This is a summary of a full prospectus. The full prospectus is available upon request.

1. **Relationship of the proposed program relative to the Educational mission of the University of Alaska and the MAU.**

   The proposed Outdoor Leadership AAS degree addresses a growing need for higher education in Alaska in this subject matter. Through the program, students will discover new knowledge by participating in diverse learning opportunities. Students will also engage in their education outside of the classroom by participating in internships and experiential electives.

2. **History of the development of the proposed program.**

   Development of the AAS in Outdoor Leadership program has occurred over the past 3 years, with earnest research and implementation plans over the past 18 months. Outdoor Recreation programs across the nation were reviewed and the curriculum of them was studied to glean what the best practices are. The program concept was presented to the PWSCC College Council in late Spring Semester, 2008, and met enthusiastic support, with one Council member asking to be included on the advisory council for the new program, when implemented. Curriculum plans proceeded with increased detail, and the concept was mentioned at a UAA Deans and Directors meeting, at which time KPC became aware of PWSCC’s plans. KPC had been considering a similar program. KPC and PWSCC began working on a framework that would allow students to capitalize on the two very different topographies and internship opportunities unique to each college’s region. UAA’s recreational program faculty was quickly brought into the discussion, and the result is the current PWSCC proposal. The current proposal is suited to collaborate with potential programs at both KPC and UAA, with fully integrated curriculum that allows students to move between institutions to tailor their educational experiences to their individual interests. Next steps are development of articulation agreements between the institutions, MOAs with local and regional partners for experiential elective courses and internships, promotion and student recruitment, development of remaining courses in the program, and hiring of faculty for some courses.

   The greatest challenge for the program has been addressing risk management issues. The program has been designed to maximize student safety and learning, while minimizing potential liability to the university. Students will be placed in field-related courses with local recreation vendors to fulfill “experiential elective” coursework. Because students will be completing course objectives under supervision of vendors, the risk liability is shared. Still, recognizing that the “deep pockets” of the university would be a target of any liability litigation, PWSCC is working with UA Statewide to establish third party insurance for
students enrolled in the program. Current plans are to establish the premiums as fees to students in the program to ensure that student carry the required insurance; policies will provide coverage for injury and loss-of-life.

3. Impact of the proposed program on existing UA programs, including the GER.

Enrollment in existing GER courses is expected to increase slightly as a result of this program. The increase will not be significant enough to exceed current capacity. There are currently no other Outdoor Leadership degree programs in the state, so this program will not compete for students locally. If similar programs are developed in the future at the 4 year level, articulation agreements will be put in place to facilitate smooth student transfer.

4. State needs met by the proposed program.

According to Bureau of Labor Statistics, the need for qualified recreation professionals in Alaska exceeds that of the national average, with 15% increase in demand anticipated between 2006-2016. Facilitators of outdoor recreation experiences want to hire locally, and are eager to have a pool of qualified graduates to choose from. (See Appendices B-D)

Currently, there are no similar degree granting programs in the state of Alaska.

5. Student opportunities, outcomes, and enrollment projections.

As part of the program, students will participate in at least 1 internship with a provider of outdoor recreation services. Students will also gain core outdoor skills through experiential elective classes. These out of class experiences, in conjunction with academic coursework, will uniquely position graduates to be competitive in the job market. Graduates will also be prepared to continue their education by transferring to an institution offering 4 year degrees, and through gaining professional certifications.

Upon completion of the AAS in Outdoor Leadership, students will be able to:

1. Understand and explain the benefits of outdoor recreation for individual and community well being
2. Successfully evaluate risks associated with outdoor activities and identify methods to reduce and/or mitigate risk
3. Understand key skills necessary for recreation professionals such as program planning, assessment, leadership, outdoor safety skills, and budgeting
4. Demonstrate strong verbal and written communication skills
5. Demonstrate quantitative reasoning skills in a recreation context

Based on comparisons with programs with similar access to recreational opportunities, the program is projected to enroll 12 students in the first year, growing to 25 students per year. It is anticipated that the program will then remain at 25 students per year.
6. **Faculty and staff workload implications.**

The proposed program will be administratively overseen by the Wellness Center Coordinator (already in place) in conjunction with the Instruction department. The Coordinator will also serve as Adjunct Faculty for theory-based courses. Additional courses will be taught by qualified adjunct faculty, who will be hired based on their academic and/or professional background.

7. **Fiscal Plan for the proposed program.**

<table>
<thead>
<tr>
<th>Year</th>
<th>New Expenses</th>
<th>New Revenue</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 1</td>
<td>78,100</td>
<td>48,420</td>
<td>(30,580)</td>
</tr>
<tr>
<td>Yr 2</td>
<td>77,184</td>
<td>100,800</td>
<td>23,616</td>
</tr>
<tr>
<td>Yr 3</td>
<td>122,283</td>
<td>104,832</td>
<td>(22,283)</td>
</tr>
<tr>
<td>Yr 4</td>
<td>127,033</td>
<td>109,025</td>
<td>(22,201)</td>
</tr>
<tr>
<td>Yr 5</td>
<td>131,254</td>
<td>113,386</td>
<td>(22,229)</td>
</tr>
</tbody>
</table>

*Table ES7.1 Incremental Expenses, Revenues, and Balances*
1. **Degree/Certificate Title & Responsible Program**

<table>
<thead>
<tr>
<th>Major Academic Unit</th>
<th>School or College</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA</td>
<td>Prince William Sound Community College</td>
<td>Outdoor Leadership</td>
</tr>
</tbody>
</table>

Complete Program Title
Associate of Applied Science, Outdoor Leadership

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Undergrad Certificate</th>
<th>AA/AAS</th>
<th>Baccalaureate</th>
<th>Masters</th>
<th>Graduate Certificate</th>
<th>Doctoral</th>
<th>Specialty</th>
</tr>
</thead>
</table>

2. **Catalog descriptions of the program and of new or modified courses that constitute the major field of study.**

See Appendix A for Catalog Information.

3. **Rationale for the new program and educational objectives, student learning outcomes and plan for assessment.**

There is a need in Alaska, a state with a strong tourism and recreation industry based in outdoor activities, for workforce development to provide a level of professionalism in the field. Discussions during consideration of developing the program with regional and local entities in the industry revealed quickly that there is a strong need for employees in outdoor recreation and leadership to be trained for the jobs that are anticipated in the coming years.

**Table 3.1**
**Educational Objectives**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare students to continue their education post graduation by engaging in professional trainings and internships, or through transfer to BS Outdoor Leadership degrees</td>
<td></td>
</tr>
<tr>
<td>2. Provide hands on, relevant experiences to students through experiential electives and student internships</td>
<td></td>
</tr>
<tr>
<td>3. Provide students with the opportunity to learn core skills necessary for success in the recreation profession</td>
<td></td>
</tr>
</tbody>
</table>
### Table 3.2
**Student Learning Outcomes and Plan for Assessment**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Plan for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand and explain the benefits of outdoor recreation for individual and community well being</td>
<td>Students will identify core benefits of outdoor recreation and include this as the introduction section page of their ePortfolio (discussed in Outcome #3)</td>
</tr>
<tr>
<td>2. Successfully evaluate risks associated with outdoor activities and identify methods to reduce and/or mediate risk</td>
<td>Case study assignments will be integrated into courses following “Introduction to Safety and Risk.” Students will respond to studies by identifying risks and developing mediation plans.</td>
</tr>
<tr>
<td>3. Understand key skills necessary for recreation professionals such as program planning, assessment, leadership, outdoor safety skills, and budgeting</td>
<td>Students will develop an ePortfolio that shows mastery of each skill. Portfolio will serve as the outline for a prospective outdoor recreation activity or program.</td>
</tr>
<tr>
<td>4. Demonstrate strong verbal and written communication skills</td>
<td>To be assessed through the General Education Assessment program for Communications, headed by the English/Comm departments.</td>
</tr>
<tr>
<td>5. Demonstrate quantitative reasoning skills in a recreation context</td>
<td>To be assessed through the General Education Assessment program for Communications, headed by the Math department.</td>
</tr>
</tbody>
</table>

### 4. Relevance to the MAU and UA mission, goals, and objectives.

The University of Alaska and Prince William Sound Community College seek to offer programs that are accessible, relevant, and responsive to the needs of the state. As a state that offers significant outdoor recreation/leadership experiences, Alaska is uniquely positioned to offer a high quality educational experience training students to meet current and future employment demands in this industry.

The proposed Outdoor Leadership AAS involves significant partnerships with private and public industry. Students are required to complete internships with local and statewide providers and consumers of outdoor leadership services as part of their course of study. This in turn supports economic development of partner agencies, while simultaneously increasing the employability of graduates, by providing them directly relevant experience in the field.

 Proposed courses have been designed with a combination of academic and hands on experiences in mind. Qualified Adjunct instructors will come from all arenas of outdoor
leadership, allowing students to have a diverse and highly customizable educational experience. The on-campus instruction will be primarily classroom based, with field experience courses sponsored through partner agencies via experiential electives and required internships.

5. **Collaboration with other universities and community colleges.**

This program is a collaboration with Kenai Peninsula College. Students will be able to take courses at both institutions and transfer interchangeably between the two prior to graduation from PWSCC.

Program developers have also looked to similar programs at Vermillion Community College at the Boundary Waters, MN, and WYO program across the United States to aid in course selection.

6. **Demand for program (citing manpower studies or similar statistics), relation to state of Alaska long-range development, relation to other programs in the University of Alaska that may depend on or interact with the proposed program.**

   A. **Demand for the program.**

   Workforce projections from the Bureau of Labor Statistics anticipate the need for qualified individuals in the outdoor recreation industry to continue to increase at a higher than average rate, with Alaska showing a greater need than the rest of the country—15% increase in job availability from 2006-2016. Having a high quality educational program in place locally means that Alaska will be prepared to meet this need with local college graduates, rather than looking outside the state.

   See Appendices B-D for a discussion of the need for qualified outdoor leadership professionals in the public and private industry.

   B. **Relation to State of Alaska long-range development**

   In Alaska, outdoor leadership and recreation are intimately tied with the leisure and hospitality business, as evidenced by the high participation of visitors to the state in outdoor recreation activities. According to statistics gained by the AK Department of Commerce, Community and Economic Development, 59% of visitors participated in wildlife viewing, 46% participated in fishing, 44% in hiking or nature walks, and 13% in rafting.

   In 2007, the Alaska leisure and hospitality industry employed approximately 32,000 people, accounting for 10% of the state’s total employment. This includes job titles such as tour/adventure guide, outdoor recreation manager, and recreation aide. This employment sector spans both the private and public organizations. The individuals in these jobs have high levels of responsibility, and often are called upon to make important decisions.
requiring critical thinking skills, evaluation of risk, and core outdoor skills which can be gained by participation in this proposed program. In many cases, lack of expertise can lead to adverse effects on human safety and/or damage to property.

As evidenced in the letters of support, employers want to hire people locally who have the proper background in outdoor leadership. These same employers are committed to offering internship opportunities to ensure that students receive a combination of academic study and hands-on training. This combination will position Outdoor Leadership graduates to fill the need for outdoor recreation professionals in the state of Alaska.

C. Relation to other programs in the University of Alaska that may depend on or interact with the proposed program.

As mentioned above, Kenai Peninsula College is a partner in this program and is prepared for the increase in enrollment in program specific courses. If an outdoor leadership degree is developed at University of Alaska, Anchorage, articulation will be made with courses in that program to facilitate smooth transfer.

7. Effects of program on other academic units (e.g. GER course requirements)

All of the GER courses and some of the core requirements in the program have been regularly offered at PWSCC. The new courses will be taught by funding a qualified adjunct faculty member, sustained by enrollment numbers in the program. The program includes options of up to 50 credits in GERs, with a minimum of 30 required, all of which are currently offered at PWSCC. GER courses are prepared to accommodate this increase in enrollment without significant change to offerings or staffing.

8. Availability of appropriate student services for program participants.

Students in this program will receive academic and career advising from the Wellness Center Coordinator, whose job duties encompass the program’s management. The advising experience will be very student centered, and focused on the individual interests of each student. Experiential electives and internships will be intentionally selected to allow students to focus on a particular arena of outdoor leadership, such as water, winter recreation, or public/private recreation, etc. See Appendix E for details on the student services experience of the Coordinator.
9. **Opportunities for research and community engagement for admitted graduate and undergraduate students.**

No research opportunities are anticipated with this program.

Students will complete at least one internship with an organization focusing on outdoor leadership. This experience outside of the college will enhance their classroom learning, and continue to engage members of the outdoor community with college programming.

10. **Outline of schedule for implementation of the program.**

The program’s curriculum has been developed in conjunction with partner institutions KPC and UAA, and is in line for transferability to other 4-year institutions with the development of articulation agreements. The program will be promoted during the spring and students recruited for Fall 2011 admission. The first-year courses will be in place for the first group of students, and student services and advising training specific to the program will take place in late spring and summer 2011. The assessment program will be implemented with the first set of courses, with data being compiled for the first 2 years before comprehensive review and analysis takes place in Year 3 to drive curricular decisions, as appropriate.

<table>
<thead>
<tr>
<th>Critical Task</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop and publish course articulation information w/ KPC and UAA</td>
<td>December 2010-March 2011</td>
</tr>
<tr>
<td>2. Articulate transferability to other 4-year Outdoor Recreation and/or Leadership programs</td>
<td>February 2011-August 2011</td>
</tr>
<tr>
<td>3. National advertising and promotion of program</td>
<td>March-May 2011</td>
</tr>
<tr>
<td>4. Admit first students</td>
<td>August 2011</td>
</tr>
<tr>
<td>5. Complete first assessment cycle</td>
<td>May 2011</td>
</tr>
</tbody>
</table>

11. **Projection of enrollments (FTE (full-time equivalent) and headcount) and graduates over next five years.**

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>FTE Enrollment</td>
<td>12</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Enrollment Headcount</td>
<td>12</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Graduates</td>
<td>0</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>
The proposed program would enroll 10-12 students during the first semester it is offered and grow to 25 students per year. This projection is based on the program being unique within the state, and being located in an area which provides ample outdoor recreation opportunities, drawing students from out of state. Similar programs situated in locations with strong outdoor recreation opportunities such as Vermillion Community College at the Boundary Waters, MN draw most of their students from across the nation. PWSCC’s recruitment and student services departments are prepared to support promotion of this program.

Since most of the students will be from out of state, they are likely to be traditional college students, taking a full time course load, thus being able to complete the program in 2 years.

12. Availability and quality and/or requirement for new faculty and/or staff to support the program.

The program will be managed by the Wellness Center Coordinator in conjunction with the Instruction department. The Coordinator will provide academic advising to students in the program, and oversee learning outcome assessment. She will also serve as an Adjunct Faculty member.

Additional qualified adjunct faculty will be selected from community experts with extensive experience in the area they are teaching. Required courses will be taught by individuals with an academic background in outdoor leadership/recreation or who have significant experience administering an outdoor leadership based program or business. Experiential Elective faculty will have high proficiency in proper movement and technique, as well as accepted safety practices for the particular activity.

A. Existing Faculty and Staff

Name: Amanda Hatton
Highest academic degree or certification: MS, Parks, Recreation and Tourism
Academic rank/position title: Wellness Center Coordinator
Professional registrations/qualifications: (if applicable) n/a
Type of appointment: (i.e. Tri-partite, Bi-partite, Full-time, Adjunct, etc.) Adjunct
Relevant scholarly activity/experience: See Appendix E
Current assignment: Wellness Center Coordinator
How workload will be adjusted to meet demands of the new program: No adjustment needed
If being relieved of current duties, describe how are current duties are to be met: n/a
Name: Karen Cummings  
Highest academic degree or certification: BS, Parks, Recreation and Tourism; Commercial Recreation  
Academic rank/position title: Adjunct Faculty  
Professional registrations/qualifications: (if applicable) Extensive- See Appendix  
Type of appointment: (i.e. Tri-partite, Bi-partite, Full-time, Adjunct, etc.) Adjunct  
Relevant scholarly activity/experience: See Appendix F  
Current assignment: Adjunct Faculty  
How workload will be adjusted to meet demands of the new program: no adjustment needed  
If being relieved of current duties, describe how are current duties are to be met: n/a  

Name: TJ Miller  
Highest academic degree or certification: MEd. Adult Education Curriculum & Instruction  
Academic rank/position title: Adjunct Faculty  
Professional registrations/qualifications: (if applicable) Extensive- See Appendix G  
Type of appointment: (i.e. Tri-partite, Bi-partite, Full-time, Adjunct, etc.) Adjunct  
Relevant scholarly activity/experience: See Appendix G  
Current assignment: Assistant Professor- UAA  
How workload will be adjusted to meet demands of the new program: no adjustment needed  
If being relieved of current duties, describe how are current duties are to be met: n/a  

Name: Pete Carter  
Highest academic degree or certification: Bachelor of Laws  
Academic rank/position title: Adjunct Faculty  
Professional registrations/qualifications: (if applicable) Extensive- See Appendix H  
Type of appointment: (i.e. Tri-partite, Bi-partite, Full-time, Adjunct, etc.) Adjunct  
Relevant scholarly activity/experience: See Appendix H  
Current assignment: Adjunct Faculty  
How workload will be adjusted to meet demands of the new program: no adjustment needed  
If being relieved of current duties, describe how are current duties are to be met: n/a  

Name: Sarah Carter  
Highest academic degree or certification: BLA English  
Academic rank/position title: Adjunct Faculty  
Professional registrations/qualifications: (if applicable) Extensive- See Appendix I  
Type of appointment: (i.e. Tri-partite, Bi-partite, Full-time, Adjunct, etc.) Adjunct  
Relevant scholarly activity/experience: See Appendix I  
Current assignment: Adjunct Faculty  
How workload will be adjusted to meet demands of the new program: no adjustment needed  
If being relieved of current duties, describe how are current duties are to be met: n/a
Name: Matt Kinney  
Highest academic degree or certification: AA General Studies  
Academic rank/position title: Adjunct Faculty  
Professional registrations/qualifications: (if applicable) Extensive- See Appendix J  
Type of appointment: (i.e. Tri-partite, Bi-partite, Full-time, Adjunct, etc.) Adjunct  
Relevant scholarly activity/experience: See Appendix J  
Current assignment: Adjunct Faculty  
How workload will be adjusted to meet demands of the new program: no adjustment needed  
If being relieved of current duties, describe how are current duties are to be met: n/a  

Name: Michelle Cullen  
Highest academic degree or certification: MS Education  
Academic rank/position title: Adjunct Faculty  
Professional registrations/qualifications: (if applicable) See Appendix K  
Type of appointment: (i.e. Tri-partite, Bi-partite, Full-time, Adjunct, etc.) Adjunct  
Relevant scholarly activity/experience: See Appendix K  
Current assignment: Adjunct Faculty  
How workload will be adjusted to meet demands of the new program: no adjustment needed  
If being relieved of current duties, describe how are current duties are to be met: n/a  

B. New Faculty and Staff  

New Faculty: Adjunct Faculty  
Minimum academic degree or certification required: Bachelor’s degree in relevant field, professional certification, or extensive professional experience in experiential elective area  
Academic rank/position title at time of hire: Adjunct Faculty  
Required professional registrations/qualifications: (if applicable) See above  
Type of appointment: (i.e. Tri-partite, Bi-partite, Full-time, Adjunct, etc.) Adjunct  
Required relevant scholarly activity/experience: Significant academic and/or field experience in selected topic area  

13. Library, equipment, and similar resource requirement, availability, appropriateness, and quality.  

No additional library facilities are anticipated to be necessary for this program.  

PWSCC owns cross country skis and snowshoes that will be available for use. Additional technical gear associated with safe and comfortable outdoor recreation will be needed.  

Newly remodeled on-campus housing is available for students.
14. New facility or renovated space requirements.

No additional facilities or renovated space are anticipated for this program.

15. Projected cost of all required resources, revenue from all sources and a budgetary plan for implementing and sustaining the program.

Annual costs for the program in each of the first and second years are estimated at $78,100 and $77,184, respectively. Expenditures will include faculty and staff costs, equipment purchases, promotion and recruitment costs, and travel associated with the program. The program will carry a portion the cost for required insurance premiums for student accidental/loss-of-life coverage, and a “best guess” estimate was built into the cost model. Tuition and fees revenues are estimated for the first year to be $48,420, based on students enrolled in the program plus students (including community members) enrolled in program courses for individual interest and electives applied to other degrees. In the second year, when a full 25 students are enrolled in the program, tuition and fee revenues are expected to be $100,800 with incremental increases estimated at 4%, assuming BOR maintains the current pattern in tuition increases.

In the third year of the program, it is anticipated that a full-time, tenure-track position will be needed to sustain the program; an additional program cost beginning that year is reflected below, and includes benefits and incremental increases. The addition of this position will result in the program expenditures exceeding the program revenues, but the program is expected to sustain the majority of the cost over time, beginning in Year 5.

Equipment funding is also currently provided by SWAN (Sound Wellness Alliance Network), a local community-based organization that wishes to provide equipment for student and community use. This equipment will be used by the Outdoor Leadership program as well. This organization is grant-supported, so funding from this source is expected to be on a year-by-year basis; conservative figures for equipment in the budget model below are included to guard against sudden loss of this funding source.

<table>
<thead>
<tr>
<th>Table 15.1</th>
<th>Budget Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Annual Revenues in FY 12</td>
<td>Projected Annual Expenditures in FY 12</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>Salaries &amp; benefits (faculty and staff) $36,500</td>
</tr>
<tr>
<td>General Fund</td>
<td>Other (commodities, services, etc.) $41,600</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>TOTAL EXPENDITURES $78,100</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
<td>One-time Expenditures to Initiate Program (if &gt;$250,000) $30,580</td>
</tr>
<tr>
<td>TVEP or Other (specify): n/a</td>
<td>(These are costs in addition to the annual costs, above.)</td>
</tr>
<tr>
<td>Restricted</td>
<td>Year 1 (incl. above)</td>
</tr>
<tr>
<td>Federal Receipts</td>
<td>Year 2 $0</td>
</tr>
<tr>
<td>TVEP or Other (specify): n/a</td>
<td>Year 3 $77,000*</td>
</tr>
<tr>
<td>TOTAL REVENUES</td>
<td>Year 4 $80,800*</td>
</tr>
</tbody>
</table>
### Table 15.2

**Budget Status**

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Continuing</th>
<th>One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In current legislative budget request</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>b. Additional appropriation required</td>
<td>$77,000*</td>
<td>$</td>
</tr>
<tr>
<td>c. Funded through internal MAU redistribution:</td>
<td>$</td>
<td>$30,580**</td>
</tr>
<tr>
<td>d. Funded all or in part by external funds, expiration date</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>e. Other funding source Specify Type:</td>
<td>$ ***</td>
<td>$</td>
</tr>
</tbody>
</table>

**NOTES:**

* Funding needed to implement a full-time, tenure-track faculty position in Year 3 of the program. Cost for this position, assuming a 4% increase, will be $80,800 in Year 4. MAU appropriation needed is expected to be less than $50,000 with the remainder of the cost being sustained by program revenues.

** Cost shortfall in first year of program, as tuition will trail program start-up costs. In subsequent years, tuition revenues will bear the bulk of program costs.

*** Funding from SWAN, a local community based organization, is expected to continue providing equipment that will be used in the Outdoor Leadership program. In FY11, $10,000 in funding was provided for the purchase of cross-country skis, bindings, and boots as well as snow-shoes. These are in the receiving process at the time of this proposal, and a check-out system for students and community is being implemented.

### 16. Other special needs or conditions that were considered in the program’s development.

Recognizing the unique nature of the program, extensive time has been devoted to risk management and ways to effectively and safely provide appropriate instruction. Adjunct Faculty involved in experiential electives are required to have extensive experience in the content area, as well as a strong record of safety. A program fee charged to students will cover the cost of additional liability insurance beyond what is currently covered by the University of Alaska system.

The degree is offered in partnership with Kenai Peninsula College, providing diverse opportunities for students. Other partners will include public and private agencies who participate in the student internship component of the program.
17. Consultant reviews, reports from visitations to other institutions, or names and opinions of personnel consulted in preparing the proposal.

Local public agencies, such as the Bureau of Land Management and the City of Valdez Parks and Recreation, as well as private enterprise H2O Guides, Inc. have provided valuable insight and support into the process (See Appendices B-D). They have all expressed the need for qualified recreation professionals in their respective sectors, as well as the current lack of skilled candidates. Input from these groups has driven curriculum decisions and will continue to inform student advising and decision making.

18. Concurrence of appropriate advisory councils

The AAS in Outdoor Leadership Advisory Council continues to be formed, with the current list of members as follows:

John Cullen, M.D. Valdez Medical Clinic and Providence Valdez Hospital
Pete Carter, co-director of Alaska Avalanche Center and former faculty in UAS Outdoor Studies program
Marnie Graham, U.S. Bureau of Land Management
Jason Avery, Director of Pioneer Park, Fairbanks
Karen Cummings, President, H2O Guides Inc.
TJ Miller, UAA Assistant Professor- Adventure Leadership

All members of the AAS in Outdoor Leadership Advisory Council are in full support of the program, and have expressed a commitment to a high level of participatory oversight of the program to help ensure professionalism and safety.

The PWSCC College Council has been kept apprised of the development of this proposal from the time of early consideration of the program. The concept was presented to them in Spring 2008, and met enthusiastic support. Regular updates have been provided at nearly every meeting of the College Council, and the AAS in Outdoor Leadership proposal has been approved by this council.
## Appendices

<table>
<thead>
<tr>
<th>Appendix</th>
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<td>A. Catalog Copy and New/Modified Course Descriptions</td>
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<td>E. Resume, Amanda Hatton</td>
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<td>K. Resume, Michelle Cullen</td>
<td>34</td>
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</tbody>
</table>
**Degree Requirements:**

1. Complete the General Requirements for A.A.S.
2. Complete the following required courses:
   - **GUID 150**  
     First Year Experience  
     3
   - **COMM 111**  
     Fundamentals of Oral Communication  
     3
   - **HS 1xx**  
     First Aid / CPR  
     3
   - **HS 161**  
     Wilderness 1st Responder  
     4
   - **ODS 181**  
     Intro to Health, Physical Edu, Recreation  
     3
   - **ODS 262**  
     Foundations of Adventure and Experiential Leadership  
     3
   - **ODS 2xx**  
     Introduction to Safety and Risk  
     3
   - **ODS 281**  
     Leadership Activities for Diverse Populations  
     2
   - **ODS 282**  
     Leadership in Experiential Initiatives and Activities  
     3
   - **ODS 287**  
     Leadership in Outdoor Recreation Activities  
     3
   - **ODS 295**  
     Outdoor Leadership Internship  
     1-3
   - **ODS 168**  
     Winter Camping Alaska  
     1
   - **ODS 169**  
     Four Seasons Backpacking  
     1-2
   - **ENGL 206**  
     Nature Literature  
     3
   - **ENVI 202**  
     Intro to Environmental Science  
     4
3. Complete one of the following aquatic experiential courses  
   - **ODS 151**  
     Beginning Canoeing (1)
   - **ODS 152**  
     Beginning River Rafting (1)
   - **ODS 153**  
     Beginning Sea Kayaking (1)
4. Complete one of the following three courses:  
   - **BA 151**  
     Introduction to Business (3)
   - **PSY 150**  
     Lifespan Development (3)
   - **PSY 153**  
     Human Relations (3)
5. Complete two of the following courses in written communication: 6
   ENGL 111 Methods of Written Communication (3)
   AND
   ENGL 212 Technical Writing (3)
   OR
   ENGL 213 Writing in Academic Disciplines (3)

6. Choose three credits from the following natural history courses 3
   BIOL 104 Natural History of Alaska (3)

7. Complete one of the following courses in quantitative skills: 3-4
   MATH 105 Intermediate Algebra (3)
   MATH 107 College Algebra (4)

8. Complete one natural science with lab requirement: 4
   BIOL 111/111L Anatomy and Physiology I (4)
   BIOL 178/178L Fundamentals of Oceanography (4)
   GEOL 111/111L Physical Geology (4)

9. Choose six credits of Experiential Electives from the following list: 6
   PER 210 Wilderness Emergency Medical Technician (4)
   ODS 146 Beginning Rock Climbing (1)
   ODS 147 Beginning Ice Climbing (1)
   PER 148 Beginning Indoor Sport Climbing (1)
   ODS 120 Beginning Cross-Country Ski (1)
   ODS 162 Beginning Telemark Skiing (1)
   ODS 163 Beginning Alpine Skiing (1)
   ODS 121 Backcountry Skiing (1)
   ODS 170 Backpack Alaska (1)
   ODS 171 Outdoor Adventure in Alaska (2)
   ODS 172 Fishing Academy (2)
   ODS 178 Discovering Wild Plants (1)
   ODS 182 Alaska Winter Survival (3)
   ODS 183 Alaska Marine Survival (1)
   ODS 246 Intermediate Rock Climbing (1)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODS 287</td>
<td>Expedition Backpacking (1)</td>
</tr>
<tr>
<td>ODS 295</td>
<td>Outdoor Adventure Leadership Internship (1-3)</td>
</tr>
<tr>
<td>ODS 2xx</td>
<td>Natural History Interpretation and Environmental Education (3)</td>
</tr>
<tr>
<td>ODS 2xx</td>
<td>Survival and Search and Rescue for Adventure Leaders (3)</td>
</tr>
</tbody>
</table>

10. A minimum of 67 credits is required for this degree.
In Reply Refer To:
1120 (AKA020)

University of Alaska Anchorage
Board of Regents and
Statewide Academic Review Council
3211 Providence Drive
Anchorage, AK 99508

Dear Board of Regents and Statewide Academic Review Council:

I am writing this letter to congratulate the Prince William Sound Community College for having the foresight to develop an Outdoor Leadership School through their campuses and wish to extend the Bureau of Land Management’s full support of this endeavor.

Nationally, the Bureau of Land Management (BLM) is working to actively recruit the next generation of land, resource and recreation managers. Beginning in 2012 over 200 BLM employees in Alaska alone will be eligible to retire. President Obama and Secretary Salazar have been funding youth initiatives to put more young people into the government work force.

Our office welcomes the opportunity to work with the Prince William Sound Community College Outdoor Leadership School to employ and engage interns wishing to acquire hands-on outdoor leadership experience. Our office hires between 20 and 30 seasonal interns annually to run rivers and provide public contact and education; to restore and enhance public trails; and to engage youth in the outdoors through a variety of events such as youth hikes, aquatic ecology camps, and land stewardship river floats.

Your support and encouragement of the Prince William Sound Community College Outdoor Leadership School would be a tremendous benefit to the BLM and the Copper River Basin. If approved, I look forward to expanding the ties between our office and the Prince William Sound Community College!

Sincerely,

Beth Maclean
Field Manager
October 26, 2010

University of Alaska Anchorage
Board of Regents and Statewide Academic Review Council
3211 Providence Drive
Anchorage, AK 99508

Dear Board of Regents and Academic Review Council,

It has come to my attention that the Prince William Sound Community College (PWSCC) is working towards offering an Outdoor Leadership AAS degree here in Valdez, Alaska. As the owner of a recreation business in Valdez for 15 years and B.S.-degree holder in Commercial Recreation from the University of Utah, I am qualified to attest to the definite lack of and need for qualified people in the recreation field.

It is critical that our employees have a higher level of education. The Director of Operations, the office staff, the ground crew, and our guides need a variety of professional skills, but all must be able to write, calculate large numbers, think analytically and communicate professionally. We are responsible for peoples' lives in a dangerous environment. We are responsible not only to our clients, but to the land agencies in which we hold permits from, the helicopter companies from which we lease the helicopters, the fuel companies in which we purchase bulk fuel from, our sponsors whom we represent, the insurance companies from which we hold multi-million dollar policies with, the industry in which we are associated and the State in which we live.

We have tried to hire locally over the years with not much success. Out of the need to increase a more qualified pool of people to hire from; we started a Mechanized Guide Certification 6 years ago ourselves. This is the only Mechanized Guide Class in the country that is endorsed by US Heli Ski Association. The class helps educate qualified guides with helicopter and mechanized guiding experience. This program sells out every year and draws people from all over the world here to Valdez. We have hired many people who have participated in our Guide certification program.

Alaska and Valdez in particular is the ideal environment to host such a degree in Outdoor Leadership. Valdez (one of the prettiest places in Alaska) and the surrounding mountains, rivers, glaciers and ocean are the pinnacle in outdoor training and a huge draw to the outside world. Plus our already established community college, airport, road access and port-of-call make it convenient and accessible.

Tourism is an important and growing branch in our State's economy. Recreation can be a profitable and rewarding career, but it is not easy. You have to know what you are doing to make it work. We need educated people in this industry to help make good solid decisions for now and the future. Ideally UAA would reap the benefits of educating and producing their own Recreation Industry workforce and help create an overall better tourism product for Alaska as a whole. We would much rather hire locally than having to bring employees in from the outside. Our company, H2O Guides, takes on student interns every year from different Universities as well and I can assure you that PWSCC students would be eligible to apply for these internships.

I thank you for your consideration of approving and supporting this Outdoor Leadership AAS degree through PWSCC. The establishment of this offering would fill a great need for an educated recreation workforce, create a higher standard tourism experience in Alaska, draw more people and monies to the State and be most beneficial and profitable to UAA.

If you have any questions, please do not hesitate to contact me at 907-831-0329 or my email: Karens.cummings@gmail.com

Sincerely,

Karen S. Cummings
President, H2O Guides, Inc.
November 1, 2010

University of Alaska Anchorage  
Board of Regents and Statewide Academic Review Council  
3211 Providence Drive  
Anchorage, AK 99508

Board of Regents and Statewide Academic Review Council:

It is my pleasure to write a letter of support for the Outdoor Leadership AAS degree proposal being submitted by P.W.S.C.C.

The City of Valdez has just begun partnering with the college through the Sound Wellness Alliance in order to provide more outdoor opportunities for the City of Valdez with regard to Outdoor Activities. Some examples of programs that would fit nicely with this degree are rock climbing, nordic skiing, snowshoeing, hiking, camping, cold water survival, scuba diving, etc. These are just a few of the programs that we already have in place.

The Valdez Parks and Recreation Department would look forward to helping with any internships or programming possibilities that may be required for this degree.

In conclusion, I fully support the efforts of P.W.S.C.C. as they move forward with the proposal of this program. With the most amazing outdoor opportunities in the world, I believe this Outdoor Leadership program could become one of the best and most sought after Outdoor Leadership degrees in the country.

With your support, this dream could become a reality.

Sincerely,

Todd Wegner  
Parks, Recreation & Cultural Services Director
Amanda Hatton
PO Box 2472  Valdez, Alaska 99686
(801) 556-3369  AHatton@pwscc.edu

**Education**

**Master of Science, Parks, Recreation and Tourism** 2007
University of Utah, Salt Lake City, UT
- Emphasis area: Experiential Education
- Final Project: developing, administering, and summarizing findings from a needs assessment survey in a recreational setting

**Bachelor of Arts, German** 2004
University of Utah, Salt Lake City, UT

**Professional Experience**

**Wellness Center Coordinator, Prince William Sound Community College** 2010-pres
- Manage day to day operations of the Wellness Center, including staff supervision and training
- Oversee cross country ski and snowshoe loan program in partnership with the Sound Wellness Alliance Network
- Assist in curriculum and program development for proposed Outdoor Leadership AAS degree

**University College and The Transfer Center, University of Utah**
Advising Coordinator, New/Prospective Student Services, Acting Assistant Director, Transfer Center 2008- pres
- Coordinate and perform visits to various USHE institutions, explaining proper utilization of transfer articulation policy to prospective transfer students to ease their transition
- Meet with students and their family members to facilitate positive decision making
- Train and supervise student leaders to serve as campus Orientation Leaders
- Assist in the planning and production of prospective student events such as Preview Day, and Plazafest
- Provide academic advising and programming for diverse students, including first generation, non-traditional/adult learners, students of color, and undecided/exploratory
- Serve on the assessment committee measuring how programs are meeting specific student learning outcomes

**Various titles, progressing from part time student employee to professional staff member** 2002- 2008
- Direct and organize all aspects of 2007 U of U Advising conference with 100 plus attendees, while managing five committees and a limited budget
- Communicate effectively with students and family members regarding all aspects of the college experience including: major exploration, class selection, involvement opportunities, and campus policies through one-on-one interactions, presentations, and written communication

**Teaching/Curriculum Development Experience**
- Co-create curriculum for a college level transition course for new students, UC 1010, University of Utah
- Teach a small section of the UC1010, utilizing varying techniques, including online course management
- Develop and implement training program for 30+ student orientation leaders, University of Utah
- Co-instruct marathon training course for campus faculty and staff at the University of Utah
- Teach an indoor cycling/spinning course for Wellness Center patrons, PWSCC
- Facilitate group processing and initiatives at 2008 and 2009 LeadHerShape event for college students
Amanda Hatton  
PO Box 2472   Valdez, Alaska 99686  
(801) 556-3369 • AHatton@pwscc.edu

**Professional Involvement and Presentations**

Co-authored article for NACADA (National Academic Advising Association) Clearinghouse of Academic Advising Resources, 2009:  
Creating bridges between institutions: A brief look at advisors' roles in transfer student transition  
Accessible online at: [http://www.nacada.ksu.edu/Clearinghouse/M02/Transfer.htm](http://www.nacada.ksu.edu/Clearinghouse/M02/Transfer.htm).

Developed and delivered multiple presentations on the local and national levels for current and prospective students, parents, and advising colleagues. Selected titles listed below. 2002-present

- **Training for Student Success: Using Student Orientation Leaders to Assist in Advising**, Co-presented at NACADA Annual Conference, San Antonio, TX, and Utah Advising and Orientation Association State Conference, Midway, UT, 2009
- **Assisting Transfer Students: Extraordinary Collaboration at the University of Utah**, Co-presented with Recruitment and Orientation offices at NACADA Regional Conference, Park City, UT, 2008
- **Working with Millennials, from Theory to Practice**, Co-presented at UAOA, Midway, UT, 2007
- **Collaborative Advising: The Key to a Successful Transfer**, Co-presented with Salt Lake Community College at NACADA Annual Conference, Indianapolis, IN, 2006

**Elected National Chair of the Advising Transfer Students Commission**  
2008 - pres

NACADA (National Academic Advising Association)
- Develop and coordinate professional development activities for approximately 2,000 association members

**University of Utah representative for statewide advising and orientation organization**  
2008 - 2009

UAOA (Utah Advising and Orientation Association)
- Collaborate with representatives from other Utah institutions to develop a successful conference for advising and orientation professionals
- Manage all aspects of first annual conference participant scholarship program

**Relevant Skills**


Proficient in appropriate interpretation and utilization of FERPA (Family Educational Rights and Privacy Act)

Certified to administer and interpret the Myers Briggs Type Indicator (MBTI) and Strong Interest Inventory (SII)
Karen S. Cummings
P.O. Box 2501
714 N. Snowtree
Valdez, Alaska 99686

Work Phone: (907) 835-8418
Home Phone: (907) 835-8345
Cellular Phone: (907) 831-0329
Email: Karens.cummings@gmail.com

I. North America Outdoor Institute 501 3(c)
(2004 – Present) Valdez, Alaska
A. Outdoor Safety Education Instructor
B. Administrative
   - Created and wrote curriculum for outdoor safety education classes for kids age 7 – 19
   - Courses included bicycle safety, water safety, wildlife avoidance, summer flora and fauna,
     orienteering, shelter building, fire building, purifying water, ropes course and team work
   - Organize equipment and materials. Set up and take down courses.
   - Teach courses and lead games
   - Invoiced for classes

II. Prince William Sound Community College Wellness Center
(2000 - Present) Valdez, Alaska
Wellness Center Director, American Red Cross First Aid, CPR and AED Instructor and
A.F.F.A. certified personal trainer
A. Instruction
   - Teach ski conditioning, aerobics, strength training, yoga, spinning, and core training classes
   - Provide nutritional guidance
   - Personal training for individuals and groups ranging from people recovering from surgery to the
     Valdez High School Baseball Team
   - Teach and certify individuals and groups in advanced first aid and infant, child, and adult CPR
     with AED

III. Snowbird Mountain School
(2007 – present) Snowbird, Utah
PSIA Level 2 Ski School Instructor
- Instructed beginners to expert skiers

IV. H2O Guides, Inc.
(2008 – present) Snowbird, Utah and Valdez, Alaska
OEC, Outdoor Emergency Care Instructor
- Instruct and certify Ski Patrol and Mountain Guides in Outdoor Emergency Care

V. Wife and mother of 5 year old son and 3 year old daughter.

Education
B.S. in Commercial Recreation with a minor in Ballet from the University of Utah,
Salt Lake City, Utah 1993.

Certifications
Red Cross Certified Instructor for Community First Aid and
CPR with AED (Since 2002)
O.E.C. Outdoor Emergency Care Certification (Since 2008)
E.T.T. Emergency Trauma Technician (Since 2006)
American Mechanized Ski Guide I Course (Since 2005)
Level II Avalanche (Since 2005)
Crevasse Rescue Certification (Since 2002)
A.P.A.A. Certified Personal Trainer (Since 2000)
A.F.A.A. Certified Aerobics Instructor (Since 1999)
A.F.A.A. Certified Strength Training Instructor (Since 2002)
Lifeguard Certification with A&E (Since 2006)
PSIA Level 2 Ski Instructor (Since 2006)
Appendix

Education

University of Alaska Anchorage (UAA)
Masters of Education 3.4gpa
Emphasis: Adult Education Curriculum and Instruction
Graduated: May 2007
Thesis Title: The Alaska Factor: Outdoor Education Program Design in Alaska

Western State College (WSC)
Bachelor of Arts Recreation 3.2gpa
Emphasis: Outdoor Leadership
Minor: Business Administration
Graduated: May 2002

Professional Experience

8/09-present  Assistant Professor-Adventure Leadership: Health, Physical Education and Recreation (HPER) Department: University of Alaska Anchorage (UAA)
Permits, curriculum, instruction, service, collaborations, partnerships, p&p manual, oec

10/05-8/09  Recreation and Activities Coordinator: University of Alaska Anchorage (UAA)
Developed university outdoor program after a ten year campus-wide outdoor recreation program hiatus. Supervised two full-time staff and one student staff. Administrative tasks include maintaining program files, marketing, and managing an annual budget. Develop comprehensive calendar of events and activities for each semester. Design, implement, and instruct outdoor activities for a population of 15,000+ college students. Developed a wilderness orientation (Big Wild Orientation) component in conjunction with New Student Orientation Department.

5/05-8/09  Adjunct Faculty: HPER Department: University of Alaska Anchorage (UAA)
Updated curriculum and instructed Introduction to Whitewater Rafting course (PER 152) for the Adventure Leadership major. Instructed Leadership in Outdoor Recreation Activities (PEP 283).

9/03-10/05  Admissions and Career Transition Counselor: Alaska Job Corps
Counseled students during admissions and career transition period before and after Alaska Job Corps enrollment. Travel statewide promoting the training, education and other opportunities available at Alaska Job Corps. Instructed Independent Life Skills Workshops.

1/02-3/02  Intern: Adventures Without Limits
10-week internship working for a non-profit organization that specializes in inclusive recreation. Developed a gear management system for an inventory of approximately 1200+ pieces. Instructed cross-country skiing, snowshoeing and winter wilderness survival.

7/01-8/01  Wilderness Education Assoc. National Standards Program (WSC)
28-day wilderness expedition requiring advanced skills to become a certified outdoor leader. Sharpened personal skills in decision-making, leadership, safety, risk management, extended expeditions, teaching, environmental ethics, and backcountry travel.

5/01-6/01  Assistant Professor: Water Based Outdoor Education course (WSC)
Developed and taught kayaking, whitewater rafting, water safety, water rescue and logistics skills courses. Designed and led six-day multiple river expedition as the final for the course.

1/00-9/00  Wilderness Based Orientation: Lead Instructor (WSC)
Instructed three six-day multi-environment wilderness courses involving rafting, rock climbing and peak ascents, which required skills in leadership, communication, organization, motivation, decision making and safety.

5/98-present  Professional Whitewater Raft Guide turned private boater
Worked for multiple companies in Colorado and Alaska. Over 12,000 river miles logged. Instructed multiple guide schools for commercial companies. Guided/planned numerous extended wilderness river trips. Have raft experience in CO, UT, AK, & OR.
Appendix

Courses as Instructor of Record

University of Alaska Anchorage
- PEP 365- Adventure Leadership Theory and Practice (1)
- PEP 467A/B/C- Land/Water/Climbing based Leadership courses (1)
- PEP466- Organizational Safety and Risk management (1)
- PER169- Four Season Backpacking (2)
- PEP287- Leadership in Outdoor Recreation Activities (4)
- PEP 282- Leadership in Experiential Initiatives and Activities (2)
- PER 152- Beginner Whitewater Rafting (6)
- PER 252- Intermediate Whitewater Rafting (1)
- PER 146- Beginning Telemark Skiing (2)
- PER 151- Beginning Sea Kayaking (3)
- PER 251- Intermediate Sea Kayaking (1)
- PER 164- Skiing Alaska’s Backcountry (1)

*(# of times taught)
**Instructed numerous outdoor non-credit recreational courses including: backcountry skiing, avalanche awareness, raft guiding, Nordic/telemark skiing, rock/ice climbing, winter survival, sea kayaking, and backpacking.**

Certifications

- Wilderness Education Association Certified Outdoor Leader (certified: 2002)
- Whitewater Rescue Technician (Exp: June 2010) Rescue 3 International
- Wilderness First Responder (Exp: April 2011) Wilderness Medical Associates
- CPR and BLS (Exp: April 2011) Wilderness Medical Associates
- Colorado State Certified Raft Guide (Certified: May 1999)
- Level I Avalanche (Feb. 2001) Crested Butte Mountain Guides/Alaska Avalanche School refresher
- Level II Avalanche (Jan. 2006) AK Avalanche School

*Proof of certification available by request

Presentations/Conferences/Awards

- Attendance and presentation at Association of Outdoor Recreation and Education (AORE) annual conference, Oct. 31-Nov. 4, 2006 Boise State University Boise, ID. Presented 1.5hr long “Alaska Factor”
- Attendance at AORE annual conference Oct. 31-Nov. 4, 2007. Asheville, N.C
- BSer of the Quarter 2007. University of Alaska Anchorage Business Services Department
- Nominated for UAA Chancellor’s award for Excellence in Teaching 2010
Professional Service & Membership

- Homer Wilderness Leaders (HoWL) Board of Directors (elected 2009)
- Membership Chair- Alaska Association Health, Physical Education, Recreation, &Dance (AKAHPERD) - (elected 2010)
- Anchorage Ski Club member & volunteer since 2004
- Association of Outdoor Recreation and Education (AORE) Member since 2005

Recreational Specialties &

**Whitewater Rafting (since 1998)**
- Over 12,000 logged river miles
- Class V guide (creeking & technical whitewater)
- Instructed numerous guide schools for outfitters
- Whitewater Rescue Technician 1
- Numerous rivers in CO, UT, AK, OR

**Backcountry & Telemark Skiing (since 1998)**
- Alpine ski Racer 1985-1998
- Avalanche Level 1 & 2 training
- Over 300k vertical ft in backcountry
- CO, AK, UT, OR

**Rock/Ice Climbing (since 1999)**
- Top rope and 5.9 lead climbing
- Can set-up safe anchor systems
- Top rope guide for one season (GVAG)

**Mountaineering (since 1999)**
- Various winter ascents of 14,000 ft peaks in CO
- Technical and non-technical ascent experience
- Ski mountaineering
- CO, AK, UT, OR

**Backpacking (since 1993)**
- Multiple overnight & 3-7 day short trips UT, CO, AK,
- Solo 10-day, 8 summits above 14,000 feet on CO trail (1998)
- 28-day La-Garita & Powderhorn Wilderness areas (WEA NSP Course) CO
- CO, AK, UT, OR

**Sea/Lake Kayaking (since 2000)**
- Multiple extended trips in CO and AK
- Multiple day trips in CO, AK

Selected Trips

1998-Solo trip
1999-5 day Dolores River Slickrock to Bedrock class V (Asst. Guide)
1999-2002—Hut to hut skiing,..
(cataract canyon thanksgiving)
Backpck Coral Reef National monument 7 days, --
Black Casnyon of Gunni Gunni Gorge class IV (Asst. Guide)
2002- WEA NSP Course (Student)
2006- Copper River 125 mile 5 day Chitina to Cordova (Lead Guide)
2007 New Halen River Gorge Class V raft (Lead Guide)
2007-9 day Valdez BC skiing (Lead Guide)
2005 & 2006 50 mile Ressurection Passs ski (Lead Guide)
2010 Boys Ski Week-6 day Shrode Lake Cabin BC Ski Trip (lead Guide-planner)
2009- 5 day PWS Sea kayak trip for PEP 467- (Lead Guide)
2010- 5 day Little Nelchina to Tazlina River Trip (Lead Guide)
2008 10 Day Gulkana River float hunt (oarsman)
PETER EDWARD CARTER

Peter.Carter@alaska.gov
Box 2988, Valdez, AK 99686
(wk) 907-835-3602
(hm) 907-835-4488

EDUCATION
1988 Admission as Barrister and Solicitor of the High Court of New Zealand
1987 Bachelor of Laws, University of Canterbury, Christchurch, NZ

MEMBERSHIP
2001-present: Professional Member, American Avalanche Association
1994-present: Professional Member, Canadian Avalanche Association
2006-present: Alaska Search and Rescue Association

EMPLOYMENT
2006-present Avalanche technician, State of Alaska DOT, Valdez
2005-2006 Avalanche forecaster, guide, H2O Heli-Guides, Valdez
2002-2005 Operations manager, guide, Above & Beyond Alaska, Juneau
2002-2004 Glacier guide, NorthStar Trekking, Juneau
2001-2005 Ski patrol and NSP Alaska division avalanche supervisor, Juneau
2001-2003 Avalanche specialist, Southeast Alaska Avalanche Center
1993-2001 Avalanche forecaster, BC highways, Kootenay Pass, Bear Pass
1990-2001 Ski patrol, Red Mountain Resorts, Rossland, BC
1990 Ski patrol Mt Hutt, Methven, NZ
1988 Ski area manager, Craigieburn Ski Club, NZ
1986 Ski patrol director, Sun Peaks, Kamloops, BC
1985 Ski patrol director, Temple Basin, Arthur’s Pass, NZ
1984 Ski patrolman, Porter Height’s, Darfield, NZ
1979-1982 Ski patrol director, Panorama, Invermere, BC
1978-1980 Instructor, Outward Bound, Keremeos BC, Yamnuska, Seebe, Alberta
1978 Ski patrolman, Silver Star, Vernon, BC

PUBLISHED RESEARCH
Western Snow Conference 2004, 2003

AWARDS
National Ski Patrol Purple Merit Star 2005
Red Cross Real Hero 2005
CERTIFICATES
* National Ski Patrol avalanche instructor since 2002
* Avalanche Control Explosives Use tickets 1979-2010
* 105 M1A101 Howitzer gunner (avalanche control) 2007
* 105 Recoilless Rifle gunner (avalanche control) 1998
* Medic First Aid and American Heart Association instructor since 2006
* American Red Cross instructor 2001-2004
* Emergency Medical Technician Level I 2009
* Wilderness First Responder since 2002
* Outdoor Emergency Care Technician since 2001
* BC Occupational First Aid Level III 1978-2008
* American Red Cross CPR for the professional rescuer 2001-2006
* Search and Rescue Technician II, National Association of Search Rescue 2005
* Rescue 3 Technical Rope Rescue Operations 2005
* Rescue 3 Swiftwater Rescue Technician since 1997
* American Mountain Guides Association Certified Top Rope Site Manager 2003
* BC Provincial Emergency Program Basic Search and Rescue 1992
* Royal Life Saving Society Lifeguard: Award of Merit 1975
* Certified Interpretive Guide, National Association for Interpretation 2002
* Canadian Ski Instructors Alliance Level I 1979
* Red Cross Swimming Instructor
* CDL: class A, all endorsements

REFERENCES
Mark Hanson, DOT Thompson Pass supervisor 907-835-3602
Sean Wisner, Director Alaska Avalanche Information Center 907-255-7326
SARAH CARTER  
Box 2988  
Valdez, Alaska 99686  
907.835.4488  
luckyenterprises@gmail.com  

EDUCATION  
University of Alaska Southeast, BLA English  

EMPLOYMENT  
2007-present  
Education Coordinator/Forecaster/Instructor; Alaska Avalanche  
Information Center, Valdez, Alaska  
2006-2010  
River rafting company manager; Keystone Outfitters, Valdez, Alaska  
2007-2008  
Avalanche Safety Instructor; Alaska Remote Access  
2006-present  
Substitute Teacher; Valdez School District  
2006  
Snow Safety Director; H2O Heli Guides, Valdez, Alaska  
average forecasting and guiding  
http://www.h2oguides.com  
2005  
Assistant Snow Safety Director; H2O Heli Guides, Valdez, Alaska  
2001-2005  
Professional Ski Patrol; Eaglecrest Ski Area, Juneau, Alaska  
mountain safety, first aid, avalanche control route leader, avalanche  
forecasting, avalanche instruction and education  
http://www.juneau.org/eaglecrest/  
2002-2005,  
Assistant/Adjunct Instructor and Climbing Wall Coordinator; University  
of Alaska Southeast Outdoor Studies Program, taught avalanche skills,  
backcountry travel, navigation, sea kayaking, glacier travel classes  
http://www.uas.alaska.edu/ods/program/index.htm  
2002-2005  
Guide; Above & Beyond Alaska, glacier trekking, backcountry camping  
and multi-day sea kayak guiding  
http://www.bey0ndak.com  
2002-2004  
Glacier Guide; NorthStar Trekking, ablation ice glacier trekking and  
multi-day glacier camping guiding  
http://www.glaciertrekking.com/  
2004  
Social Science Researcher; USDA Forest Service (internship)  
2000-2002  
Guide; Auk Ta Shaa Discovery, sea kayak, river raft, and canoe guiding  
2000-2001  
Professional Ski Patrol; Red Mountain Resorts, BC.  
mountain safety, first aid, avalanche forecasting and control  
http://www.redresort.com/  
1999-2000  
Mountain Crew; Red Mountain Resorts, BC, professional patrol, ski school  
and lift operation  
1998-1999  
Guide; Alaska Raft Adventures, Nenana River, Denali Nat. Park  

Other employment and volunteer work:  
• Alaska Avalanche Information Center board member/instructor 2008-present  
• Volunteer Ski Patrol 1997-2000; Red Mountain Resorts, BC  
• NSP avalanche Level I instructor  
• Alaska Reach and Teach Avalanche awareness educator  
• Avadogs Alaska avalanche educator  
http://avadogsalaska.org
• InfoEx contributor: Alaska Avalanche Information Center, 2003-2005 Eaglecrest Ski Area, Juneau, Alaska

• University of Alaska Southeast data collector for 2004 ISSW poster “Evaluating the stuffblock and shear frame/tilt board snowpack stability tests as snow avalanche forecasting tools.”

• 2006 ISSW author, “Skier triggered surface hoar: A discussion of avalanche involvements during the 2006 Valdez Chugach helicopter ski season”


• Valdez Convention & Visitor’s Bureau Executive Board member, Winter Tourism Committee Chair

CERTIFICATION
CAA Avalanche Operations Level 2, 2005
CAA Avalanche Operations Level 1, 1999
CAA Avalanche Control Blasting, 2005
AIARE Level 1 Course Leader, 2009
Occupational First Aid Level III, 2005
NSP Avalanche Level 1, Avalanche Level I Instructor
National Avalanche School, 2003 & 2004 (Phases 1&2)
AMGA Top Rope Site Manager, 2003
EMT I 2008 (Wilderness EMT 2008)
Wilderness First Responder WMA 2008
Outdoor Emergency Care (NSP 80 hr) 2003, annual recert.
National Association of Interpreters, Certified Interpretive Guide 2002
Alaska Naturalist Institute Certification 2002
NASAR Managing the Lost Person Incident Training 2004
NASAR Sartech II
NASAR Canine Sartech III
CSIA Level I Ski Instructor
WCB Explosives Use Ticket (avalanche control)
Yamnuska Mountain School Outdoor Leadership 1996
Commercial Drivers License Class A
Swiftwater Rescue Technician 2008

AWARDS
2005 Red Cross Community Safety Hero Award
2005 National Ski Patrol Purple Merit Star for Service and Safety

MEMBERSHIPS
Canadian Avalanche Association, professional member
American Avalanche Association, professional member
American Mountain Guides Association, member
NASAR, dog handler, member
Alaska Search and Rescue, member
Valdez Fire Dept. Backcountry Search & Rescue Team, member
Valdez Search & Rescue Team, member
Avadogs Alaska, team member
National Ski Patrol, Avalanche Level I Instructor
American Alpine Club, member
Juneau Alpine Club, member 2003-2005
Juneau Mountain Rescue, avalanche team leader 2002-2005
Capitol City Fire Department Rope Rescue and Swiftwater Rescue, team member 2004-2005
National Association for Interpretation, certified interpretive guide

REFERENCES
Sean Wisner  Alaska Avalanche Info Center Exec. Director 907.255.7326
Mike Weber  Valdez Backcountry Search & Rescue Team Director 907.835.5741
Wren McElroy  Snowlion Mountain Services, Slocan, B.C. 250.226.6960
Forest Wagoner  University of AK, SE Outdoor Studies Coordinator 907.465.6362
Jim Craig  Avadogs Alaska, founder 907.364.2393

MOUNTAIN RELATED EXPERIENCE
Mechanized backcountry ski guiding and snow safety: (2 seasons) avalanche forecasting, responsible for daily weather, snow, and avalanche documentation, snow safety and risk assessment, guest care, high angle training, guide training.
Professional Ski Patrol: (6 seasons) avalanche forecasting and mitigation with explosives and ski cutting, responsible for daily public snow stability bulletin and infoex submission, ski area safety & risk assessment, guest care, first aid, search and rescue (including high angle rescue), training volunteers
Observer of BC Ministry of Highways Avalanche Program: over 40 days of active observation of avalanche control operations including recoilless 105 shoots, avalauncher, hand charges, ski cutting, gassex, helicopter bombing, avalanche assessment i.e. snow profiles, snow science, weather observation (Bear & Kootenay Passes 1997-2000)
Valdez Fire Dept. Backcountry Search and Rescue: participate in training, mountain search and rescue operations
Valdez Search and Rescue: participate in training, snowmachine assist for mountain search and rescue
Juneau Mountain Rescue (JMR): participate in mountain search and rescues, high angle ropes, avalanche rescue leader, lost person incident manager
Ava Dogs Alaska/SEADOGS: participate in avalanche rescue dog training and education
Glacier Guiding: (3 seasons) lead treks on ablation ice, top rope and anchors, ice climbing
Rossland Search and Rescue (PEP): participated in several mountain search and rescues
Yamnuska Mountain School Outdoor Leadership Program: avalanche awareness, leadership skills, glacial travel, navigation, ski mountaineering, rock and ice climbing, backpacking, paddling and Wilderness First Responder, guide training
University of Alaska Southeast Outdoor Program instructor: instructed and assisted in planning for outdoor education classes including winter backcountry travel, ice climbing, mountaineering, navigation, sea kayaking, backpacking, avalanche level 1 & 2, leadership & communication
University of Alaska Mountaineering II & I: rope skills (technique, anchors, gear placement), leadership, winter camping, avalanche awareness, expedition planning, crevasse rescue
Swiftwater Rescue Technician: swiftwater rescue techniques, anchors, rope rescue, first aid
Professional Raft, Canoe & Sea Kayak Guide: (10 seasons) guest care, required to know local natural history, multi-day trips, training new guides
Mountaineering expeditions: Rainier (Ingraham Direct 2003, 5 days), Denali (West Buttress 2001, 14 days), Logan (King Trench 2001, 26 days)
Backcountry Ski Traverses: Juneau Icefield Traverse (2003, 6 days), Bonnington Range Selkirks (2000, 5 days), Rossland Range 7 Summits (2000), Sorcerer Selkirks (2000, 7 days), Cambria Icefield (1999, 5 days), S.Selkirks (Kootenay Pass to Whitewater 1998, 5 days), Valhalla Traverse (1997, 8 days), Franz Josef Glacier (1996, 4 days), Sunwapta Icefield (1996, 6 days)

Other Ascents: Mt. Wrathor, Iconoclast (W face), Old Glory (winter solo), Castle Tower, Chinaman’s Peak, Mt. Louie, Monica, Eyebrow, Athabasca, Minarets (NZ)

Ski touring (16 seasons): Coast Range, Chugach (Turnagain & Thompson Pass), Talkeetna (Hatcher Pass), Tetons, Selkirks (Rogers & Kootenay Pass, Rossland Range), Purcells, Canadian Rockies

Trekking: Nepal (Amphu Labsta 5959m, Mera La, Cho La), New Zealand (Holyford & Routeburn Tracks)

Rivers: Chuck River (1st raft descent), Tsaina, Tonsina, Tazlina, Gulkana, Chulitna, Copper, Kennecott, Lowe, Talkeetna, Mendenhall, Chitna, Tokositna, Nenana, Colorado (1997)

Nordic Skiing Background: University of Alaska Fairbanks Nordic Ski Team 1993-1994
   Alaska Junior National Nordic Ski Team 1990-1993
   Alaska Arctic Winter Games Biathlon Team 1994
   Alaska Arctic Winter Games Nordic Ski Team 1990
Matt Kinney  
Box 1540  
Valdez, AK 99686  
907-835-4817  
info@thompsonpass.com

Résumé

Professional Experience

1996-Present  
Managing Member, Thompson Pass Mountain Chalet, L.L.C.  
Heiden View, Alaska  
*bed & breakfast and ski guiding business*  
Plans and implements marketing activities; makes reservations; plans  
future business development activities; sets rates; checks guests in and  
cut and oversees their stays. Maintains the Chalet premises and  
property.

1996-Present  
Backcountry Ski Guide  
Thompson Pass Mountain Chalet, L.L.C.  
Heiden View, Alaska  
Develops daily route plans, taking into account client skill & fitness  
level, client goals, weather, and snow conditions.  
Leads groups of 1-5 skiers into backcountry areas for ½ and full day  
experiences. Conducts avalanche condition analyses using accepted  
methods.

2004-Present  
Author and Photographer  
Author, Alaska Backcountry Skiing: Valdez and Thompson Pass,  
Received excellent reviews. Top selling book of publisher, Prince  
William Sound books.  
Author and Editor, Valdez and Thompson Pass Ski Report  
(www.thompsonpass.com), 2004-Present.  
Write and post daily reports on ski and weather conditions, post  
photograph of the day, write articles, including ski-related reviews,  
technical information, and essays.  
Published essay Whispy Encounters and linked to article Attitudes about  
Angles.  
Contributor, Point/Counter Point, Backcountry Magazine, 2008.  
4-Stroke, 2-Stroke, No-Stroke.  
Artist, Higher Up, February-April 2009.  
Art exhibition at the Valdez Museum, featuring 30 photographic images  
of backcountry skiing and the Chugach Mountains from 2005-2008.  
Wrote accompanying essays.

1982-Present  
Professional Backcountry Telemark Skier  
Skied 170 days in 2008; Average over 100 ski days annually.  
Traversed the Chugach Range twice. Pioneered numerous  
ascent/descent routes in the eastern Chugach region. Mentor new  
backcountry skiers.
2000-2009  
*Coop Weather Observer,* NOAA, National Weather Service  
Recorded daily snow totals & water equivalency, snow pack depth, temperatures, rainfall. Called in changes in weather conditions such as dropping temperatures or increasing or decreasing winds. Maintain Thompson Pass Snotel. Entered weather records on-line.

1985-Present  
*Land Use Planning, Federal & State Permitting Participant*  
Provide professional input on plans, activities, permits, and proposals regarding winter operations on public lands in the Prince Williams Sound region. Provide comment at public hearings.

2005-2009  
*Snow Plow Operator*  
Maintained ¼ mile public roadway that receives avg. 200” of snowfall annually. This included plowing every 2-4 inches during snowfall and wind events, widening road & push-outs between events, and graveling. Used and maintained Ford F250 pickup and Boss V-Blade.

1977-1984  
*Operations and Ship Navigator, U.S. Coast Guard, Alaska*  
Coordinated vessel traffic movements and search and rescue operations in Prince William Sound and the Gulf of Alaska. Served as navigator aboard USCG cutters in Alaska waters, including the Gulf of Alaska and the Bering Sea.

**Memberships, Certifications, and Education**

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<thead>
<tr>
<th>DATE</th>
<th>Certification or Activity</th>
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<tbody>
<tr>
<td>2008-Present</td>
<td>Member, American Avalanche Association</td>
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<td>1996-Present</td>
<td>Sponsor, Avalanche I and Military Avalanche Level I Classes</td>
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<tr>
<td>1995</td>
<td>Guest Speaker on public radio and other public forums regarding avalanche awareness.</td>
</tr>
<tr>
<td>2007, 2009</td>
<td>Emergency Trauma Technician (ETT) certification</td>
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<tr>
<td>2009</td>
<td>First Aid/CPR current certification</td>
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<tr>
<td>1991-1993</td>
<td>100-Ton Master License, U.S. Coast Guard</td>
</tr>
<tr>
<td>1986</td>
<td>Associates of Arts, Certificate of Fisheries &amp; Aquaculture, Prince William Sound Community College</td>
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**Other**

<table>
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<th>DATE</th>
<th>Role or Position</th>
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<tr>
<td>1996-2009</td>
<td>Member, Valdez Convention &amp; Visitors Bureau</td>
</tr>
<tr>
<td>1996-2000</td>
<td>Volunteer, Valdez Trails Association</td>
</tr>
<tr>
<td>1983</td>
<td>Board Member, Valdez Arctic Winter Games Committee</td>
</tr>
<tr>
<td>1982</td>
<td>President, Valdez Nordic Ski Club</td>
</tr>
<tr>
<td>1989-1991</td>
<td>Groomer &amp; Maintenance Technician, Blueberry Ski Hill &amp; Valdez Nordic Ski Trails, City of Valdez</td>
</tr>
<tr>
<td>1985-1992</td>
<td>Head Coach, Valdez Wrestling Club</td>
</tr>
<tr>
<td>1990-1992</td>
<td>State Director, USA Kids Wrestling, Alaska</td>
</tr>
</tbody>
</table>
Michelle Cullen
P.O Box 2504
1219 Mineral Creek Drive
Valdez, Alaska 99686
Home Phone (907) 835-5128

OBJECTIVE: Adjunct Professor at Prince William Sound Community College

QUALIFICATIONS:
Twelve semesters of PWSCC teaching. Excellent communication skills. Dedicated to science, nutrition, and Alaskan education. Member of the Valdez Community for fifteen years.

EDUCATION

EMPLOYMENT
1996-present Adjunct Professor, Prince William Sound Community College. Taught various science classes from Biology Lab, Astronomy, Nutrition, Astronomy, and Marine Biology and yoga.
2009 summer Valdez Museum and Archives Education Curator.
Home visitor, coordinated services for at risk children aged 0-3. Independently ran the Valdez office.

PROFESSIONAL AFFILIATIONS
2003- present National Association of Science Teachers

REFERENCES
Kathryn Hurtley, Valdez Museum 907 835-2764
Doug Desource, 907 834-1600.
Kathy Todd, M.D., 907 835-4811.