</td>
<td>Description</td>
<td>Certification Authority</td>
<td>Status</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Maine Camp Trip Leader Certification</td>
<td>The course reviews legal, safety and practical considerations for leading a trip. Certification is mandatory in the state of Maine. WFA and CPR are also required.</td>
<td>Maine Department of Inland Fisheries and Wildlife</td>
<td>Not currently offered; potential to be included as part of UMM Camp Counseling course, and opened to other UMS students.</td>
</tr>
<tr>
<td>Maine Snowmobile and ATV Safety Certificate</td>
<td>The Maine Snowmobile and ATV education course will teach students how to properly operate and maintain their vehicles, as well as the laws, responsibilities and personal safety associated with operating these vehicles.</td>
<td>Maine Department of Inland Fisheries and Wildlife</td>
<td>Not currently offered</td>
</tr>
<tr>
<td>Chainsaw Safety Training</td>
<td>Participants become proficient at handling, operating, and maintaining a chainsaw. Experience with chainsaw safety is often important for recreation and tourism students who are interested in trail construction and maintenance.</td>
<td>Maine Certified Logging Professional Program and Friends of Baxter State Park</td>
<td>Provide notification to all UMS recreation and tourism students whenever this opportunity is available.</td>
</tr>
<tr>
<td>PADI SCUBA Open Water Dive Certification</td>
<td>PADI is the world’s most popular dive certification, providing knowledge and skills for diving, with required completed dives.</td>
<td>UMM course offered annually or semi-annually. Requires on-site practical instruction.</td>
<td>Provide notification to all UMS recreation and tourism students whenever this opportunity is available.</td>
</tr>
</tbody>
</table>
Appendix E. Individual Programs and Institutional Missions

University of Maine (UM)

The mission of the University of Maine is to “integrate teaching, research, and outreach, (to) improve the quality of life for people in Maine and around the world, and promote responsible stewardship of human, natural, and financial resources... Internationally recognized research, scholarship, and creative activity distinguish the University of Maine as the state’s flagship university. As the state’s doctoral-granting institution, research and education are inextricably linked.” Within this mission, the Parks, Recreation, & Tourism (PRT) program within the School of Forest Resources (SFR) trains outdoor recreation, tourism, and natural resource planning professionals with outstanding scientific and technical knowledge, practical field and management skills, knowledge about human dimensions of natural resources, a strong stewardship ethic, and other necessary skills needed to design and manage high-quality, nature-based recreation and tourism experiences. The program’s emphasis on the integration of natural, social and management sciences reflects the interdisciplinary context in which complex recreation, tourism, natural resource management, and environmental concerns are addressed in the field. The PRT program offers three areas of concentration:

(1) Parks and Recreation Management.

(2) Nature-Based Tourism.

(3) Conservation Law.

Students have the ability to pursue a 4+1 program that provides the opportunity for a student with one extra year to obtain an advanced degree in a Masters of Forestry or a Masters in Business Administration. PRT actively exchanges information with individuals and organizations concerned with the management and stewardship of natural resources to disseminate current knowledge and best practices, and obtain feedback for evaluation and modification of our undergraduate and graduate programs. In a typical year, SFR faculty receive $5 million in research grants and publish 40 papers in peer-reviewed journals. Our graduate as well as undergraduate students have the opportunity to work closely with faculty on research projects.

University of Maine at Augusta (UMA)

UMA does not offer a recreation or tourism related program or concentration; however, access to certificate options in recreation and tourism would be attractive to our adult and degree
completion student population and could be accommodated within UMA degree completion programs.

Distance options are also consistent with UMA's statewide mission and the support service provided by University College, these options would serve adult and place bound students who are reliant on distance delivery and online technologies.

University of Maine Farmington (UMF)

UMF’s mission is to “prepare students for engaged citizenship, enriching professional careers, and an enduring love of learning”. UMF’s programs in outdoor recreation include a concentration within the Community Health program, and the Outdoor Recreation Business Administration Program. Students with a passion for outdoor recreation are prepared for professional careers serving the tourism and outdoor recreation sectors, including the ski industry, which are key to the economy of western Maine. UMF’s programs work with local industry partners for internship opportunities, and to ensure the students have the skillsets and knowledge needed to serve these industries. UMF which has had over three decades of involvement in snowsports education, also has an Alpine Operation Certificate program, through which students will have opportunities to coach youth and adult ski programs, get PSIA certifications as well as National Ski Patrol, Wilderness First Responder, CPR, and others certifications.

UMF’s strategic plan includes the specific goals for maximizing experience based programs and leveraging its location, both of which are achieved through its outdoor recreation programs. UMF’s location in the heart of Western Maine, provides access to dozens of lakes and mountains, and is an hour’s drive to three world class ski resorts, and the best whitewater in the northeast. Besides the local ski mountain at which all fulltime students can ski for free, UMF promotes outdoor recreation with its Mainly Outdoor program and its active students club, which provides the opportunity for the outdoor recreation students to develop their skills, by leading lead trips for skiing and snowboarding, snowshoeing, hiking, biking, climbing, and canoe, kayak and rafting amongst others.

University of Maine at Machias (UMM)

The Environmental Recreation & Tourism Management program is recognized within the University of Maine System and region as a high-quality, pertinent academic program that supports economic development in our region and prepares local, regional, and international
students for a broad range of professional careers. With its close alignment to the university’s Environmental Liberal Arts core, the program is one of our campus’ showcase programs, maintaining approximately 70 students and contributing to quality of life within our campus and surrounding community.

The ERTM program emphasizes a balance between analytical thinking and practical application. The curriculum is designed and selected with the expectation that graduates will leave UMM with a solid foundation of knowledge and skills pertinent to all areas within the leisure service industry (as “generalists”, rather than “specialists”). Yet, students have the opportunity to delve more deeply into their personal area of interest through our carefully designed concentrations and the possible adoption of cross-disciplinary minors.

UMM as a whole, and the ERTM program specifically, take great pride in the personal approach to education and our Downeast location. Our location on the coast and among rivers, lakes, and forests lends itself to the enjoyment of outdoor recreational experiences and, therefore, to unique experiential learning opportunities particularly for future outdoor enthusiasts and resource managers. Also, since our small community setting lacks professional recreation practitioners, the campus itself as well as surrounding communities call on the faculty and students to provide technical assistance and staffing expertise for the development and delivery of recreational opportunities. This creates hands-on learning and public service experiences, which help to improve the quality of life in Downeast Maine.

**University of Maine at Presque Isle (UMPI)**

UMPI’s Mission Statement and our recreation program curriculum and activities align directly within three distinct areas. These areas include environmental sustainability, nurturing intellect and personal development and connecting our students with alumni and employers in Aroostook County, the State of Maine and western New Brunswick providing real world work experiences prior to graduation.

We believe that through content offered in courses such as Leadership Training in Recreation and Outdoor Pursuits I and II, students develop leadership skills and a greater awareness of issues relating to sustainability by practicing models such as “leave no trace” and adhering to environmentally friendly practices. We continue this practice through courses such as Program Development and Planning. They look at the unique populations underserved in Aroostook County (the elderly and K-12 students in rural settings) and offer appropriate programming to them in their communities, which enhances the individual and community quality of life. In addition this program, and its students, works toward creating a community culture that
emphasizes the importance of recreation and leisure activity in everyone’s life. It educates community members about the value of lifelong fitness and wellness, while showcasing easily accessible local opportunities for this type of activity. This has a ripple effect on our regional economy as it sparks interest in local “adventures”. This type of practice and community involvement, allows graduates to gain solid work-related experiences and exposure to area leaders in education and recreation fields.

**University of Southern Maine (USM)**

The University of Southern Maine has identified its mission, as Maine’s Metropolitan University, “to develop student knowledge, skills, and potential, and, at the same time, to build the future of the region – economically, socially, ecologically, and civically – through mutually beneficial relationships with community partners.” USM’s programs in the areas of recreation and tourism serve this mission directly through community collaborations and by training graduates to work in several fields critical to the long-term sustainability and economic viability of Southern Maine.

USM’s Program in Tourism and Hospitality trains students in areas including hospitality management; tourism entrepreneurship and promotion; tourism planning and development; event planning; sport and adventure tourism; and cultural and culinary tourism. These specialties are closely aligned with Maine’s tourism and hospitality industry. In addition to a BA in Tourism and Hospitality, the Program offers several minors as well as certificates in Event Planning and in Tourism Planning and Development. The program is closely connected to Maine’s tourism industry through internships, research, class projects, guest speakers, an external advisory board, and other activities.

The Department of Recreation and Leisure Studies (RLS) offers the only BS in Therapeutic Recreation (TR) in Maine, playing a critical role in the training of professionals as Certified Therapeutic Recreation Specialists. TR, while focused on recreation, is closely related to health and wellness professions including physical and occupational therapy. RLS also offers a degree in Community Recreation that is aligned with health and wellness fields, but focused on prevention rather than rehabilitation. Both programs connect with various sectors in the region and state, providing needed graduates while affording USM students opportunities for professional training through internships and other experiences.

Other programs at USM, including Sport Management in the School of Business, and the Department of Exercise, Health, and Sport Sciences, offer degrees, certificates and other training related to recreation and tourism. These programs complement each other and
provide various career pathways to students interested in recreation, tourism, sports, health care and related areas. We see great potential for these programs and anticipate new opportunities for collaboration within USM and across the system to support Maine’s needs in these diverse but related areas.
Appendix F. Sub-team Members

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