

graduates will serve as agents of change that are able to improve the overall wellness of human and non-human individuals and communities.

Natural Environments: We believe that natural environments are powerful teachers and that through interactions with these environments people are changed in ways that are not possible when education is limited to traditional classroom settings. We believe that natural environments provide learning opportunities through direct experience with natural consequences that encourage connectedness and stewardship of the non-human world.

Adventure: We believe that learning should be an adventure that provides opportunities for students to challenge themselves to take intellectual, social, emotional, and physical risks that enhance personal and professional growth. We believe that within the context of learning communities of peers, faculty, and staff, our students will discover their potential to be successful professional outdoor educators.

Experiential Education: We ascribe to the principles of experiential education set forth by the Association for Experiential Education. We believe in the intentional use of direct experience supported by reflection, critical analysis and synthesis. We believe that our students should be actively engaged throughout the learning process in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.

Leadership: We believe that leadership in outdoor education must be grounded in a transformational perspective that is primarily focused on envisioning and creating opportunities for positive change. We believe that leadership demands a high level of moral fitness that includes authentic individuals operating out of genuine care for others. We believe that positive change is possible through the creation of an atmosphere of trust in which followers feel safe and supported as they engage in challenging experiences.

Professionalism:

We believe that professionalism is an ethical responsibility and that the pursuit of excellence is central to personal and professional growth. We believe that professionalism requires taking pride in a job well done and personal accountability for actions and responsibilities. We believe that professionalism requires maintaining and modeling a positive attitude in the best of circumstances and the most challenging of circumstances. We believe that professionalism is demonstrated by showing respect for self, others, and the environment and continuous engagement in creative and intellectually challenging opportunities for developing personal and professional competence.

Program Goals

1. Outdoor education administration students are prepared to administer safe, environmentally sound, and effective outdoor education experiences.
2. Outdoor education administration students will be prepared to provide leadership in a variety of land, water, and challenge technical activities.
3. Outdoor education administration students will be prepared to supervise and utilize experiential activities with small groups to promote changes in feelings, thinking, and behavior.
4. Outdoor education administration students will be prepared to administer programs that promote environmental stewardship.
5. Outdoor education administration students will be prepared to model and promote service learning and service to the profession and the communities in which they work.
6. Outdoor education administration students will be prepared to administer outdoor education programs and services in recreation, education, training and development, or therapeutic settings.
7. Outdoor education administration students will be prepared to engage in scholarly activity and advanced study.

b. Needs the program will meet

The proposed stand-alone major in outdoor education is one of only two master-level programs accredited by The Association for Experiential Education in the United States. The proposed stand-alone major will enable the Department of Outdoor Education to assume full responsibility for the oversight of curricular and planning functions related to the program as well as ongoing compliance with accreditation standards set forth by The Association for Experiential Education.

Visibility to potential students of the current specialization under the M.Ed. Degree in Kinesiology in the Department of Kinesiology is limited significantly to students who have prior knowledge that Georgia College offers the specialization, generally from alumni of the program or referral by a colleague at another university or a practitioner. As well, potential employers often report that they are confused by the relevance of a major in kinesiology. The proposed stand-alone program increases visibility, marketing, and clarifies the major for potential employers.

Demand for the proposed major in outdoor education administration is predominantly national, however many graduate students are employed in the region and the program is highly respected at the national, regional and state levels. Graduates of the program are employed in public and private wilderness and residential organizations that focus on the therapeutic use of adventure; nature and outdoor education centers focusing on interdisciplinary experiential learning; municipal, state, and federal recreation programming and service delivery agencies and organizations focusing on environmental education and outdoor recreation; private and not-for-profit youth, family, and specialized service residential and day camps; and a wide range of service providers focusing on the use of experiential education training and development programs for not-for-profit and for-profit organizations and corporations. Most master-level programs do not prepare graduates for employment in one of these contexts. The proposed stand-alone major focuses on the administration of outdoor education programs and services across a wide range of employment possibilities.

Students seeking advanced study to further their career goals come from a broad range of undergraduate majors such as business, marketing, psychology, sociology, biology, environmental science, physical education, liberal studies, recreation and leisure studies, and education. They typically possess technical outdoor activity skills in a narrow range of outdoor pursuits and limited theoretical and administrative knowledge to be considered for administrative positions. They find their career paths limited and therefore seek advanced study that will expand their knowledge of theoretical foundations, technical competencies, and unique demands on administrative systems related to the delivery of programs and services. The proposed stand-alone major in Outdoor education administration will expand the current program's capacity to meet the ever increasing demand within the profession for administrative leadership in state, regional, national, and international contexts.

The current specialization under the M.Ed. in Kinesiology is approved by the SREB for inclusion in the southeast region academic common market (ACM). Demonstrated regional demand for the program is based on inquiries to the Department and the admissions office, as well as at national and regional conferences. Employers often send the Department job announcements for which advanced study is a required qualification, asking that it be sent to graduates of the current program because the applicant pool does not meet this requirement. Most potential students in the southeast region tell us that they are seeking a graduate assistantship to be able to pursue advanced study in another state. Inclusion in the academic common market enhances student access to the program and clarifies the focus of the degree when potential students are searching for a major related to the profession, thereby increasing enrollment to meet demand for competent, career-path administrators.

c. Brief explanation of how the program is to be delivered

The proposed stand-alone major in outdoor education administration will continue to be delivered face-to-face at main and east campuses. The program of study is 36 hours and is defined by sequence, experiential learning, and compliance with the Association for Experiential Education Accreditation Program standards, preferred practice guidelines as established by professional associations (The Association of Challenge Course Technology, The American Canoe Association, the American Mountain Guide Association, Climbing Wall Association, etc.), and industry standards as established by federal and state regulatory agencies.

1. The program *sequence* provides students with strong didactic and field based experiences in first year courses. This enables students to engage in applied learning that demands critical thinking, technical competency, and risk management insight that is necessary for subsequence courses and prepare them for the wider range of supervised administrative opportunities in institutional, community, state, regional, national, and international settings.
2. *Experiential learning* components are included in all courses and may include multi-day field trips, service learning, international study, and supervised leadership opportunities in the Outdoor Center at Georgia College through the Venture Out student activities program, the Wellness Center climbing wall program, and assistance with field components in undergraduate classes in the B.S. in Outdoor Education. All experiential learning components in the program of study are in compliance with accreditation standards, preferred practice, and industry standards and integrated with graduate course assignments and assessment procedures.
3. *Compliance* is the cornerstone of the program of study that provides students with essential administrative and applied knowledge and skills, for transfer of learning to potential employment or advanced study. The Department of Outdoor Education Policy and Procedures Manual and related documents and forms are used as a basis for interpreting, applying, and assessing student learning throughout the program of study.

d. Prioritization within the institution's strategic plan

Academic programs and the Outdoor Center at Georgia College are programs of distinction at Georgia College recognized by peers and students as providing distinctive niches in the academic environment. The proposed stand-alone major in Outdoor education administration supports the following Georgia College Strategic Directions and Institutional Priorities.

Strategic Direction 1: *Exemplary Undergraduate Learning Experience*

Build excellence and distinction in the Georgia College undergraduate educational experience consistent with the university's educational values and its undergraduate public liberal arts mission.

Several graduate students in outdoor education administration are awarded graduate assistantships in the Outdoor Center, Academic Enhancement, the Leadership Certificate Program, Student Activities, Student Support, and various academic departments. Through these positions they work with students, academic classes, student clubs, Greek organizations, international study groups, athletic teams, and residential halls in areas related to team effectiveness, respect for diversity, communication effectiveness, environmental education, cooperation and constructive controversy. The Department of Outdoor Education provides administrative and programmatic oversight to Venture Out, the student outdoor club, and the Wellness Center climbing wall. Outdoor Education Program graduate students provide program leadership and administrative support to faculty supervisors for these campus undergraduate programs and services. These experiences are essential components of preparing graduate students for administering programs and services across a wide range of contexts in which outdoor, adventure-based activities are used to enhance educational missions. Georgia College offers

graduate students the added advantage of working with real client groups that represent many of the organizations in which they will be employed as administrators, such as colleges and universities, youth organizations, public and private K-12 schools, therapeutic agencies and corporate training and development service providers.

Institutional Priorities Supported:

- Enhance institutional reputation as a student-focused university through academic support programs (advising, tutoring, mentoring, residential learning), policies, services, and behaviors that promote student welfare
- Support practices and pedagogies that enhance student engagement and learning in the classroom
- Promote opportunities to enhance classroom learning through undergraduate research, internships, fieldwork, civic engagement, service learning, study abroad and similar “learning beyond the classroom” activities

**Strategic Direction 2: *Respected provider of Graduate Programs in the Middle Georgia Region*
Strengthen the university's graduate mission, which is to deliver graduate programs responsive to regional workforce needs.**

Academic programs and the Outdoor Center at Georgia College are programs of distinction at Georgia College recognized by peers and students as providing distinctive niches in the academic environment. Jointly, these programs received the Association for Experiential Education Organization of the Year Award (2006) for maintaining innovative and outstanding programming at consistently high standards and demonstrating consistent commitment to and support for the work of AEE and the Georgia College Program Excellence Award (2007). Faculty members in the Department of Outdoor Education have received Georgia College and professional association awards for teaching excellence, service to the profession. Faculty members hold 11 international and national leadership positions in various professional organizations and are consistently invited to present key note and workshop presentations at international and national conferences. In compliance with accreditation program reporting requirements, graduate student placement and contributions to the profession are tracked and the program maintains partnerships with a wide range of local, state, regional, national, and international organizations and associations that provide guidance related to industry standards and offer applied learning and international study opportunities to graduate students. Four of these partnerships were selected for presentation by a faculty member in the Department at the 2011 Council of Public Liberal Arts Colleges (COPLAC) meeting in Alberta, Canada. Graduates of the program since 1995 (87 students) included 66 students from states other than Georgia, 4 international students, and 17 student from Georgia. Approximately 33% of graduates remain in the southeast after graduation. 11 graduates have, at one time, been employed in public or private colleges or universities in Georgia and 5 graduates of the current program completed doctoral studies at the University of Georgia. The proposed stand-alone program will enable the Department of Outdoor Education to better meet the following institutional priorities and provide potential students direct access to the program. With a “stand-alone M.Ed degree program in Outdoor Education Administration, Georgia College will be well poised to build upon it’s strong reputation in the field to further meet workforce demands in the various professional areas of Outdoor Education across the industries; Eco –tourism, Outdoor/ Adventure Therapy and Rehabilitation, Residential Camping, Public & Private Parks and Recreational Programs, Educational settings, and the Outdoor Adventure Industry.

Priorities Supported:

- Continue to develop effective graduate program delivery methods

- Improve tracking and documentation of graduate student placement and contributions
- Develop international partnerships to enhance and expand graduate educational opportunities
- Create and implement a strategic marketing plan for graduate programs

Strategic Direction 3: *Acclaimed Academic Programs/Distinctive Colleges & Departments*
Enhance the academic reputation of Georgia College based on recognition of exemplary academic programs and the distinctive qualities and achievements of its academic colleges and units.

Academic programs and the Outdoor Center at Georgia College are programs of distinction at Georgia College recognized by peers and students as providing distinctive niches in the academic environment. Distinctive qualities of the proposed stand-alone major include partnerships with state, regional, national and international organization such as the Tim Horton’s Children’s Foundation (national and international), 4-H National Congress, and local and national natural resource management agencies such as Georgia Power, the Okefenokee Wildlife Refuge, and the Georgia Forestry Commission, Milledgeville Greenway Association. Through the Outdoor Center at Georgia College graduate students work with Georgia College academic and administrative units, Student Activities, Academic Outreach, the Leadership Certificate Program, and the Wellness Center. During the 2011 AY, with the assistance of University Communication staff, the Department of Outdoor Education developed several promotional materials to promote its academic programs at international, national, and regional conferences and bring increased visibility to the institution.

Institutional Priorities Supported:

- Support the use of appropriate assessment and evaluative data on student-learning to improve academic programs
- Support impactful and distinctive pedagogies that enhance teaching and learning and help programs to stand out as exemplary
- Improve tracking and documentation of the placement and contributions of Georgia College graduates
- Feature special achievements of students and unique/distinctive learning opportunities as part of academic program/department/college informational and promotional materials
- Feature distinctive accomplishments of faculty as part of academic program/department/college information material
- Expand academic reputation through selective enhancement and promotion of programs with potential for national recognition.

Strategic Direction 6: *Effective Fiscal and Operational Performance*
Continue to seek operational performance improvement and effective fiscal strategies, including the diversification of funding support.

Oversight for the Outdoor Center at Georgia College is provided by the Department of Outdoor Education. The Outdoor Center provides a unique opportunity for graduate and undergraduate students to gain real-world experience that enhances professional development while providing a source of income for students. The Outdoor Center provides training, supervision, and opportunities for students in academic programs in the Department of Outdoor Education to achieve lead facilitator status in order to provide leadership to Georgia College academic and administrative, faculty, staff, and student programs, as well as external contract program within the region. Students in the proposed stand-alone major mentor undergraduate students who pursue facilitator status at the Outdoor Center and then are eligible to be paid as contract employees. Given the amount of time students spend in the field in

outdoor education academic classes, many students are not able to work at traditional jobs and find the modest stipend associated with working for the Outdoor Center their only source of income. Program-day equivalents listed in Table 1 (other than the OE Academic category) represent internal and external programs for which students may be hired as contract employees.

One of the goals of the Outdoor Center at Georgia College in the Department of Outdoor Education is the support of academic programs in the Department through the acquisition and maintenance of excellent equipment. In this regard the Center has funded the acquisition and maintenance of approximately 90% of technical equipment used by academic classes valued at approximately \$300,000. In addition to equipment management, services by the Outdoor Center include oversight of land management agency permits, 3rd Party vendor contracts, rations supplies, transportation, and the acquisition a wide range of support equipment such as computers, office supplies, emergency communication equipment, and specialized office furniture and equipment storage structures. Table 1 provides an overview of program-day equivalents recorded by the Outdoor Center at Georgia College that pertain specifically to outdoor education academic programs. Program days represent field and applied learning components supported by administrative staff at the Outdoor Center.

Institutional Priorities Supported:

- Encourage and support viable and mission appropriate revenue generating initiatives and programs

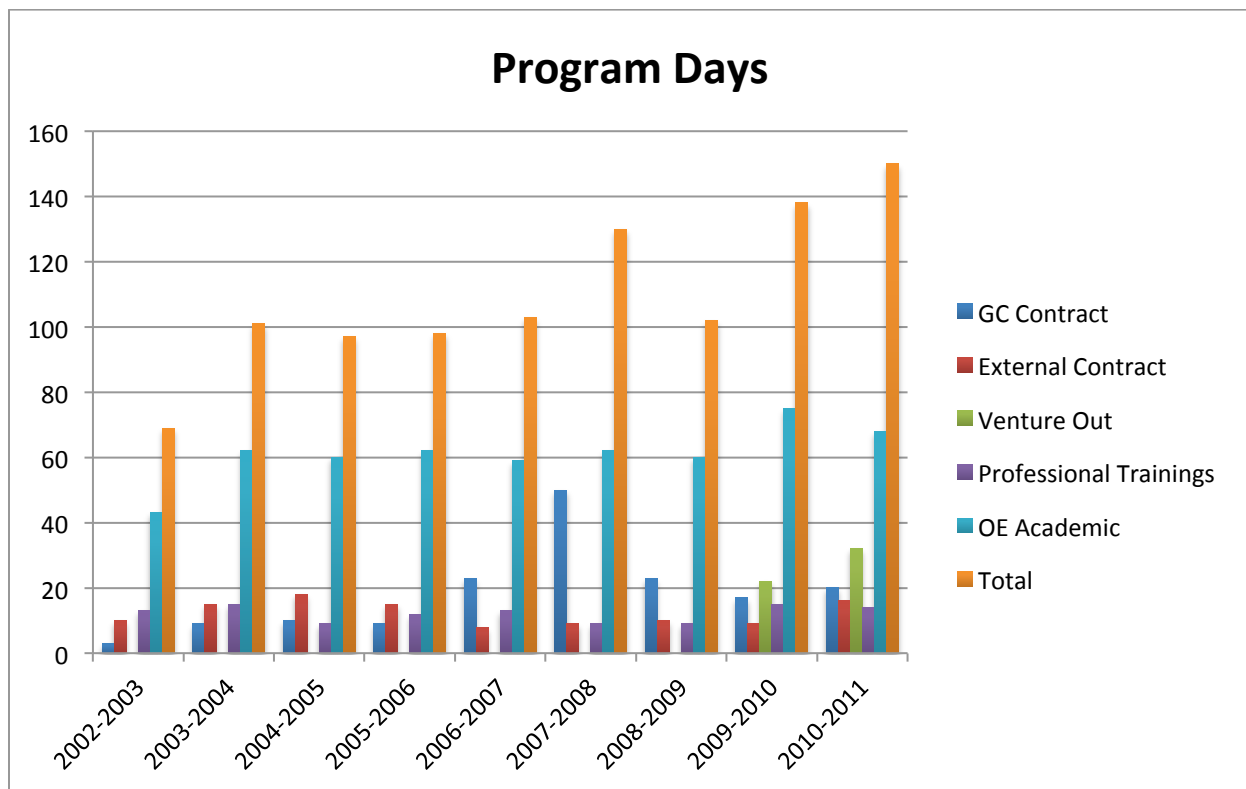


Table 1: Outdoor Center Program Day Equivalents by Client Segments

2. Description of the program’s fit with the institutional mission and nationally accepted trends in the discipline.

Institutional Mission Fit

As Georgia's public liberal arts university, Georgia College offers undergraduate programs of study to talented and motivated students in a residential college setting. Georgia College also provides, at multiple locations, graduate and professional studies that support the needs of the region and create pathways to individual success and personal fulfillment. Its academically engaging, student-centered programs often take learning beyond the traditional classroom and develop the intellectual, professional, and civic skills and dispositions that enable graduates to thrive in an information-intensive and diverse global society. Through its teaching, research, and service, Georgia College enriches the lives of students and their local and global communities.

Graduate student impact on Georgia College's mission is enhanced by graduate students who are involved in the delivery of programs and services through the Outdoor Center at Georgia College. Students have come from diverse professional backgrounds, undergraduate majors, and locations such as Georgia, Florida, North Carolina, South Carolina, Tennessee, Alabama, Virginia, West Virginia, Texas, Colorado, Utah, Arizona, Washington, Alaska, Missouri, DC, Massachusetts, Pennsylvania, Canada, England, Germany, and Nigeria which, as they interact with the campus and in the Milledgeville community, enriches diversity.

Graduate students in the proposed program will continue to work with a wide range of Georgia College groups that include administrative units, classes, and student groups. Table 1 above highlights a positive 9-year trend in programming for Georgia College client groups and this trend is expected to continue with the addition of the Wellness Center climbing wall in January 2012. Primary outcomes that are most often the focus of Outdoor Center programs team effectiveness, respect for diversity, effective communication, cooperation and constructive controversy thereby, further contributing to the core values and principles associated with liberal arts mission.

Of note is that outdoor education academic programs currently represent the highest percentage of Outdoor Center program days and that approximately 30% of these days are service learning components of outdoor education classes that often serve Georgia College programs such as Early College or Baldwin Co. YES. Professional training programs provided by 3rd party vendors are normally open to the Georgia College community. Internal contracts and Venture Out are exclusive to the Georgia College community and include administrative units, athletic teams, and a wide variety of student-related programs such as international study, residence life, academic classes or departments, and academic enhancement. These programs and services are lead by graduate and undergraduate students in outdoor education academic programs.

Program components in the proposed stand-alone major are consistent with Georgia College's commitment to providing academically engaging, student-centered programs that take learning beyond the traditional classroom and develop the intellectual, professional, and civic skills and dispositions that enable graduates to thrive in an information-intensive and diverse global society. Graduate students prepare an extensive professional portfolio using multiple media and software, manage websites, create instructional videos, engage in international study, and interact significantly with undergraduate students beyond the traditional classroom. Graduate students serve the profession during their studies at Georgia College and often present at regional or national conferences.

Nationally Accepted Trends in the Discipline

Disciplinary trends reflect the demand for employees who are prepared to administer human resources; program development, implementation, and assessment; and provide direct program leadership in

compliance with industry standards. The current program Outdoor Education Administration Concentration in the M.Ed. Kinesiology academic major and the B.S. in Outdoor Education academic major offered by the Department of Outdoor Education as well as the service programs offered through the Outdoor Center at Georgia College are jointly accredited by The Association for Experiential Education. Joint accreditation ensures traditional and applied learning are in compliance with accepted trends in the discipline. Standards include compliance with disciplinary, curricular, technical, and risk management trends in the discipline.

3. Description of how the program demonstrates demand and a justification of need in the discipline and geographic area and is not unnecessary program duplication.

The proposed stand-alone major in outdoor education administration is the only program in the discipline in Georgia. There are several advanced degree programs in the United States in parks, recreation and tourism; resource and recreation management; and leisure services, most of which are not stand-alone majors. There are five specializations in outdoor education-related areas such as adventure-based recreation, outdoor leadership, and environmental education in the United States. There are two master degrees in outdoor education in the United States at the University of New Hampshire and Prescott College. The proposed stand-alone major's focus on outdoor education administration is unique in the nation and as a stand-alone major will enhance visibility and generate increased demand by potential students and employers of graduates of the program.

Graduate employment data reflects the demand for advanced preparation for administrative roles in recreation, education, training and development, and therapeutic use of adventure agencies.

Approximately 30% of alumni are employed in higher education administrative roles in student activity programs. Approximately 30% teach in academic programs that offer related undergraduate majors, specializations, or minors. Approximately 20% of alumni are employed in private or public middle or high schools that focus on interdisciplinary experiential curriculum predominantly delivered through adventure-based outdoor activity. The remaining 20% are employed as administrators in resource management, leisure service, youth, or therapeutic agencies. Current employment history demonstrates ongoing demand for practitioners with an administrative focus.

Graduates of the current program who have applied to doctoral studies have been 100% accepted. Majors include educational psychology, leisure science, recreation management, education, and business administration. The breadth of majors into which graduates have been accepted is consistent with the breadth of contexts in which outdoor educators practice and the lack of students prepared to teach in related programs in higher education. Graduates of the program who have pursued doctoral studies general focus research on administrative functions such as assessment, human resource functions, and theoretical issues that impact program and service functions. The proposed stand-alone major permits the development of a more focused academic experience by eliminating the requirement for students to complete M.Ed. in Kinesiology core courses previously taken with human performance and community health majors and often taught by faculty members in the Department of Kinesiology.

4. Brief description of institutional resources that will be used specifically for the program (e.g., personnel, library, equipment, laboratories, supplies & expenses, capital expenditures at program start-up and when the program undergoes its first comprehensive program review.

The proposed stand-alone major in outdoor education administration will replace the existing specialization under the M.Ed. Degree in Kinesiology in the Department of Kinesiology. All of institutional resources allocated to the program will remain the same. The program will undergo its third comprehensive review process in conjunction with its accreditation process (AY 2012) as the current a specialization under the M.Ed. in Kinesiology.

Personnel: Currently three (3) tenure track faculty and one (1) full-time lecturer make up the instructional core for undergraduate and graduate programs in the Department of Outdoor Education. These faculty members will provide the current level of instruction for the proposed major. The chair and coordinator of graduate studies will continue to advise graduate students and two tenure track faculty members will continue to provide specialty mentorship for the students in the major and thesis, and project courses that relate to their expertise. Administrative support for the program will continue to be provided by the Chair of the Department of Outdoor Education and a part-time secretary.

Library: Current library resources will continue to support the proposed major. Students have the potential to access to journals not subscribed to by the Georgia College library via inter-library loan and university system data bases. Since this program already exists as a concentration; Outdoor Education related resources already exist to support the proposed stand-alone program.

Facilities, Equipment and Supplies: Current facilities, equipment, and supplies will continue to support the proposed major. The majority of outdoor education courses are taught at East Campus and multi-day field trips. East Campus facilities include a challenge course, equipment management center and ration supplies facility, a classroom, boat storage facility, and outdoor teaching spaces. Field classes take place national forests, rivers, lakes, open water (ocean), and wilderness areas in Georgia, South Carolina, North Carolina, Alabama, West and West Virginia in compliance with resource management requirements for permits and group size. Selected courses or components of courses are taught in small rooms or in the computer lab in the Health Sciences building with the latest instructional technology (projectors, smart board computers, video/DVD players with audio, clicker technology, etc

Capital Expenditures: No additional capital expenditures will be necessary to deliver the proposed stand-alone major.

Comprehensive Review: Per Board of Regents policy, the existing specialization under the M.Ed. Degree in Kinesiology in the Department of Kinesiology will be reviewed in conjunction with its accreditation cycle in AY 2012. Upon successful completion of continuing accreditation for the maximum period of ten years, the proposed stand-alone major will be reviewed again in 2022 unless required to do so earlier.

5. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student. The current program of study is sequenced to accommodate applied learning, time in the field, ongoing preparation for the thesis or project option, and the development of the professional portfolio. **These courses are the same as those that are currently taught within the Outdoor Education Administration Kinesiology M.Ed. program. No new EFT or coursework will be required by the proposed stand-alone program.**

| Courses | Hrs | Sem |
|--|------------|------------|
| ODED 6640: Administration of Outdoor Education Programs and Services | 3 | Spring 2 |
| ODED 6906: Outdoor Pursuits: Facilitation and Management | 6 | Fall 1 |
| ODED 6913: Principles of Field Leadership | 3 | Spring 1 |
| ODED 6923: Advanced Facilitation Strategies | 3 | Fall 2 |
| ODED 6943: Graduate Seminar in Outdoor Education Administration | 3 | Spring 2 |

| | | |
|--|-----------|------------------|
| ODED 6953: Foundations in Outdoor Education | 3 | Fall 1 |
| ODED 6963: Research Methods in Outdoor Education I | 3 | Spring 1 |
| ODED 6973: Research Methods in Outdoor Education II | 3 | Fall 2 |
| PSYC 6950: Advanced Topic Seminar: Group Leadership | 3 | Fall or Spring 2 |
| Thesis Track: ODED 6993: Master Thesis in Outdoor Education (6) | | Fall & Spring 2 |
| Non-thesis Track: ODED 6810: Master Project in Outdoor Education (3) & approved elective (3) | 6 | Fall & Spring 2 |
| Total Hours | 36 | |

a. Clearly differentiate which courses are existing and which are newly developed courses. Include the course titles as well as acronyms and credit hour requirements associated with each course.

The proposed stand-alone major in Outdoor education administration will replace the existing specialization under the M.Ed. Degree in Kinesiology. New courses may be proposed in compliance with accreditation requirements and national trends in the discipline as would be expected in the current program. Otherwise, all courses exist.

b. Append course descriptions for all courses (existing courses).

See Appendix A: Course Descriptions

c. When describing required or elective courses, list all course prerequisites.

Required courses are sequenced to ensure the development of technical and field leadership skills take place prior to taking courses primarily focused on their application to administrative functions. One elective course is required in support of the master project option and may be taken in outside the Department of Outdoor Education with approval of the advisor and the outside department. Elective courses offered in the Department of Outdoor Education include special topics, independent study, and practicum options that are approved by the advisor based on factors such as student career goals and potential project or thesis interests. Individual contracts are developed in conjunction with the advisor and faculty supervisor. Contracts specify a brief description of the topic, study, or practicum; student learning outcomes; and assessment artifacts and strategies, weighting, and due dates. Pre-requisites to these courses normally are the completion of all first year of study courses. Required course pre-requisites are listed in Appendix A: Course Descriptions.

d. Provide documentation that all courses in the proposed curriculum have met all institutional requirements for approval.

The proposed stand-alone major in outdoor education administration will replace the existing specialization under the M.Ed. Degree in Kinesiology in the Department of Kinesiology. All courses have been approved by appropriate Department, College, University Senate committees, and the Provost/VPAA. Appendix A: Course Descriptions are taken from the 2012 Graduate Catalog.

e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.

The Association for Experiential Education accredits a wide variety of experiential education programs and organizations that use outdoor adventure-based activities for educational purposes. Each standard provides an explanation to assist the specific context to interpret the standard for specific client groups, environments and technical activities. Given that academic programs and the Outdoor Center at Georgia

College are jointly accredited, the integration of these applications demands that site visitors conduct a rigorous analysis both academic classes and Outdoor Center programming.

All program and course curricula must be delivered in compliance with Sections 1-10 of the Manual of Accreditation Standards for Adventure Programs¹, including philosophical, educational, and ethical principles; program governance; and program management, operation, and oversight. Sections 11-43 include specific land, water, and miscellaneous technical activities. Standards 01- 04 in each activity section focus on curriculum for specific technical activities across a wide range of programs including wilderness adventure, colleges and university programs, K-12, wilderness therapy, youth organizations, and for-profit and not-for-profit training and development.

There must be explicit curriculum for land and water-based activities that meet national industry standards set forth by activity specific professional organizations such as the American Mountain Guide Association, the American Canoe Association, the Association for Challenge Course Technology, and the Wilderness Educators Association.

Appendix B: Accreditation Standards includes the standards manual index page, All of the standards in Chapters 1-3 are included because they relate to curriculum and instruction. Two sets of applicable technical activity standards are included to represent sections 11-43 because standards for most activities follow the same content and number system and are similar for all activities offered in academic courses or Outdoor Center programs. See Appendix B: Accreditation Standards

f. Indicate ways in which the proposed program is consistent with national standards.

In addition to compliance with the Association for Experiential Education accreditation standards, the proposed stand-alone major will continue to maintain compliance with a wide range of national standards or guidelines forth by professional organizations such as the Association for Challenge Course Technology, the American Canoe Association, the American Mountain Guide Association, and the Wilderness Education Association. The proposed program also maintains compliance with specific land management agency requirements for group size, conduct of activities, and emergency response. Evidence of consistency can be accessed on the Department of Outdoor Education web page (outdoored.gcsu.edu) under Manuals and Handbooks and Forms.

g. If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned and supervised.

Internships are not required in the proposed program. There is an elective option for an internship related to the master project that is approved by the chair of the project committee and the department chair based on its relevance to the project. All internships are approved and supervised in compliance with accreditation standards, policy set forth in the department internship manual, and the College of Health Sciences policy.

h. Indicate the adequacy of core offerings to support the new program.

Not applicable.

6. Admissions criteria. Please include required minimal scores on appropriate standardized tests and grade point average requirements.

ADMISSION REQUIREMENTS

- GRE score verbal + quantitative: 35 pts.
- Upper division GPA (minimum 2.75):10 pts.

- Letter of application indicating why you have chosen a career in outdoor education administration, your teaching/professional philosophy, and how the program of study meets your career goals: 15 pts.
- Current resume; copies of any relevant, current training certificates or certification cards: 15%
- 2 letters of reference signed by the referee: 10 pts.
- In-person or telephone interview: 15 pts.

Notes:

- Candidates are expected to have completed an undergraduate statistics course before taking ODED 6963: Research in Outdoor Education.
- Regular admission status is a necessary condition for consideration for a graduate assistantship.

REGULAR ADMISSION

A minimum combined score of 75 must be achieved for regular admission.

PROVISIONAL ADMISSION REQUIREMENTS

A minimum combined score of 68 must be achieved for provisional admission.

CONDITIONAL ADMISSION

Applicants who apply too late for full consideration for admission and/or have not submitted all required documents for evaluation may be assigned conditional admission status for one semester only with permission of the Department of Outdoor Education Graduate Coordinator. This option is discouraged because students failing to submit all required documents or do not meeting admission requirements will be required to withdraw from the University. After one semester on conditional status, students must have achieved regular admission.

7. Availability of assistantships (if applicable).

Graduate assistantships in proposed program are currently appointed through the Department of Kinesiology and supervised in the Department of Outdoor Education. Minimum of (7) positions are currently available for students who receive regular admission and meet the qualifications required for a position. 1 is allocated to the Wellness Center climbing wall, 1 to the Student Activities Venture Out program, 2 to outdoor education academic programs, 2 to Outdoor Center programs and services, and 1 to the Department of Outdoor Education. Additional positions are allocated through the Department of Outdoor Education to other units such as Academic Outreach, Academic Enhancement, and Student Services.

| Supervision Unit | Primary Responsibility Area |
|---|---|
| Department of Outdoor Education: Academic Program | Assist with technical activity and applied learning logistics in graduate and undergraduate programs. Assistance with technical classes as per accredited student/instructor ratios. |
| Department of Outdoor Education: Academic Program | Assistance with ongoing maintenance of the DOE accreditation data base and management of ongoing review and revisions to accredited policy documents in compliance with industry standards. |
| Department of Outdoor Education | Assistance with marketing, web pages (DOE & OC), communication with alumni and affiliate professional organizations. |
| Department of Outdoor Education: Outdoor Center | Assistance with client intake, contracts, and program evaluation; staff training, personnel files, and program allocations; reports; and accreditation data base management. |
| Department of Outdoor Education: Outdoor Center | Assistance with equipment acquisition, inspection, and maintenance; rations supplies, facility and fixed equipment inspections, ongoing equipment allocations to academic courses and Outdoor Center programs; program and student professional equipment acquisition program management; and compliance with accreditation |

| | |
|--|---|
| | requirements for equipment logs as per manufacturer specifications and federal/state regulations. |
| Department of Outdoor Education: Outdoor Center (Venture Out funded by Student Activities) | Coordination and logistics for campus-wide outdoor trips, clinics, and workshops in compliance with Student Activities and accreditation standards. |
| Department of Outdoor Education (Wellness Center Climbing Wall funded by WRC) | Coordination and logistics for campus-wide and community use of the Wellness Center climbing wall in compliance with accreditation standards and the American Climbing Wall Association guidelines. |

8. Student learning outcomes and other associated outcomes of the proposed program. Student learning goals and measurable performance outcomes will be as follows:

Goal 1: Outdoor education students are prepared to administer safe, environmentally sound, and effective outdoor education experiences.

1. implement and supervise outdoor education experiences that reflect client goals and characteristics;
2. implement and assess risk management plans for emotionally, socially, and physically safe outdoor education experiences;
3. assess natural and cultural history factors for implementing environmentally sound outdoor education experiences;
4. implement current GCSU accredited policy and procedures.

Goal 2: Outdoor education students will be prepared to provide leadership in a variety of land, water, and challenge technical activities.

1. complete a set of nationally recognized training programs;
2. provide supervision and training in selected outdoor pursuits to a range of client groups;
3. maintain currency with specific industry standards.

Goal 3: Outdoor education students will be prepared to supervise and utilize experiential activities with small groups to promote changes in feelings, thinking, and behavior.

1. design and implement group development activities aimed at attaining client goals;
2. demonstrate basic and advanced facilitation techniques and can provide supervision and feedback to others;
3. assess personal facilitation goal achievement;
4. access and manage group dynamics;
5. think critically about primary outcomes for group development activities and outdoor pursuits such as communication, respect for diversity, team effectiveness, shared situational leadership, problem solving, and trust and are able help others incorporate them in the design of program experiences;
6. facilitate cooperative learning groups.

Goal 4: Outdoor education students will be prepared to administer programs that promote environmental stewardship.

1. complete relevant nationally recognized training;
2. develop environmental education lesson plans for specific ecosystems associated with technical trips, organizations or client groups;
3. complete service learning requirements associated with environmental education courses in relevant settings.

Goal 5: Outdoor education students will be prepared to model and promote service learning and service to the profession and the communities in which they work.

1. complete 15 hours per semester in the major in relevant service learning;
2. implement GCSU accredited policy associated with service learning;
3. implement and assess service learning opportunities relevant to course content;

4. serve the profession.

Goal 6: Outdoor education students will be prepared to administer outdoor education programs and services in recreation, education, training and development, or therapeutic settings.

1. demonstrate a command of theory and research associated with the field of outdoor education and the specific setting in which they wish to practice;
2. apply comprehensive knowledge of the field to a range of professional issues and administrative functions.

Goal 7: Outdoor education students will be prepared to engage in scholarly activity and advanced study.

1. be successful when applying to doctoral programs;
2. present at regional, national, or international professional conferences;
3. complete at least one research project.

9. Administration of the program:

a. Indicate where the program will be housed within the academic units of the institution.

The proposed major will be administered by the Department of Outdoor Education in the College of Health Sciences.

b. Describe the administration of the program inclusive of coordination and responsibility.

The program is administered by the Coordinator of Graduate Studies in the Department of Outdoor Education (currently chair of the department) in collaboration with other faculty members in the Department. As a small department, faculty members operate as a committee of the whole on most matters related to curriculum, instruction, and accredited policy. This facilitates compliance with accreditation standards and ensures that logistical support for applied learning is addressed in a timely and consistent manner between academic programs and the Outdoor Center, Venture Out, and the Wellness Center climbing wall. Curricular and academic policy changes are forwarded for review to the College of Health Sciences Curriculum Committee, the Dean of the College of Health Sciences, the University Curriculum & Assessment Policy Committee, University Senate, and the Provost/VPAA, respectively.

10. Waiver to Degree-Credit Hour (if applicable): If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase in hours (Note: The maximum for bachelor's degrees is 120-semester credit hours and the maximum for master's degrees is 36-semester credit hours).

Not Applicable.

11. Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable).

The proposed stand-alone major in outdoor education administration meets the Association for Experiential Education Accreditation Program standards and various standards or guidelines set forth by technical activity specific professional associations cited in applicable AEE accreditation standard explanations. Applicable technical activity professional associations include the American Canoe Association (kayaking and canoeing), The Association for Challenge Course Technology (challenge course building, inspection, and management, and facilitator certification standards), the American Mountain Guides Association (rock climbing), and the American Climbing Wall Association (artificial climbing wall construction, inspection, and management, and instruction). Appendix B: Accreditation Standards includes examples of several technical activity guideline options and their explanations.

12. Projected enrollment for the program especially during the first three years of implementation. Please indicate whether enrollments will be cohort-based.

Current enrollments are cohort based. Completion of degree requirements are predicated on maintaining successful progression through the program as indicated in question 5. The recent approval of the current major to the SREB Academic Common Market will be updated to the proposed stand-alone major and is expected to increase the prospective student pool.

| Year | Past Enrollment | Current Enrollment | Projected Enrollment |
|------------------|-----------------|--------------------|----------------------|
| 2003 | 8 | | |
| 2004 | 9 | | |
| 2005 | 8 | | |
| 2006 | 8 | | |
| 2007 | 10 | | |
| 2008 | 9 | | |
| 2009 | 9 | | |
| 2010 | 9 | 9 | |
| 2011-2012 | | 8 | |
| 2012-2013 | | | 10 |
| 2013-2014 | | | 12 |
| 2014-2015 | | | 12 |

13. Faculty

a. Provide an inventory of faculty directly involved with the administration of the program. For each faculty member, provide the following information:

There are four faculty members in the Department of Outdoor Education that teach in the graduate program. The department chair is the coordinator of graduate studies and advises graduate students. Other faculty members are assigned instructional responsibilities as indicated in Table 1.

Table 1: Faculty Inventory of Administrative and Instructional Workloads

| Faculty Name/ EFT towards M.Ed. | Rank | Highest Degree Earned | Additional Academic Degrees Earned | Academic Disciplines | Current Graduate Program Workload* Semester cr. hr. |
|--|--|-----------------------|------------------------------------|---|--|
| Will Hobbs (10 month) EFT/AY: .25 | Assistant Professor & Graduate Faculty | Ph.D. | BA, M.S, Ph.D. | Ph.D. in Leisure Studies: Outdoor Leadership | Instructional: Spring: 6 |
| Jude Hirsch (12 month) EFT/AY: .31 | Chair and Professor & Graduate Faculty | Ed.D. | BS, M.Ed, Ed.D. | Ed.D. in Curriculum and Instruction: Experiential Education | Instructional Fall: 3 Spring: 3 Administrative Fall: .05 Spring: .05 Summer: .05 |
| Liz Speelman (12 month) | Lecturer & | M.Ed. | BS, M.Ed., Ph.D. (ABD | M.Ed. in Outdoor Education | Instructional Fall: 2 |

| | | | | | |
|---|--|-------|--------------------------------------|-----------------|---------------------------------------|
| EFT/AY: .07 | Temporary Graduate Faculty | | Fall 2012 in Educational Psychology) | Administration | |
| Jeff Turner (10 month) EFT/AY: .42 | Associate Professor & Graduate Faculty | Ph.D. | BS, M.Ed., Ph.D. | Leisure Studies | Instructional Fall: 7 Spring: 3 |
| Explanation of how workload will be impacted by the new program: There will be no impact on current workloads as a result of the proposed stand-alone major. | | | | | |
| Expected responsibilities in the program: No changes in current responsibilities are expected as a result of the proposed stand-alone major. | | | | | |

Total Number of Faculty EFT: 1.05

b. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added, with a timetable for adding new faculty and plan for funding new positions.

No new faculty will be requested.

14. Fiscal, Facilities, Enrollment Impact, and Estimated Budget

a. Provide a narrative that explains how current institutional resources will be expended for this program. Provide a narrative that explains how the institution will fiscally support the establishment of the new program through the redirection of existing resources and acquisition of new resources. Indicate whether the institution will submit a request for new funds as part of its budget request. The narrative also needs to explain the basis of the institution’s projections with regard to anticipated EFT, head count, student enrollment, estimated expenditures, and projected revenues.

Current institutional resources allocated to the program will remain the same. EFT will remain the same. Student enrollment is expected to increase to 12 students.

The instructional load for full time faculty is normally equivalent to 12 credit hours per semester and for lecturer 12-15 credit hours per semester. Workload calculations comply with Georgia College recommended policy. Other responsibilities impacting instructional load are negotiated on a per case basis. No new resources are anticipated.

The Chair of the Department of Outdoor Education receives a 6 credit hour reduction for overall administrative responsibilities in the Department and coordination of the graduate program.

Summer teaching and/administration responsibilities are not included in 10-month faculty contracts. Faculty teaching courses in the summer will be compensated at current summer teaching salary rates. Twelve month faculty/administrators may teach courses inclusive within their normal workload expectation and will receive no additional compensation above their contractual salary during the summer or the academic year.

Table 2 indicates the current workload of existing faculty allocated to the proposed program and the portion of budgeted salaries that are allocated to the current M.Ed. in Kinesiology. Workloads are not

expected to change for the proposed stand-alone major in outdoor education administration. No new EFT is required to deliver the proposed stand-alone major. The current specialization in the M.Ed. in Kinesiology: Outdoor Education Administration will be deactivated on approval of the proposed stand-alone major.

Table 2: M.Ed. in Outdoor Education Administration EFT, Funding Sources and Cost Estimates

| Type of Resources Available to support Program | Source of Funding | | | Support Cost Estimates [Annual Salary + fringe] / Proportionalized Annual Salary of Personnel Supporting Proposed Program | Comments/ Explanation Percentage of instructional & administrative workload dedicated to instruction in M.Ed. |
|--|--|--------------|-----|--|---|
| | Existing EFT allocated to proposed program | Re-allocated | New | | |
| Dr. Jude Hirsch 1.0 EFT Chair and Professor of OE | .25/AY (instructional) .06 (administrative) | | | [\$94,581 base salary +\$16,155 fringe = 110,736.] \$ 27,684. (instructional) \$6,644. (administrative) | Fall – 3 credit hrs. Spring – 3 credit hrs. Administration – 1.5 |
| Dr. Jeff Turner .42 EFT Associate Professor of OE | .375/AY | | | [\$63,567. base salary + \$8,537 fringe = 72,104] \$ 30,283. | Fall – 7 credit hrs. Spring – 3 credit hrs. |
| Dr. Will Hobbs .25 EFT Assistant Professor of OE | .16/AY | | | [\$50,000 base salary +\$16,765 fringe = 66,765.] \$ 16,691. | Spring – 6 credit hrs. |
| Liz Speelman 1.0 EFT Lecturer in OE | .08/AY | | | [\$56,700 base salary + \$12,694 fringe = 69,394.] 50% state funding = 34,697. \$ 2776. | Fall – 2 credit hrs. |

Total EFT allocated = 1.05 EFT Total Salary Allocated: \$84,078.

Table 3: Fiscal Analysis

| | Yr. 1 FY 2012 | Yr 2 FY 2013 | Yr. 3 FY 2014 | Yr. 4 FY 2015 |
|---|--------------------------|-------------------------|--------------------------|--------------------------|
| I. ENROLLMENT PROJECTIONS | | | | |
| Student Majors (currently in program) | 8 | 3 | 7 | 5 |
| Shifted from other programs | | | | |
| New to the institution | 0 | 7 | 5 | 7 |
| Total Majors | 8 | 10 | 12 | 12 |
| | | | | |
| Course Sections Satisfying Program Requirements | | | | |
| Previously existing (All program courses currently exist) | 12 | 12 | 12 | 12 |
| Total Program Course Sections | 12 | 12 | 12 | 12 |
| | | | | |
| Credit Hours Generated by Those Courses | 36 | 36 | 36 | 36 |
| Existing enrollments | 8 | 3 | 7 | 5 |
| New enrollments | 0 | 7 | 5 | 7 |
| Total Credit Hours | 288 | 360 | 432 | 432 |
| | | | | |
| DEGREES (certificates) AWARDED | 5 | 3 | 7 | 5 |
| II. EXPENDITURES | EFT/ Dollars | EFT/ Dollars | EFT/ Dollars* | EFT / Dollars* |
| Personnel – existing positions | | | | |
| Faculty (fringe included with salary equity plan adjustments) | .99 EFT/ \$77,434. | .99 EFT/ \$77,434. | .99 EFT/ \$77,434. | .99 EFT/ \$77,434. |
| Part-time Faculty | \$950. | \$950. | \$950. | \$950. |
| Graduate Assistants - 2-10 mo. 2-12 mo., not including positions funded by other departments or units) | \$19,980. | \$19,980. | \$19,980. | \$19,980. |
| Administrators: Coordinator of Graduate Studies | .06 EFT/ \$6644. | .06 EFT/ \$6644. | .06 EFT/ \$6644. | .06 EFT/ \$6644. |
| Support Staff | \$1558. | \$1558. | \$1558. | \$1558. |
| Other Personnel Costs | 0 | 0 | 0 | 0 |
| Total Existing Personnel Costs | \$106,566. | \$106,566. | \$106,566. | \$106,566. |
| EXPENDITURES (Continued) | | | | |
| Personnel – new positions | | | | |
| Faculty | 0 | 0 | 0 | 0 |
| Part-time Faculty | 0 | 0 | 0 | 0 |
| Graduate Assistants | 0 | 0 | 0 | 0 |
| Administrators | 0 | 0 | 0 | 0 |
| Support Staff | 0 | 0 | 0 | 0 |
| Fringe Benefits | 0 | 0 | 0 | 0 |
| Other personnel costs | 0 | 0 | 0 | 0 |
| Total New Personnel Costs | 0 | 0 | 0 | 0 |
| * Assumption of 2.5% COL/Merit Increase | 0 | 0 | 0 | 0 |

| | | | | |
|---|------------|------------|------------|------------|
| Start-up Costs – Equipment, facilities, and library/learning resources already exist for the program | | | | |
| Library/learning resources – There are no library/learning resources start-up costs. | 0 | 0 | 0 | 0 |
| Equipment – There are no equipment start-up costs. | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |
| | | | | |
| Physical Facilities: construction or major renovation – There are no facilities start-up costs. | 0 | 0 | 0 | 0 |
| Total One-time Costs | 0 | 0 | 0 | 0 |
| | | | | |
| Operating Costs - Recurring costs for the program are already accounted for in the DOE base budget. | | | | |
| Supplies/Expenses | \$400. | \$400. | \$400. | \$400. |
| Travel | 0 | 0 | 0 | 0 |
| Equipment – Approximately 90% of equipment acquisition and maintenance is funded through the Outdoor Center sales and service account. Incidental course-related expenses are minimal. | \$500. | \$500. | \$500. | \$500. |
| Library/learning resources | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |
| Total Recurring Costs | \$900. | \$900. | \$900. | \$900. |
| | | | | |
| Total Existing Personnel Costs | \$106,566. | \$106,566. | \$106,566. | \$106,566. |
| Additional New Cost for Program | 0 | 0 | 0 | 0 |
| GRAND TOTAL COSTS | \$107,466. | \$107,466. | \$107,466. | \$107,466. |
| | | | | |
| | | | | |

| III. REVENUE SOURCES | 2012 | 2013 | 2014 | 2015 |
|--|-------------------|--------------------|--------------------|--------------------|
| Source of Funds | 8 students | 10 students | 12 students | 12 students |
| Reallocation of existing funds | | | | |
| New student workload | 36 hrs. | 36 hrs. | 36 hrs. | 36 hrs. |
| New Tuition In-state (IS) | \$69,408. | \$86,760. | \$104,111. | \$104,111. |
| Federal funds | 0 | 0 | 0 | 0 |
| Other grants | 0 | 0 | 0 | 0 |
| Student fees | \$7488. | \$9360 | \$11,232 | \$11,232 |
| Other : Equipment Outdoor Center annual revenue allocation, not including large ticket items that occur on a 4-year rotation such as challenge course repairs, canoe/kayak replacement, climbing ropes, harnesses, etc. | \$10,000. | \$10,000. | \$10,000. | \$10,000. |
| New state allocation requested for budget hearing | 0 | 0 | 0 | 0 |
| **Assumption of 2.5% COL/Merit Increase | | | | |
| Base budget – Base budget allocation to current M.Ed. | \$107,466. | \$107,466. | \$107,466. | \$107,466. |
| One-time funds | 0 | 0 | 0 | 0 |
| | | | | |
| GRAND TOTAL REVENUES | \$194,362. | \$213,586. | \$233,809. | \$233,809. |

Facilities Information for New Academic Programs

Proposed Location for the Program: Georgia College Main and East Campus, Milledgeville, GA

Floor area required for the program (gross and net square feet): Approximately 11400 square feet (sf) at East Campus/ 1600 square feet (offices) in HSB = 13, 000 square feet.

Type of spaces required:

- Number of classrooms 3 (2 in HSB occasional use, 1 at East Campus)
- Number of labs Labs are outdoors at East Campus or at federal or state managed natural areas
- Number of offices 8 (5 in HSB; 3 at East Campus)
- Other spaces 5 (Equipment and Rations Distribution Center, Challenge Course, CC Equipment Management, Boat Storage, Conference Room, Food Preparation Area – all exist at East Campus)

Place an “X” beside the appropriate selection:

 X Existing facility will be used as is (**13000 sf**):

 Existing facility will require modification (area square footage):

Projected renovation cost: NA

Estimated relocation cost: NA

Total funding required: NA

Source of Funding:

 NA Construction of new facilities will be required (area square footage):

Estimated construction cost:

Estimated total project cost:

Proposed source of funding:

List any infrastructure impacts that the program will have (i.e., parking, power, HVAC, etc.) and indicated estimated cost and source of funding.

Other comments: NA

Note: A system office Facilities Project Manager (through the Office of Facilities) may contact you with further questions separate from the review of the new academic program.

APPENDIX A: Course Descriptions

ODED 6503. PRACTICUM IN OUTDOOR EDUCATION

Prerequisite: Permission of the Department. An opportunity to gain experience during the academic year in a professional setting. The student will complete a contract in conjunction with the faculty and facility supervisors. Signatures signify agreement to the terms of the contract. Approval of the Department Chair is required. This course is repeatable for credit.

ODED 6640. ADMINISTRATION OF OUTDOOR EDUCATION PROGRAMS.

Prerequisites: ODED 6953 and ODED 6906. Provides an overview of administrative responsibilities and procedures related to outdoor education programs and services. Professional standards, human resource development, program planning and implementation, site planning, strategic management, program evaluation, and funding strategies are addressed. Field trip may be required.

ODED 6803. INDEPENDENT STUDY IN OUTDOOR EDUCATION.

Prerequisite: ODED 6953 & ODED 6963 & Permission of the Department. A research project in a selected area of professional interest. The student will complete the independent study contract in conjunction with the faculty supervisor. Signatures signify agreement to the terms of the contract. This course is repeatable for credit.

ODED 6810. MASTER PROJECT IN OUTDOOR EDUCATION.

Prerequisite: Permission of the Department. A project comprised of a capstone experience that leads to an product such as a publishable journal and/or literature review article, position paper, teaching aid, instructional videotape, program or facility development, web site, on-line course materials, lab manual, curriculum development, etc. The project is completed in compliance with the department Synthesis Project Option Policy. This course is repeatable for credit.

ODED 6903. INTERNSHIP IN OUTDOOR EDUCATION.

Prerequisite: ODED 6953 & Permission of the Department. An individually designed and planned applied learning experience. Internship selection and approval are based on the student's professional goals and sponsor suitability for offering an appropriate learning opportunity.

ODED 6906. OUTDOOR PURSUITS FACILITATION AND MANAGEMENT.

A theoretical and experiential examination of the use of adventure activities including land, water, and challenge course activities within outdoor education programs. Technical competency, program planning and implementation, facilitation strategies, safety procedures, equipment management, personnel administration, and program design are addressed. Field trips are required.

ODED 6913. PRINCIPLES OF FIELD LEADERSHIP.

Prerequisite: ODED 6953 or taken concurrently. A theoretical and experiential examination of core skill sets essential to all outdoor educators. Topics such as self-assessment, site management, judgment, and program design and delivery are addressed while using adventure as the vehicle for character and/or skill development. Field trips are required.

ODED 6923. ADVANCED FACILITATION STRATEGIES.

Prerequisites ODED 6953. A theoretical and experiential examination of strategies for maximizing transfer of learning based on the development of client specific and evidence-based program outcomes. Topics may include program design, implementation, and evaluation, outcome assessment, isomorphic

matching of activity components, foundations of experiential education, stages of experience, and edgework.

OED 6943. SEMINAR IN OUTDOOR EDUCATION ADMINISTRATION.

Prerequisite: OED 6640. The examination and application of professional issues, ethics, and current theoretical perspectives.

OED 6953. FOUNDATIONS IN OUTDOOR EDUCATION.

A study of the historical, philosophical, and theoretical foundation in Outdoor Education. Topics include experiential education, adventure education and its related applications in recreation, education, developmental, and social service settings.

OED 6963. RESEARCH IN OUTDOOR EDUCATION I. (3-0-3) spring

Prerequisite: OED 6953. This course is designed to engage the student with foundational research concepts, methodologies, and data analyses employed in outdoor education contexts. Students will develop a conceptual understanding of theoretical constructs, tools, and processes involved in reading and understanding research studies.

OED 6973. RESEARCH IN OUTDOOR EDUCATION II.

Prerequisite: OED 6963. This course will introduce advanced research designs and data analysis techniques. The course is designed to engage students in the decision-making processes employed in the development of a research study. Students will identify a research problem based upon a review of relevant literature; select an appropriate design; propose sampling techniques, instrumentation, data collection procedure, and appropriate data analysis. Students will propose potential interpretations based on anticipated results of the study.

OED 6983. SPECIAL TOPICS IN OUTDOOR EDUCATION.

Prerequisite: Permission of the Department. This course is repeatable for credit. This course is designed to provide graduate students topical courses as electives that are not part of the regular program of study. Special topics courses may relate to trends in specific outdoor education contexts, preferred practice, or specific areas of interest related to student professional goals or the synthesis project. Syllabi for this course delivered to multiple students or a cohort will vary based on the topic. A syllabus for individual students taking the course in conjunction with a synthesis option is reflected in the contract approved by the faculty supervisor and the department chair.

OED 6993. THESIS IN OUTDOOR EDUCATION.

Prerequisite: Permission of the Department. This course is repeatable for credit. This course is a self-directed research project. Students who elect the thesis option will complete six hours of thesis credit. The first 3 hours include the development and approval of thesis proposal. The second three hours include implementation of the research proposal and defense of the thesis report. The course will comply with Department of Outdoor Education Synthesis Requirement Policy and monitored by the chair of the thesis committee.

APPENDIX B: ACCREDITATION STANDARDS

Note: Chapters 1-3 (Sections 1-10) apply to all aspects of academic curriculum and Outdoor Center services. Technical activity sections 11-15, 19-21, 30-31, and 41-43 are also applicable. Appendix B includes standards and their explanations for Chapters 1-3 and selected examples of standards and their explanations in Chapters 4- 6.

5th Edition Standards Manual

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Chapter 1. Philosophical, Educational, and Ethical Principles

Section 1. PHILOSOPHY AND EDUCATION

1.01 Adventure activities are selected and used in accordance with the organization's stated mission, goals for instruction, and intended outcomes.

Explanation: Learning occurs when carefully chosen experiences or activities are used intentionally to promote learning, personal growth, or positive change. Consequently, activities selected and educational methods employed are sound and aligned with the mission of the organization.

Goals, objectives and/or outcomes for the program have been determined and have been communicated to the staff and participants. Activities are then designed to achieve the outcomes of the program. Activities can be varied and adapted as necessary to offer appropriate opportunities for learning and change. The effectiveness of activities is dependent on proper assessment of participant needs and abilities.

1.02 Activities are designed and conducted in such a way as to engage the learner in direct experiences where they are personally involved and thus feel responsible for their own learning.

Explanation: Experiential learning is an active rather than passive process, with participants motivated by, responsible for, and accountable for their own learning and growth. All curricula for learning, change, and growth have some form of experience as a base for their origin. Experiential education methods require the participant to be actively engaged in the learning process. The activity itself draws the participant into action and instructors encourage this process. The educational experience is structured to allow the learner to take initiative, pose questions, solve problems, demonstrate curiosity, exercise creativity, be flexible, experiment, and, ultimately, construct meaning from the experience. Adventure activities should be created and conducted in a manner that allows students to take part in as many aspects of the activity as possible. Participants understand that they may experience successes, failures, risks, and uncertainty given that the nature of experience is not entirely predictable.

1.03 Appropriate educational methods are used to enable participants to develop new knowledge from their experiences.

Explanation: Learning or change as a result of experience is not automatic. Learning or change is intended to have present, as well as future, relevance for the participant. In order to enhance assimilation of material, experiential education includes observation and reflection of an experience. This process can be achieved in a number of ways, including dialogue, group discussion, writing, drawing, etc. The use of activity in conjunction with reflective processes allows the learner to grow or change more effectively.

1.04 Activities are made meaningful through the use of natural consequences.

Explanation: The consequences of decisions or actions made by participants are immediate and often personal, generally involving emotions, feelings, and other people. These consequences are natural results of the participant's actions or behavior. When appropriate and as often as possible, natural consequences are used to provide the meaning for learning, growth, or change. Natural consequences are those that arise from an action or inaction. For instance, the natural consequence of allowing clothing to get wet might be that a person becomes cold. As a result natural consequences can be a powerful teaching methodology.

Given the nature of adventure programming, AEE recognizes that use of natural consequences is not always prudent or reasonable, and artificial consequences are sometimes more appropriate. For example, when a trip leader recognizes that natural consequences might in fact endanger a participant – a cold participant could become hypothermic – the instructor might impose an artificial consequence of his or her making. In the event artificial consequences are used in place of natural consequences, the artificial consequences should be logical, reasonable and should enhance the educational process.

Chapter 1. Philosophical, Educational, and Ethical Principles

Section 2. ETHICAL PRINCIPLES

2.01 Staff conduct their work with responsibility and integrity.

Explanation: Staff promote integrity in the practice of adventure education and uphold the ethical principles of their work. This includes, but is not limited to, being honest, fair and respectful in dealings with others; being clear with participants as to their roles and obligations as a staff; describing their qualifications, skills, services, products, and fees clearly and accurately; accepting responsibility for their behavior and decisions; possessing an adequate basis for staff judgments; not beginning services when the constraints of limited contact will not benefit participants; continuing services only so long as it is reasonably clear that participants will benefit from services; being aware of how their own belief systems, values, needs, and limitations affect their work; avoiding situations where personal problems or conflicts will impair their work performance or judgment; consulting with, referring to, and cooperating with other staff as necessary; reporting unethical conduct; and cooperating with inquiries and investigations concerning alleged unethical conduct.

2.02 Staff conduct their work with competence, and practice within the boundaries of that competence.

Explanation: This standard does not address staff qualifications; rather, it addresses ethical standards by which staff conduct themselves. Staff strive to maintain high standards of quality and performance in their work; seek appropriate education; participate in ongoing training; maintain current knowledge; hold appropriate credentials; and exercise reasonable judgment in the conduct of their work. Staff also recognize the boundaries of their competence and do not provide services outside of those boundaries. Staff provide services only after undertaking appropriate education; participating in ongoing training; and seeking appropriate supervision, consultation, or advice where necessary. When practicing in areas where standards or guidelines do not exist, staff take reasonable steps to develop the skills necessary to practice or provide services.

2.03 Staff respect the rights and dignity of colleagues, employees, and participants.

Explanation: Staff respect the fundamental rights, dignity, and worth of all people. Staff strive to be sensitive to cultural and individual differences -- including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, and socioeconomic status. Staff do not engage in any form of discriminatory or sexual harassment, or exploitation.

2.04 Staff are concerned for the well being of participants.

Explanation: Staff promote the well being of participants in their work. Staff are sensitive to the needs of participants, and provide for participants' essential physical and emotional needs, including, but not limited to, adequate water, nutrition, clothing, shelter, rest, and basic needs. Staff plan and conduct programs and activities with the participant's best interests in mind. Staff monitor the physical and emotional impact of adventure programming on participants and modify the programming as necessary

to best address the participant's needs, interests, and abilities. Staff assist participants, or potential participants, in obtaining other services if the organization or program cannot provide the services the person or persons might need.

2.05 Staff respect the confidentiality of participants.

Explanation: Staff disclose, as early as is feasible, the nature of confidentiality and the limits to confidentiality as it applies to the participant. Staff respect the rights of participants to decide the extent to which confidential material is made public. Staff may not disclose confidences except: as mandated by law, to prevent a clear and immediate danger to a person or persons; with prior written permission or waiver, and then only in accordance with the written permission or waiver; where the staff is a defendant in disciplinary, civil, or criminal action arising from providing services, and then only in connection with the action. Furthermore, staff do not share information when consulting or seeking the advice of peers or colleagues that could reasonably lead to the identification of a participant. Staff safeguard, store, and dispose of participant records in such a way as to maintain confidentiality.

Chapter 2. Program Governance

This chapter identifies standards specific to the governance of the program or organization. Standards in this section are also used to address an organization's stability and soundness, specifically as those qualities affect a program's ability to provide well-managed adventure activities.

Section 3. PROGRAM GOVERNANCE

3.01. The organization or program has a defined mission and purpose, and the mission is not in conflict with the mission of the Association for Experiential Education. In the event the adventure program is a subset of a larger organization, the mission of the subset enhances the overall mission of the organization.

Explanation: The organization's (and program's) mission embraces or allows for the use of experiential methodologies and the promotion of education through active learning. An example of an adventure-program subset relationship might include, but is not limited to, an outdoor recreation or adventure education program within a college or university. This standard requires that the mission of the outdoor program is in alignment with and enhances the overall mission of the college/university.

3.02 In the event the program is a subset of a larger organization, communication between the program and organizational leadership is effective and encouraged.

Explanation: The governance of an outdoor program does not function in a vacuum if it is part of a larger organization such as a university. Necessary information exchange occurs between the program, its parent organization, and its board of directors or trustees. Key employees of the parent organization are familiar with the outdoor program's system, activities, risks, benefits, and management practices.

3.03 The organization is appropriately incorporated or formed, the form of business organization is properly recorded and maintained, and the organization holds the necessary licenses to operate its business.

Explanation: If an organization is not properly or legally formed, the organization could ultimately and unknowingly find themselves exposed to legal and/or financial hardships. This standard requires proof of proper incorporation or formation and proof of current specific and appropriate license for the program's activities.

3.04 In the event the organization has a governing or advisory body, the governing or advisory members conduct their affairs in a manner that avoids conflict of interest. Board members do not use their relationship with the organization for material or financial gain.

Explanation: As is expected of any professionally run advisory or governing body, members of an adventure program's governing or advisory board conduct business with the well being of the program's success and sustainability, as well as the participant's well being and safety, as priorities.

3.05 The organization's activities and services are described accurately so that clients and potential clients understand the nature of the organization's services and can make informed choices to participate.

Explanation: All program marketing and/or enrollment material is reviewed and updated on an ongoing basis in order to make sure it is clear, complete, and accurate and is presented in a manner that is understandable by the participants, for which it is intended.

3.07 The organization has a plan for ongoing program improvement.

Explanation: Organizations have a method to engage in ongoing program improvement. Examples include program evaluation, outcome research or consumer satisfaction measures. Program improvement efforts ideally involve and include a representational cross-section of the program's staff and governing bodies.

3.08 The organization is able to demonstrate that it has taken steps to be in reasonable compliance with applicable local, state/provincial and federal laws and regulations.

Explanation: Programs will be familiar with and in reasonable compliance with laws, rules and regulations pertaining to their operations, including permitting and licensing requirements. This may require assistance from legal counsel, discussions with regulators or permit-granting agencies.

Chapter 3. Program Management, Operations, and Oversight

All sections in chapter 3 address standards associated with operational systems and system management. Section 4 identifies standards specific to the program's risk management and the oversight of risk management. Section 5 identifies standards specific to staff qualifications, hiring, training, and staff supervision.

Section 4. PROGRAM OVERSIGHT AND MANAGEMENT OF ACTIVITIES

4.01 The program has conducted hazard assessment and risk analysis for all program activities.

Explanation: There are methods and procedures in place for hazard assessment and risk analysis for all program activities, including incidental activities. These procedures are used to identify hazards and associated inherent risks, and the procedures include measures for managing staff and participant exposure to these risks. This assessment occurs: 1) prior to programming, using various risk analysis tools that are available; using information resources such as guidebooks, personal knowledge or input from other staff, and; 2) during the activity when faced with real or potential hazards or obstacles (e.g., inspecting and cleaning a rock buttress of loose rocks prior to conducting a top rope or rappel activity or scouting a whitewater rapid from shore before running it).

There can be a range of responses to meet this standard including, but not limited to, a formal process whereby risk factors and risk management strategies are memorialized in a written document, having

established practices or procedures to be utilized by staff while in the field, or staff training to support ongoing hazard assessment and risk analysis in the field.

4.02 The program has a written set of policies and procedures specific to the management or facilitation of program activities.

Explanation: In order to minimize assumptions and miscommunication, the program has a written system for providing clear transfer of expectations and key pieces of information. The system, which may be organized in a policy and procedure manual or other documents, clarifies the program's mission as well as accepted field practices and any other policies and/or procedures that are not left to staff discretion or judgment. This document can be specifically written by and for the program, or adopted from other reputable sources.

All staff should be familiar with and have access to these policies and procedures. The policies and procedures should apply to staff and participants alike, as appropriate and necessary.

4.03 The program maintains adequate types and levels of insurance coverage.

Explanation: The organization's insurance coverage must be adequate to meet local, state/provincial and national requirements appropriate to where the program operates.

4.04 The program has a designated and functioning risk management committee.

Explanation: A risk management committee provides a mechanism for providing oversight to the program's risk management planning, implementation and performance. The intent is to provide a system of checks and balances to the organization's risk management program. This is often achieved by combining program expertise (employees) and outside (non-employee) perspectives, which help to strengthen the organization as a whole. An effective committee has a representative mix of individuals including program staff and advisors such as other outdoor educators, land managers, doctors, and lawyers. For example, if an organization works with a special population, such as youth at risk, it would be reasonable to expect that a therapist or social worker might sit on the committee. A risk management committee meets regularly and minutes are kept from each meeting.

4.05 The program engages in periodic internal and external risk management reviews.

Explanation: Risk management reviews can be used to gauge a program's actual practices and consistency against its stated and expected procedures and whether or not the organization is conducting activities in a similar fashion as peer organizations. Reviews can include an assessment of specific program areas, or they can be used to evaluate an organization comprehensively. Reviewers might include, but would not be limited to, members of its own or another organization's risk management committee, employees from a peer organization, or professional consultants from outside the area. Reviews do not need to be conducted on a rigid schedule, but it is expected that risk management reviews be conducted on a regular basis.

An important aspect of a risk management review, and one that differentiates it from regular program evaluation or the work of a risk management committee, is that following a review written or verbal findings are typically presented to program management. These findings usually offer observations of the program and may include specific suggestions or recommendations for change. An AEE Accreditation site review is not considered an external review because the site visit reviewers are not permitted to provide consultation on program change.

4.06 Prior to an outing's start, the organization informs participants of the nature and goals of the program, its requirements regarding physical conditioning and behavior, and the possible consequences of not meeting these requirements.

Explanation: In order to enhance learning and increase the likelihood of a successful learning experience steps are taken to disclose the nature of the activities and the goals of the program. To improve the probability that participants meet an activity's fitness requirements a description of the physical requirements is provided prior to the start of the activity. Further, the program informs participants of the rules of behavior, and participants are notified that these rules must be agreed upon, accepted, and followed.

4.07 The program has a policy of no alcohol or illicit drug use that is enforced during all program activities. This policy applies to all participants and on-duty employees and volunteers.

Explanation: It is recognized that some programs allow participants to smoke between and after activities, and/or to use alcohol at the end of a program day. Further, this policy does not apply to drugs that are prescribed by a physician and used accordingly. Accreditation reviewers will consider context, congruency, and/or indications of inappropriate use or abuse of substances when examining this standard.

4.08 Prior to an outing's start or prior to enrolling in the program or activity, the organization takes steps to make sure that participants are informed of, acknowledge, and assume the inherent risks and if deemed appropriate by the program, other risks, of the activity. If the program allocates legal liability for injuries or losses, it does so by means of appropriate agreements.

Explanation: Prior to an activity start or as part of the enrollment process, an organization takes steps to inform participants (and parents/guardians of minors) of the risks, perils, and hazards that can be reasonably anticipated. This education process can be conducted via verbal instruction, written literature, video, or by other means. This needs to be done at an appropriate time so that participants upon learning of the perils can choose not to participate.

In the event an acknowledgement and assumption of risk form (or release or waiver) is used, participants and/or their guardians are given the opportunity to discuss the document and/or ask questions prior to signing it. It is not expected that this document be inclusive of all possible risks.

Steps are taken to appropriately avoid or allocate responsibility and/or liability for injuries or losses related to program activities. Note that federal or state/provincial statutes, or other regulations, may limit the use of or otherwise affect the efficacy these of documents. Releases and related documents should be reviewed and approved by the program's legal counsel regarding enforceability and consistency with the program's philosophy and intent. (For example, the program may choose not to be released for its negligence.)

4.09 All staff and participants go through an appropriate exchange of medical information prior to a course start. Staff and participant health information is reviewed by appropriate and applicable personnel, prior to an activity, and the information is properly managed and stored.

Explanation: Prior to any activity or outing start, staff and participants are asked to identify in writing or via verbal exchanges preexisting medical, and if appropriate, psychological conditions that could potentially affect his or her well-being or success in the activity. Additionally, prior to a course start, the organization takes appropriate steps to warn staff and participants of potential environmental hazards that might affect a preexisting condition (e.g., participants who take birth control pills could be

susceptible to strokes at high altitude). Specifically, staff and participants are informed that an activity might be contraindicated or be modified if certain conditions are present.

If/when applicable, activities are adjusted for individuals with specific health conditions (e.g., it may be inappropriate for a person with a history of seizure disorder to belay a climber without close supervision and/or backup).

If a medical form is used to gather information, it states the importance of completing the form completely and honestly (e.g., it might state that missing or misinformation could result in an injury or may compound the severity of an injury.) The program has a system for identifying which employees should have access to confidential information, where the information is to be stored, and how long the information will be stored beyond staff/client involvement or employment. A procedure regarding form/document disposal should be in place as well.

Information should be disclosed only on an as-needed basis, and each participant's confidentiality should be respected as required by applicable law.

4.10 The program has explicitly designated staff-to-participant ratios for each activity.

Explanation: The ratio of staff to participants is sufficient to provide appropriate supervision, group management, and emergency response capability, as well as effective instruction. Considerations for determining ratios include the type of activity, the technical aspect of the activity, staff training and competency, remoteness of the activity location, environmental factors, and the participant profile. Only qualified staff are considered in determining ratios. Interns, staff in training or others who are not fully qualified as staff (see standard 5.01) are not considered part of the ratio. For example if the program determines that a trip leader and an assistant instructor are necessary to lead the trip a staff person in training cannot replace the assistant instructor. The program needs to be able to justify why it uses certain staff to participant ratios. The following list identifies common ratios that are often used with trained staff and physically capable participants with little or no prior experience:

- Backpacking (overnight or longer): 1 instructor to 6 to 8 participants
- Mountaineering: 1 instructor to 4 to 6 participants in Class 3 or 4 terrain; 1 instructor to 2 to 4 participants in Class 5 terrain
- Winter camping: 1 instructor to 6 participants
- Top-rope rock climbing: 1 instructor to 6 participants
- Multi-pitch rock or ice climbing: 1 instructor to 2 or 3 participants in Class 5 terrain
- Glacier travel: 1 instructor to 3 participants on snow-covered glaciers
- Flat water paddling: 1 instructor to 6 participants in Class I or II water
- White water paddling: 1 instructor to 3 or 4 participants in Class III (or greater) water
- Sea kayaking: dependent on a variety of factors
- Rafting: 1 instructor per 1 or 2 boats in Class III or less
- Rafting: 1 instructor per boat in Class IV or greater

It is recognized that land-management agency mandates sometimes affect ratios as well. In the event a program accepts ratios outside of this range, the program must be able to logically and justifiably explain how and why activities are appropriately supervised.

4.11 In the event an organization allows solo instructing, appropriate risk management and crisis response steps have been considered and are in place.

Explanation: While it is acceptable for an organization to allow a single instructor to lead certain groups of participants during certain activities, the increase in risk – to participants as well as to staff – solo instructing creates are addressed prior to the course start. For example, participants are made aware of fact that there will be only a single instructor on site. Additional risk management steps – such as enhanced emergency response preparations – are considered and implemented, as appropriate.

4.12 The program has a lost-person protocol and an established system for calling upon rescue services (if needed) in the event a person becomes separated from the group.

Explanation: In the event participants travel offsite, the program has procedures in place to help participants avoid becoming lost or separated from the group. Participants are educated regarding steps to take in the event they become separated from the group. Staff are be trained in knowing what to do once any participant (including staff) is identified as missing.

The lost-person protocol includes, but is not limited to, an established time limit allowed for onsite search, and criteria for determining the need for additional assistance, procedures for maintaining the whereabouts and well-being of all other participants during the search process, and a procedure for contacting additional assistance from either the organization or other agencies or groups.

Further, for all overnight outings, appropriate information and instructions should be left with program management, support, and/or rescue personnel. This information includes, but is not limited to, when to begin search procedures in the event the group does not show up as scheduled, the medical histories and contact persons for all group members, a list of the supplies including the amount of water and food taken with the group, any potential deviations the group may take from the intended route.

4.13 The program has a written field emergency action plan that addresses steps to be taken in the field and/or during initial response.

Explanation: Having pre-established procedures for responding to and managing emergency situations helps minimize confusion and miscommunication during crisis periods. An emergency action plan may be one inclusive document or be a collection of documents that address specific aspects of emergency response and management. Emergency procedures need to reflect local conditions and the program’s capabilities.

The emergency action plan includes, but is not limited to, first aid protocols, field notification procedures for leaders to contact management or request assistance, evacuation procedures for self evacuation and/or requesting additional assistance such as helicopters or other agencies, procedures for contacting area emergency medical services, and serious injury or fatality protocols.

4.14 The program has a written administrative crisis management plan that is used during and following a serious emergency or incident.

Explanation: This standard differs from 4.13 in that it is specific to a crisis situation that involves a serious and/or fatal injury. A crisis management plan includes the administrative actions that will occur once the emergency has been stabilized in the field. A serious incident is one in which the patient’s health is or may be compromised (e.g., loss of limb, loss of life, or serious illness). The administration has written guidelines to assist in supporting the injured staff/participant once they are out of the field.

The plan includes steps for notifying and working with the victim or family of the victim (as well as non-injured staff/participants) a media response strategy, a plan for communicating with staff, insurance agents, attorneys, and relevant community members. The plan gives consideration to providing

emotional support for survivors that may include providing for a critical incident stress debriefing or providing resources on post traumatic stress to participants and staff.

This plan also addresses long-term issues related to serious emergencies such as relations with the family of the patient(s)/victim(s), continued relations/support of survivors, incident investigations and how the findings of the investigations will be managed. It also addresses continuing support of employees involved in the incident including work status and provisions for ongoing assistance.

The plan is periodically reviewed by the program's risk management committee – and if appropriate, legal counsel and/or insurance carrier.

4.15 The program defines specific first aid or wilderness medicine practices that will be used.

Explanation: Standard 5.02 addresses first aid or wilderness medicine training and competency for staff. This standard specifically addresses the actual first aid practices the organization condones for use during the program. On one level the curricula of wilderness medicine appears to be the same regardless of which company is used to train staff. However, there are specific and important differences in the curricula of these companies. These differences can lead to confusion and/or conflict when treating patients. Some staff may have a higher level of training than that required by the program and it may not be appropriate for them to use their advanced skills in the context of the program. In addition, some wilderness medicine skills may be considered outside the scope of practice for non-medical professionals. Examples of these skills might include, but are not limited to, spine assessment, reduction of a dislocation, prescription medication administration including epinephrine, cessation of CPR, wound care, and the removal of impaled objects.

The organization identifies wilderness medicine skills or curricula that are approved for use in the program. Options for accomplishing this might include having one wilderness medicine company train all staff, selecting a specific wilderness medicine/first aid book that is used as the first aid text in the field. It may also include the use of medical protocols that provide specific directions for treating common injuries and illnesses, provide evacuation decision-making criteria specific to the program and provides guidance for any skills that might be considered outside the scope of practice for non-medical professionals. Medical protocols are written or reviewed and approved by a medical advisor. It is also important to be aware that a variety of different laws and regulations exist in relationship to some of these practices, for instance, participant and program medications, and that it may be helpful to consult on these issues with medical and legal advisors.

4.16 The program has a policy identifying how medication will be carried, secured and administered in the field.

Explanation: Because many programs carry emergency medications and participants may be taking personal medications in the field, it is important that the program has a system for communicating to staff and participants how it will handle the carrying, securing, administration and documentation of these medications. For example, the program might need to identify whether or not its policies allow for providing over-the-counter medications to participants. The program also identifies documentation procedures it would require if medication is used. If field staff are allowed to administer participant medication, the program ensures that applicable law(s) and/or associated training requirements are reasonably complied with.

4.17 Participants are properly prepared for their role in injury prevention and emergency response.

Explanation: All participants play an important role in risk management and in minimizing incidents. As a result, it is often appropriate to provide participants with training and/or education in injury prevention and emergency response. At minimum participants follow risk management procedures established by the program. In the event a group engages in overnight or extended trips, and/or in the event only a single instructor is used to supervise an activity, participants are taught emergency procedures prior to or shortly after the start of the program so they understand what to do in the event of an emergency.

If the program conducts “solos” or participant-led travel, participants also receive basic first aid training prior to the solo/expedition.

If it is foreseeable that participants would ever take part in an emergency action plan, participants are trained and equipped to contact staff and/or office personnel in the event of a crisis or significant field emergency.

4.18 Appropriate first aid, emergency, and rescue equipment is available and/or accessible at each activity site.

Explanation: First aid supplies – appropriate for the location, activity, and clientele -- are available and/or accessible at each activity site. This equipment might be specifically intended for first aid and rescue use, or it can be improvised from other equipment.

There is a system in place for ensuring that first aid kits are stocked and routinely checked so that non-complete kits are not inadvertently carried into the field. Similar steps are taken to ensure that other emergency equipment is routinely checked and properly maintained.

4.19 The program has a system for tracking and analyzing field-related incidents.

Explanation: Collecting and analyzing incident data is useful in improving risk management as it allows for making informed and evidence-based decisions in program management. Incident data allows programs to identify trends of injuries, illnesses and other events, and potentially make appropriate modifications in order to prevent future incidents. A system for recording incidents and analyzing the data on an ongoing basis is necessary.

AEE believes that the industry as a whole will benefit if industry-wide incident data is collected, analyzed, and shared.

Chapter 3. Program Management, Operations, and Oversight

Section 5. HUMAN RESOURCES: STAFF SELECTION, HIRING, TRAINING, AND SUPERVISION

5.01 There is a system for identifying and communicating qualifications and core competency requirements for field staff and program supervisory or management positions.

Explanation: The program uses position descriptions to clearly state the qualifications and/or experience needed to conduct a given activity or perform a job and at what level of responsibility e.g.: lead instructor, co-instructor, or assistant instructor.

The program also states the core competencies for field staff that define what specific skills are necessary and at what level of competency for different field staff positions and activities. Core

competencies might include, but are not limited to, specific technical skills, teaching skills, interpersonal skills, rescue skills, wilderness medical training and staff's competency to carry out the organization's emergency action plans and search and rescue procedures.

Core competency also includes the ability of staff to have sound judgment and to be prepared to respond appropriately to varying situations and circumstances. Examples might include, but are not limited to unusual or unwanted participant behavior, damaged or lost equipment and environmental challenges such as rapidly changing or extreme weather, or other potential and unforeseen program situations.

Judgment is also relied on to allow staff to select activities and activity sites based on participants' skill levels, physical abilities, and psychological or emotional readiness and when applicable, staff has the ability to modify program goals and expectations to meet the needs and abilities of the participants. For example staff are able to assess the challenges (of the terrain and skills) relative to the students' readiness to face an increased challenge and make appropriate modifications to their itinerary or lesson plans; this may mean ceasing the activity, altering the activity or proceeding with greater supervision.

Job descriptions and core competencies apply to field staff regardless of whether they are paid, volunteer, or are students or interns.

Job descriptions are available for key administrative positions as well. For example, the organization has a job description that identifies academic or experience-based requirements of the supervisor of the adventure program in addition to listing job responsibilities.

5.02 Staff have the appropriate theoretical and practical training to provide emergency medical care, and records of this training are kept on file.

Explanation: The level of emergency training required will vary according to the context within which programming occurs.

Whether the activity is conducted in a remote or urban setting, this standard requires that at least one CPR-trained person is on site and readily available. The level of CPR training will depend on the age of participants as well as availability of emergency equipment. However, at minimum it includes training in blood-borne pathogens, adult CPR, use of a barrier device and rescue breathing, and foreign body/airway obstruction. Programs working with children (less than eight years old) are trained accordingly. Programs that have access to an Automatic External Defibrillator (AED) have staff trained in its proper use onsite.

If/when an organization conducts an activity in an environment where it would take one hour or more to get an injured/ill person to definitive care (i.e. a hospital or medical clinic) at least one on-site employee is trained in at least 16 hours of "wilderness" first aid. If a program works in a remote environment where there is a potential a patient might not reach definitive care (or be handed off to appropriate rescue personnel) for 4 to 6 hours or more, at least one on-site staff member has a current wilderness first responder (WFR) or wilderness emergency medical technician (WEMT) training. Coursework includes theory as well as hands-on practice.

Documentation of medical training should be kept current per the certifying entity. Copies of current staff certifications are kept on file and accessible.

5.03 Staff is familiar with the program areas and/or type of terrain where activities are conducted.

Explanation: All field staff have a general knowledge of the area and/or type of terrain in which the activity or outing will occur. This knowledge includes, but is not limited to, an understanding of the potential environmental hazards of the area; an understanding of seasonal conditions and/or weather common to the area; an understanding of how the season and/or weather can affect the incident potential of the area; an understanding of the educational/therapeutic possibilities of the site; and contingency or alternate routes in the event a preferred route is deemed too hazardous.

In the event staff are leading water trips, they have demonstrated competency boating in that type and class of water, and they are familiar with the hazards associated with winds, waves, tide, sweepers, strainers, rip, and/or the shoreline.

Familiarity of an area does not necessarily imply that a staff member has visited a specific route or site. It does imply that s/he has enough familiarity with terrain type so that his/her focus can be on the participants, curriculum, and program goals.

5.04 Staff are hired or selected who are technically qualified to lead activities, staff are qualified to work with the populations they are instructing and records of their qualifications are available.

Explanation: The organization's hiring or staff selection process is designed so that only staff that possess the core competencies defined for the position are used to conduct activities. Unpaid staff (volunteers and/or interns) used in any type of teaching, leading, or supervisory position are subject to this standard.

Certain participant or clientele populations may require staff to have specific skills and experience with those populations. For example, staff who work with high-risk youth groups have received training specific to that population.

Personnel files for each staff member are available, and documents in the files might include, but are not limited to, an employment application and letters of recommendation, a resume that identifies pertinent employment history and/or personal experience, record of trainings attended and/or copies of current required certifications and licenses such as wilderness medicine certificates, and copies of employee evaluations.

5.05 Upon hiring, the program has a system for orienting and/or training new staff.

Explanation: The organization has a system to help orient new employees to the program's mission, activity goals and objectives, and any other training one might reasonably expect an employee to receive given his or her job duties. Prior to working in the field, staff understand how the organization conducts its activities, and they know what is expected of them.

5.06 The program has a system for assessing and supervising staff.

Explanation: The organization has a system for evaluating staff's field skills, interpersonal and group skills, and job performance and records of these evaluation processes are kept on file. There is also a system for providing feedback to employees regarding their performance and/or professional development needs. The organization also has a system to ensure that staff is able to provide feedback to management.

5.07 There is a system in place to keep employees up-to-date on changes in policies, procedures, and practices for all program activities.

Explanation: It is important that field staff and key administrators remain current in their knowledge of

the program's policies and procedures, including agreed-upon practices for the activities field staff teach. The organization recognizes this, and takes steps to communicate changes all affected employees. Examples of communication routes might include, but are not limited to, regular staff meetings, newsletters, emails, and/or posted bulletins.

5.08 In the event a program contracts out services for activities, a system is in place to assess and track the appropriateness of the subcontractor's credentials and performance.

Explanation: In the event an organization hires a person or group to conduct or lead an activity, regardless of the length of the activity or employment, steps are taken to assess the subcontractor's competencies prior to the course or activity start. Also, a system is in place to assess the subcontractor's performance, specifically as the performance relates to risk management. The program shall also keep appropriate files on persons or groups that are subcontracted to provide services.

Chapter 3. Program Management, Operations, and Oversight

Section 6. TRANSPORTATION

The standards in section 6 apply to vehicles owned, rented, or leased by an organization for the purpose of transporting staff, equipment, or participants. The section also identifies standards regarding the use of personal vehicles for program purposes. Standards regarding vehicles that are used as part of an activity – such as sailboats or canoes – are addressed in subsequent sections titled “conducting the activity.”

6.01 The organization has identified and follows specific driver eligibility requirements for operating motor vehicles.

Explanation: All drivers used to transport persons or equipment have proper operating licenses specific to the type, passenger load, and/or weight load of vehicle they will be driving. Drivers have satisfactory driving records verifiable through the state, province, or country (if possible) that issued the license. Criteria for evaluating driving records are often determined by automobile insurance carriers. Drivers also meet minimum age requirements in accordance with any applicable federal or state laws and the organization's insurance company.

6.02 The organization has identified and follows operator assessment and training procedures.

Explanation: Prior to operating a vehicle, drivers are trained in the operation and handling of the type of vehicle they will be driving. The assessment and training program can be done in house, if the expertise exists, or through the use of a third party program. The training includes vehicle handling, driving in diminished conditions, precautions for specific local conditions and special equipment (e.g. trailers, racks, high lift jacks). The organization takes steps to make sure drivers receive adequate supervised time behind the wheel prior to being allowed to drive with a loaded vehicle and/or with participants. Further, drivers are reasonably familiar with a vehicle, including location of emergency equipment and its use, before driving that particular vehicle for any length of time or distance.

6.03 Specific and appropriate driver behavior practices are established and followed.

Explanation: Transportation management includes statements on the allowable number of hours of work and/or driving in one continuous period, required frequency of rest breaks for drivers, procedures for managing driver distractions and obstructions, passenger behavior, as well as rules regarding alcohol consumption prior to driving and transportation of alcohol, if applicable.

For instance, some governmental oversight agencies have “Hours of Service” regulations that must be followed for drivers with commercial driver licenses. These can be used or adapted for non-commercial drivers. Scheduling rest breaks and rotating drivers (as necessary or possible) can be used to avoid fatigue. Drivers must avoid distractions--such as the use of cell phones, physical obstructions to hearing such as headphones--while driving, and they need to be able to control the behavior of the passengers. The consumption of alcohol or use of drugs (other than those prescribed by a physician and used accordingly) is prohibited. Caution is used when taking personal over the counter or prescription medications that may impair one’s ability to operate a motor vehicle.

6.04 The program has identified policies applicable to passenger safety.

Explanation: Organizations need to take reasonable steps to see that all passengers follow appropriate safety policies, including using seatbelts as directed. The number of passengers in a vehicle does not exceed the number of seat belts available. Non-use of seatbelts places all passengers at significant risk of injury or death in the event of a vehicle collision or crash. Studies have shown that 80% of all passengers killed in 15-passenger van rollover crashes were not wearing seatbelts.

6.05 All vehicles are licensed for operation.

Explanation: All program vehicle licenses and registrations must be current and kept on file. If state/provincial or national law requires it, copies must be carried with the vehicle as well.

6.06 All vehicles have adequate and appropriate insurance coverage.

Explanation: Insurance coverage is maintained at appropriate levels for the type of vehicle, in accordance to state/provincial or national laws, number of passengers, distances driven, road conditions driven and type of driver. Proof of insurance is kept with the vehicle. Information on what to do in the event of an accident is kept with the vehicle and is known to the driver.

6.07 Vehicles are maintained and serviced in a manner consistent with prudent and reliable operation.

Explanation: Motor vehicles used by adventure programs are often subject to hard use from multiple drivers, rough roads, and high mileage. Vehicles are maintained on a regular service schedule by reputable mechanics. Records and/or receipts of service work are kept on file.

6.08 Drivers inspect vehicles prior to each use.

Explanation: Drivers should know how to inspect various aspects of the vehicle prior to its use. These inspections include, but are not limited to, tire wear and proper inflation, oil and fluid levels, lights, horn, seatbelts, cargo, and other items as necessary.

6.09 Proper loading procedures and vehicle weight ratings are known and followed.

Explanation: Drivers are familiar with and follow proper loading procedures specific to the vehicle in use in accordance with the manufacturers recommendations. The vehicle’s Gross Vehicle Weight Rating (or Gross Combined Weight Rating if towing a trailer) is not exceeded. If an organization uses a 15-passenger van, National or state/provincial loading recommendations are followed.

6.10 If trailers are used, appropriate procedures are identified and followed.

Explanation: Towing trailers requires additional driver training and competency. Trailers need to be of the proper size and capacity to match the tow vehicle. Tow vehicles need to be equipped to handle the additional load and strain from towing trailers. Proper hitches, safety equipment and lighting are necessary. Proper trailer loading and procedures for distributing weight need to be followed. Drivers need to have training specific to the tow vehicle and trailer they will be operating.

6.11 Vehicles are equipped with adequate emergency equipment.

Explanation: Each vehicle shall have appropriate emergency response gear on board to be able to respond to a breakdown, crash, or passenger injury. Standard emergency equipment such as a first aid kit, fire extinguisher, road flares or markers, flashlight and other supplies as needed are carried in an accessible and designated area of the vehicle. Additional equipment for specific seasonal or geographic conditions are carried. Examples are tire chains, snow/dirt shovel, high lift jack, 12-volt air pump or other items especially if traveling in remote areas.

6.12 If any motorized vehicle other than road vehicle is used to transport participants, staff, and/or equipment, the above standards are applicable as appropriate for the type of craft and intended use.

Explanation: AEE recognizes that organizations might use vehicles other than road vehicles to support trips and activities. Examples of non-road vehicles might include, but are not limited to, all-terrain vehicles (ATVs), watercraft, aircraft, and/or snowmobiles. The operation of any of these vehicles is in accordance with applicable local and federal laws and regulations. Further, all applicable standards for motor vehicles are followed, regardless of the vehicle type.

6.13 In the event an organization contracts with a transportation company, a system is in place to assess the appropriateness of the subcontractor’s credentials and performance.

Explanation: Any company hired by the organization to transport participants, staff, or equipment is in compliance with the above standards, and the organization takes appropriate steps to verify that the subcontractor follows the standards, as applicable.

6.14 In the event an organization allows personal vehicles to be used to transport participants, staff, and/or equipment, a system is in place to assess the driver and vehicle to ensure that all applicable standards, as identified above, apply.

Explanation: Whether the vehicle is owned and/or driven by an employee, volunteer, or student, the vehicle and driver are held to all standards previously described. For example, adequate insurance for all passengers is in place. Proper maintenance is verifiable, and emergency equipment is carried.

Chapter 3. Program Management, Operations, and Oversight

Section 7. EQUIPMENT, NUTRITION AND HYGIENE

7.01 Participants and staff have, or are provided with, the appropriate equipment, clothing, and footwear for each activity.

Explanation: Equipment, including clothing and footwear, is appropriate and adequate for the type of activity being conducted and the specific environmental conditions in which the activity is conducted. The appropriate kinds of equipment and clothing will vary depending on the activity, length of activity, type of terrain, environment, time of year and anticipated weather. Equipment may be provided by the organization and/or it may be required that participants supply their own. The organization provides clear direction as to what equipment is available from the organization and what the participant needs to provide. Adequate information describing acceptable types of equipment is provided to participants for any equipment they need to provide.

If participants are allowed to use personal technical or group equipment, the organization has a method for assessing and approving its use.

The organization complies with any government regulations that mandate specific types, use and/or amounts of equipment.

The organization has policies and procedures stating what protective equipment are needed for a particular activity and how it will be used. This includes, but is not limited to, items such as helmets (for climbing, cycling, equestrian, caving or kayaking/paddle rafting), personal floatation devices (PFDs), repair kits, spares (paddles), eye protection, and rock or ice protection.

7.02 Equipment is managed and maintained appropriately by the organization.

Explanation: The organization has a system for the storage, distribution and maintenance and retirement of equipment. Equipment is stored in a clean, dry, and secure facility according to manufacturers' recommendations and usually out of direct exposure to sunlight, which is particularly important for items such as climbing cordage and PFDs. Equipment storage facilities should be well organized. Appropriate equipment management systems are in place for tracking equipment check out and return and condition of equipment when it is returned. Technical equipment is stored in such a way as to limit access to the general public, staff, or participants.

Maintenance of equipment includes using established inspection methods appropriate for the particular types of equipment and follows manufacturer's recommendations, established industry standards, or any applicable government regulations. The program has established guidelines for when equipment should be retired or removed from service and has established replacement schedules. Equipment condition usage logs are kept as appropriate for certain protective equipment such as lead climbing ropes.

Equipment management also includes record keeping of purchases or rental of equipment. Hazardous or flammable materials associated with the use or maintenance of equipment such as stove fuel, caustic cleaning chemicals, or adhesives are stored appropriately such as in approved fire resistant containers or rooms, or are stored an adequate distance from facilities or areas where people congregate.

7.03 Field staff has an appropriate understanding of the equipment they will be using.

Explanation: Field staff has an advanced understanding of the equipment they will be required to use. This understanding includes, but is not limited to appropriate operation, use, fit, care, cleaning and repair. Field staff checks and assess equipment condition before use. Damaged equipment is not used. Field staff keeps up to date on changes in technology in equipment design and use.

7.04 Staff teach the use of equipment in an appropriate manner.

Explanation: Participants are instructed in proper care and use of equipment. Damaged equipment is brought to the attention of staff. Participants are informed that objects such as earrings (or other piercings), finger/toe rings, necklaces, bracelets or other jewelry can cause injury when participating in certain activities. Long hair and loose baggy clothing is adequately secured to prevent it getting caught in a technical system such as a rappel or belay device.

7.05 Participants have or are provided with adequate water.

Explanation: Adequate amounts of water are available for participants to maintain proper hydration and for cooking and cleaning. This may include providing potable water or access to a water source and a method for disinfecting untreated water. Individuals carry an appropriate personal water container for the activity they are participating in or have access to a common water source whenever they desire. The amount of water will vary depending on the specific activity, length of activity, type of terrain, environment, time of year and anticipated weather.

7.06 Participants are provided with or have access to adequate nourishment.

Explanation: Adequate amounts of food are available to meet the caloric requirements of the activities conducted. The amount and type of food will vary depending on the specific activity, length of activity, type of terrain, environment, time of year and anticipated weather. Food will have appropriate nutritional value to sustain health for the duration of the program and to meet the physical demands of the activities. Programs that permit fasting will explain that aspect of the program to participants before they agree to participate. If the program allows fasting, emergency food supplies will be available.

7.07 Hygiene training or education is provided, and appropriate measures are taken to minimize the spread of bacteria and disease.

Explanation: Proper hygiene may reduce the frequency and severity of illnesses and infections. Measures are taken to minimize the risk of food and waterborne illness. Participants are taught the importance of hand washing after defecating and urinating. Bathing is permitted using appropriate methods.

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Section 8. VENUE SELECTION AND APPROPRIATENESS

8.01 The program has secured permission to use private lands, or secures appropriate land use and access permits for public lands.

Explanation: Authorized persons or agencies have granted access for the program to use public or private lands and waters. Proper procedures are followed for complying with permits to public lands or waters as established by the relevant resource management agency.

8.02 The program uses an appropriate process for selecting venues.

Explanation: When planning an adventure program, activity sites and/or terrain are selected so that participants are appropriately challenged and have successful experiences. Selected venues enhance the likelihood of participant success. The program is aware that participants can come to harm if they are exposed to terrain or a route that is beyond their level of physical or psychological readiness.

Criteria by which the suitability of activity sites is determined include, but are not limited to, the nature of the activity, the terrain, the season, the weather, altitude, and the participants' abilities. A system or method is regularly or consistently used for assessing and evaluating activity sites and terrain.

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Section 9. ENVIRONMENT AND CULTURE

AEE would like to thank the Leave No Trace Center for Outdoor Ethics for their permission to adapt the Leave No Trace Principles for different environments and activities as appropriate. For more information on Leave No Trace, please visit www.LNT.org or call 1.800.332.4100

9.01 The program follows written guidelines or principles for minimizing environmental impacts when conducting activities.

Explanation: The organization follows the principles of Leave No Trace Outdoor Ethics when conducting activities on public or private lands or waters away from facilities. The organization can adapt Leave No Trace principles in documents specific to their purposes or simply utilize the educational materials available from the Leave No Trace Center for Outdoor Ethics.

9.02 The program follows the Leave No Trace Principle "Plan Ahead and Prepare."

Explanation: This standard is similar to standard 8.02, but the planning demanded by this standard is focused on mitigating environmental impact of adventure activities. This planning involves: 1) knowing the environment and considering the time of year and anticipated weather conditions. Certain environments are more durable or resilient at certain times of the year; 2) avoiding (if possible) times of high use by the general public; 3) being well equipped to handle emergency situations without creating undue environmental impact; 4) planning food supplies and meals so that excess packaging is avoided and to minimize having leftovers after meals that have to be disposed of.

9.03 The program follows the Leave No Trace Principle “Travel and Camp on Durable Surfaces.”

Explanation: Field staff is trained to recognize durable, resistant or resilient surfaces for hiking and camping. In high use areas use is concentrated on established trails and campsites. In pristine areas use is dispersed to avoid creating unwanted trails, durable or resilient surfaces are used for camping and camps are used for one or two nights to avoid creating a lasting impact. All camps are cleaned of litter and/or refreshed (e.g. scuffed areas covered, matted grass fluffed up, rocks or logs that were moved are replaced) before leaving.

9.04 The program follows the Leave No Trace Principle “Dispose of Waste Properly.”

Explanation: The program adheres to the maxim “Pack it in, Pack it out.” All kitchen trash and garbage waste, including leftovers, is packed out. Human waste is properly disposed of using appropriate methods such as cat holes, latrines, portable toilets or in some cases solid human waste is packed out. Urinating is done in a manner that will not have detrimental effects on vegetation (from animals seeking the salts from the urine) or cause undue odors. Wastewater from bathing and washing dishes is disposed of properly at least 200 feet from lakes or streams. Dishwater is strained of food particles and scattered over a broad area.

9.05 The program follows the Leave No Trace Principle “Leave What You Find.”

Explanation: Staff and participants understand that archeological and historical artifacts are important to the human history of the landscape and should not be disturbed. Artifacts, arrowheads, structures, dwellings, and historical and other such items on public land are protected by law and are not be removed. On lands managed by many agencies, disturbing or removing natural artifacts such as antlers is prohibited.

9.06 The program follows the Leave No Trace Principle “Minimize Campfire Impacts.”

Explanation: Stoves are used for cooking in place of fires whenever possible as fires can adversely affect the environment. Fires in certain regions (e.g., desert or high altitude) have a greater consequence than in other regions. If fires are used, they are done in a manner to prevent the possibility of starting a wildfire. Minimum impact campfire methods are utilized such as using an established fire ring, a building fire on sand or gravel, a mound fire or a pan fire. Wood is not gathered in a destructive manner. Remains of a campfire are cleaned up appropriately depending on the type of fire and conditions and the surrounding area is restored as close to its original condition as possible. It is recognized that building a fire to save a life supersedes this general policy.

9.07 The program follows the Leave No Trace Principle “Respect Wildlife.”

Explanation: Staff and participants understand that wildlife needs to be respected and that by understanding wildlife habits and habitats, recreational impact on wildlife can be minimized. Observe wildlife from a distance. Staff and participants should know what to do if dangerous wildlife is encountered. Be aware of and don't interfere with wildlife movements and migrations or sensitive habitats and seasons. Wildlife should not be approached, encircled, cornered, fed, or handled. Securely store food and trash so that it is unavailable to wildlife. Pets need to be well controlled.

9.08 The program follows the Leave No Trace Principle “Be Considerate of Others.”

Explanation: Program staff and participants need to be aware of their possible impact on the backcountry experience of other visitors. Keeping a low profile by wearing subdued or earth-toned colors, choosing campsites carefully so they are not visible from a distance (if practical), keeping voices at a reasonable level, yielding to other hikers, boaters, cyclists, climbers or pack animals, and taking rest breaks a short distance off the trail can have a profound affect on the quality of experience of other backcountry visitors.

In addition, the program has a policy of learning about the indigenous culture in the places where programming takes place and conducts practices that honor their rules and customs and which do not disturb their physical aspects. These practices include, but are not limited to, care or avoidance of using sites where indigenous cultures practice religious/spiritual ceremonies; adding to or eradicating pictographs; removing ceremonial or other important artifacts; and photographing sacred or private ceremonies and situations.

9.09 Support animals are used on existing trails or roads, or are appropriately managed if travel is off trail. Support vehicles are used only on permitted roads. In all cases support animals and vehicles are used in accordance with local resource management guidelines or regulations.

Explanation: The seven principles of Leave No Trace apply to the use of pack animals with modifications for the specific type of livestock used such as horses, llamas, or goats. Program staff know their stock well and choose animals that will behave the best and cause the least damage to the environment. Appropriate restraints should be used when animals are grazing and staff know the dynamics of their herd so as to restrain them in the most effective manner. Care should be taken if using supplemental feed to avoid spreading non-native plants and environmental impacts from eating such as pawing the ground.

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Section 10. INTERNATIONAL CONSIDERATIONS

10.01 Program management is aware of the political and social conditions that prevail in the countries being visited and has made contact with the appropriate government officials.

Explanation: The program needs to be aware of the political and social conditions in the countries being visited in order to make informed decisions about security, crime, transportation and other factors relevant to managing the risks of international travel. For example, using resources available from State departments or embassies may be useful in monitoring the political and social conditions. Other resources may also prove useful, particularly in-country contacts. Upon arrival in the host country, registering the group with the appropriate home country embassy is advised. Participants and staff are made aware of the political and social conditions prior to agreeing to go.

10.02 Health and medical considerations particular to the countries to be visited are known and researched.

Explanation: The program needs to be aware of specific health and medical concerns in the particular countries visited and how these concerns may or may not be relevant to the planned activities. For visitors venturing off normal tourist routes or having close interactions with local populations, the available information on health and medical issues may not be completely relevant. Additional research may be warranted if visiting developing countries or remote or rural areas. Local medical facilities may

not be staffed and/or supplied and maintained to the same standards found in your home country. The program or individuals may choose to bring additional medical supplies such as extra gloves, sterile suture kits, and surgery grade antibacterial soap. Participants and staff are informed of health and medical considerations and health risks associated with the planned itinerary prior to agreeing to go.

10.03 Additional individual medical and health concerns for international travel are specifically addressed.

Explanation: The personal health history of staff and participants is reviewed and considerations are made for health conditions that may present challenges in another country. For example some medications may be illegal or unavailable in the host country or if a person uses inject-able medications they may need to bring their own supply of syringes and other supplies. Staff and participants need to be informed of any vaccinations that may be required for entry to a particular country and are referred to appropriate national resources for advice on other vaccinations that may be recommended. Participants are informed of health and medical considerations and health risks associated with the planned itinerary prior to agreeing to go.

10.04 The program has conducted an environmental hazard assessment and risk analysis specific to the country being visited.

Explanation: This standard differs from 4.01 and 10.01 in that it addresses specific environmental hazards and related risks that are inherent to the country and the particular activities being conducted. For example, the technical aspects of the activity such as backpacking, canoeing, or sea kayaking may not differ much when conducted in different countries or locations, but new hazards such as specific weather patterns or threats from venomous reptiles or dangerous animals may present risks requiring new and/or specific management practices. Staff need to be knowledgeable in these practices.

10.05 The program has an emergency action plan designed specifically for the country being visited.

Explanation: Managing medical or environmental emergencies in other countries, particularly developing countries may present significant challenges. Emergency services similar to those used in your home country may not be available. Air evacuation services may be unavailable, limited in capability or conducted through the military or other government entities. Emergency action plans for international travel include in-country emergency notification procedures that specify who has authority to request emergency services. For example, for the military to be mobilized the request may need to come from the applicable embassy. Other aspects include, but are not limited to, evacuation procedures, knowledge of additional evacuation services and support, knowledge of medical facilities and plans for evacuees once out of the field.

10.06 The program and/or participants have obtained appropriate insurance coverage for international programming.

Explanation: Insurance coverage in the home country may not extend to international travel. Proper insurance coverage needs to be obtained by the program and/or individuals (staff or participants).

10.07 The program plans and conducts activities with knowledge and awareness of the cultural context of the host country.

Explanation: As a guest in another country staff and participants are responsible for understanding and being respectful of local customs. Considerations include, but are not limited to, having some ability to speak the local language and communicating with local residents; knowledge of laws; knowledge of religious or spiritual customs and holidays; dressing appropriately; and understanding the contextual differences of being in a different country and culture.

If the program has carefully selected local service providers, it should be expected that service providers such as transportation companies may not keep adequate records of vehicle maintenance or driver training. The program should resolve such issues appropriately and communicate the differences in transportation standards to participants prior to the trip.

10.08 The program has appropriately addressed possible unique situations related to nutrition, hydration and hygiene specific to the locale.

Explanation: Considerations are made for changes in diet. Plans for procuring food supplies consider types and amounts of foods available and possible impact to the local economy, particularly in small villages. The program has considered how or to what extent staff and participants will or will not partake in local feasts or celebrations (if invited) where food is consumed. Standard 7.05 is adhered to and adapted as necessary for providing adequate water. Hygiene practices as addressed in standard 7.07 are followed and adapted as necessary for the local conditions.

Chapter 4. Technical Activities: Land

General comment about compliance with the standards

Chapter 4 identifies standards specific to land-based activities. Many of the standards will appear identical from one section to the next, but because the activities differ, the proof of compliance for each activity will differ. In some sections—such as 11, 12, and 14—activities have been combined. For example, all climbing standards relevant to bouldering, top-rope rock climbing, and alpine mountaineering are included under section 12.

The activity standards specifically address the conduct of the activity. Related elements such as risk management, staff selection and qualifications, equipment, and venue selection are covered in sections 4, 5, 7, and 8 respectively.

When interpreting the standards, compliance will be affected by the background and experience levels of the staff and clientele. For example, standard 11.04 states that activities are adequately supervised. However, what is meant by “adequate” supervision for a group of at-risk youths might differ considerably than that required for a group of high-functioning college students.

Section 11. HIKING, CAMPING, AND BACKPACKING

This section represents a continuum of activities from day hiking, to basic camping (including car camping), to backpacking (i.e., foot-powered trips away from rapid transport, overnight or longer).

Programs are asked to address the standards to the degree appropriate for the level of activities their organization conducts. For example, if the organization conducts car camping and day hiking the evidence of compliance will be less than if the organization’s activities extend to backpacking on multi-day remote expeditions.

In the event other activities (e.g., climbing or skiing) are incorporated into hiking, camping, or backpacking trips, the standards applicable to those specialized activities can be addressed in their respective sections.

11.01 The program has written policies and procedures for the conduct of hiking, camping, and backpacking.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, off-trail hiking, and tent/gender composition—are easily accessible to and used by all staff and participants.

11.02 The program has an explicit and appropriate curriculum for hiking, camping, and backpacking.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Curriculum topics might include, but are not limited to, learning to recognize environmental hazards, hiking on or off trail, dressing for the environment, camp craft and cooking, and maintaining/repairing equipment.

11.03 Participants are provided with adequate instruction for hiking, camping, and backpacking.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Hiking, backpacking, and camping techniques and related skills are taught in a progressive manner. Staff are practiced in and capable of providing instruction in hiking, camping, and backpacking, as appropriate for the environment, the type of student, and to meet the curriculum objectives.

11.04 Adequate supervision is provided for hiking, camping, and backpacking.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the skill, number, and experience of participants, and environmental hazards. The program has clear expectations for when direct supervision (staff present) is required and under what circumstances (if any) participants can be indirectly supervised (see section 42 for standards for unaccompanied activities). Staff understand these expectations.

11.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. Staff are able to gauge participants' fitness and comfort levels, and if/when a person is physically, mentally or emotionally unable to complete an activity, he or she may not be required to continue participating.

11.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, minimum group sizes, following appropriate travel plans, and appropriate pack weights. Participants hike at appropriate speeds, at appropriate distances from one another, and on terrain that is appropriate for participants' skill levels. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

11.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior; a discussion of the goals and objectives; assessment and evaluation criteria; and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

11.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the

learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

11.09 If rivers, streams, or creeks are to be crossed by wading, swimming, or means other than an established bridge, it is done so in an appropriate manner.

Explanation: Staff are familiar with the particular types of rivers, streams, or creeks they intend (or may have) to cross and can appropriately assess crossing sites as appropriate for participants. Assessment considerations include, but are not limited to, downstream hazards; water depth, temperature, and opacity; rate of flow; time of day; composition of the river bottom; and physical size and condition of the participants.

Staff is skilled in knowing what to do in the event a participant is swept downstream and appropriate precautions are taken.

Methods used to cross the river are well understood and practiced by staff. Participants are instructed in appropriate crossing techniques, and they are given the opportunity to practice the skill. Elements of river crossing methods may include group size; configuration of group members; position of participants with respect to current, as well as size and strength of those crossing; and use of poles, hand-lines, or other balance aids. Prior to crossing, staff check and/or discuss the appropriateness of footwear and other clothing. They also check and/or discuss the appropriateness of buckling backpack hip and sternum straps.

11.10 When a program engages in remote wilderness travel, participants are warned of and prepared for the associated hazards, and the program modifies its practices appropriately.

Explanation: When a group is expected to travel to an area where communication with rescue personnel might be difficult, and/or where a rapid evacuation would be difficult or impossible, the program takes extra steps to prepare participants. This might include, but is not limited to, participants receiving clear explanations of the hazards associated with the environment, realistic information regarding the likelihood of assisted rescue, and information regarding any costs they might need to incur in the event they need to be evacuated.

Section 13. MANUFACTURED CLIMBING WALLS

Manufactured climbing walls were kept separate from other climbing activities since it is an activity done at a facility and not on natural rock. The use of a climbing wall may be part of a rock climbing skills progression, but management of the wall is unique in some ways from the management of a natural rock climbing site.

13.01 The program has written policies and procedures for the conduct of climbing.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, equipment requirements, types of anchors, type and use of belay devices, backup belayers, and equipment inspection procedures (e.g. ropes, harness, belay devices, and periodic anchor inspections)—are easily accessible to and used by all staff and participants.

13.02 The program has an explicit and appropriate curriculum for climbing.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Climbing curriculum might include, but is not limited to, knot tying, spotting, commands and communication, belaying, lowering, climbing movement and technique, anchor use, and lead climbing.

13.03 Adequate instruction is provided for climbing activities.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Staff are practiced in and capable of providing instruction in climbing, as appropriate for the environment, the type of student, and to meet the curriculum objectives.

Climbing curriculum and related skills and techniques are presented sequentially. For example, all fundamental skills such as knots, belay, and communication should be taught and practiced before participants are allowed to attempt a roped climb.

13.04 Adequate supervision is provided for climbing activities.

Explanation: Staff provides appropriate supervision of participants and oversight of the activity and/or facility, based on the skill, number, and experience of participants, and environmental hazards. The program has clear expectations for when direct supervision (staff present) is required and under what circumstances (if any) participants can be indirectly supervised (see section 42 for standards for unaccompanied activities). When participants are beginners or novices, staff maintain contact with participants that will allow them to confirm that equipment, spotting, knots, belaying, and anchors are being used properly.

13.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. Staff also monitor that climbers do not climb too fast for their belayers. Staff are able to gauge participants' fitness and comfort levels, and if/when a person is physically, mentally or emotionally unable to complete an activity, he or she may not be required to continue participating.

13.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, tying into the rope using direct tie ins or locking carabiners, using helmets, using manufactured harnesses, appropriate belay methods, and using an understandable communication system.

Non-climbing participants are staged in an appropriate area, at a distance away and free from falling objects or persons from above. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

13.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

13.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes

are used to enhance the experience.

13.09 Staff are familiar with the climbing wall.

Explanation: If the program owns its own wall or uses one owned and operated by another company, staff are responsible for having a working knowledge of the particular climbing wall and accepted practice for the conduct of activities on the wall.

13.10 The routes selected are appropriate for the level of participant skills.

Explanation: The climbing routes selected are within the reasonable physical and psychological capabilities of participants. Participants are not placed on routes that are beyond their physical readiness without their consent.

13.11 The program uses or has constructed an artificial climbing wall with hard and soft materials which meet accepted standards.

Explanation: The program uses or has built an artificial climbing wall that meets accepted standards. Considerations include, but are not limited to, the site or existing structure can accommodate the additional loads of an artificial climbing structure; the climbing structure conforms to local zoning requirements and building codes; the design of the climbing structure is appropriate for the site; the climbing structure is designed and constructed to withstand the loads and forces acting on all components; use of appropriate construction materials and techniques; incorporation of an appropriate impact absorbing surface at the base of the climbing structure; and all soft materials conform to appropriate standards and are of the appropriate type and strength for their intended use.

13.12 Appropriate inspection of the climbing wall is conducted prior to programming and adjustments are made accordingly.

Explanation: Climbing walls are prone to wear and tear from the forces exerted on them during climbing and due to the often large numbers of people using them. Staff or participants should inspect different components of the wall prior to using them. These components might include, but are not limited to, tightness of holds, condition of padding at the base of the climb, and worn or frayed belay ropes or cables.

Section 19. INITIATIVE GAMES AND PROBLEM SOLVING EXERCISES

In the event other activities are incorporated into initiative games and problem-solving exercises, the standards applicable to those specialized activities can be addressed in their respective sections.

19.01 The program has written policies and procedures for the conduct of initiative games and problem-solving exercises.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, staff to participant ratios, and code of conduct—are easily accessible to and used by all staff and participants.

19.02 The program has an explicit and appropriate curriculum for initiative games and problem-solving exercises.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, appropriate assessment of participant abilities and understanding, and psychological readiness. Curriculum topics might include, but are not limited to, teamwork, and pushing personal and physical limits.

19.03 Participants are provided with adequate instruction for initiative games and problem-solving exercises.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Instruction in game rules, proper warm up and warm down activities, such as, stretching and procedures are taught in a progressive manner. Staff are practiced in and capable of providing instruction in chosen activities, as appropriate for the environment, the type of student, and to meet the curriculum objectives.

19.04 Adequate supervision is provided for initiative games and problem-solving exercises.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the skill, number, and experience of participants, and environmental hazards.

19.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. Staff are able to gauge participants' skill, fitness and comfort levels, and if/when a person is physically, mentally, or emotionally unable to complete an activity, he or she may not be required to continue participating.

19.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, warm up activities, spotting, commands and other procedures and precautions. Initiatives games and problem-solving exercises are appropriate for the participants' skill levels. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

19.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

19.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

Section 20. HIGH AND LOW CHALLENGE COURSES

Standards which pertain to the challenge course field have been developed by the Association for Challenge Course Technology (ACCT). These standards should be used to help programs assess whether they are meeting "accepted" practices in the challenge course field. AEE makes references to ACCT standards primarily concerning challenge course construction, materials, and maintenance. Copies of the ACCT Standards may be obtained by contacting the ACCT at <http://www.acctinfo.org/index.cfm>

This section represents a continuum of activities from low ropes initiatives to high ropes. Programs are asked to address the standards to the degree appropriate for the level of activities the organization conducts.

In the event other activities are incorporated into high and low challenge courses, the standards applicable to those specialized activities can be addressed in their respective sections.

20.01 The program has written policies and procedures for the conduct of challenge courses.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, staff to participant ratios, levels of facilitator training required, and available rescue equipment onsite—are easily accessible to and used by all staff and participants.

20.02 The program has an explicit and appropriate curriculum for challenge courses.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, appropriate assessment of participant abilities and understanding, and psychological readiness. Curriculum topics might include, but are not limited to, pushing personal and physical limits, spotting, equipment use, and belaying, when appropriate.

20.03 Participants are provided with adequate instruction for high and low challenge courses.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Instruction procedures and rules are presented in a progressive manner, and proper warm up and warm down activities such as stretching are taught. Staff are practiced in and capable of providing instruction in challenge course activities as well as type of student, and to meet the curriculum objectives.

20.04 Adequate supervision is provided for challenge course activities.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the skill, number, and experience of participants, and environmental hazards. Staff are located in appropriate positions on and around the challenge course in order to provide adequate supervision.

20.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. Staff are able to gauge participants' fitness and comfort levels, and if/when a person is physically, mentally, or emotionally unable to complete an activity, he or she may not be required to continue participating.

20.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, hands on helmet, harness and knot checks, and appropriate tie-ins using knots or crab claws. Particular elements used on the challenge course are appropriate for participants' skill levels. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

20.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

20.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

20.09 The program uses or has built high and low challenge courses with hard and soft materials for construction, anchoring, fastening, securing, and belaying methods which meet ACCT challenge course installation standards.

Explanation: Even though many programs have relied upon outside vendors to construct and inspect their ropes/challenge courses, program staff are still responsible for having a thorough working knowledge of the accepted standards for the construction and conduct of course elements. Staff have familiarity with and knowledge of associated terminology and accepted usage and standards for support structures (including trees and poles), cable systems and anchors, minimum breaking strength, safe working load, cable terminations, fall protection anchor points, appropriate equipment, and static and dynamic belay methods.

Safe working loads and minimum breaking strengths have been established to compensate for environmental and other conditions. Administration and staff understand that the strength, or integrity, of any ropes/challenge course element and anchoring associated with it can be seriously affected by environmental conditions. This includes, but is not limited to, trees with diseases not visible or obvious, high winds, intense sun, lightning, damage to root systems, erosion, and rot.

20.10 The program has its courses inspected both annually by a qualified challenge course professional and periodically through internal inspections.

Explanation: An annual inspection of the course, including support structures, cable systems, cable terminations, anchor points, and equipment is required. All course elements, both low and high, must be inspected. The inspection should be documented in writing and any changes or modifications required in the report must be implemented in a timely manner.

The program also has an ongoing, periodic system of “in-house” inspection and documentation that is used in conjunction with the annual inspection. In the case of low courses with few elements the annual inspection may be conducted “in-house” if the inspector is qualified.

Chapter 5. Technical Activities: Water

General comment about compliance with the standards

Chapter 5 identifies standards specific to water-based activities. Many of the standards will appear identical from one section to the next, but because the activities differ, the proof of compliance for each activity will differ. In some sections—such as 30—activities have been combined. For example, all river and flat water boating standards relevant to canoeing, rafting, and whitewater kayaking are included under section 30.

The activity standards specifically address the conduct of the activity. Related elements such as

risk management, staff selection and qualifications, equipment, and venue selection are covered in Sections 4, 5, 7, and 8 respectively.

When interpreting the standards, compliance will be affected by the background and experience level of the staff and clientele. For example, standard 30.04 states that activities are adequately supervised. However, what is meant by “adequate” supervision for a group of at-risk youths might differ considerably than that required for a group of high-functioning college participants.

Section 30. FLAT AND WHITE WATER CANOEING, KAYAKING, AND RAFTING

This section includes standards for operations in a tandem canoe, solo canoe, river kayak and/or raft. Programs are asked to address the standards to the degree appropriate for the level of activities the organization conducts. For example, if the organization only conducts lake canoeing for a few hours near a facility, the evidence of compliance will be less than if the organization’s activities extend to multiday, white water expeditions.

In the event other activities (e.g., camping) are incorporated into canoeing, kayaking and rafting, the standards applicable to those specialized activities can be addressed in their respective sections.

30.01 The program has written policies and procedures for the conduct of flat and white water canoeing, kayaking, and rafting.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, PFD use, group management on the water, or resource management regulations—are easily accessible to and used by all staff and participants.

30.02 The program has an explicit and appropriate curriculum for flat and white water canoeing, kayaking, and rafting.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Having participants trained in maneuvering their craft, rescue, and self-rescue skills are essential to managing the risks of paddling.

Rescue and self-rescue curriculum topics might include, but are not limited to, capsize training, re-entry techniques, appropriate swimming position in white water, getting upstream of a capsized boat, canoe-over-canoe rescue, throw bag use, and when to stay with a capsized boat.

Other curriculum topics might include, but are not limited to, proper clothing and equipment, food and hydration needs, navigation, conduct on the water, and injury prevention.

Some skills and maneuvers appropriate to the type of boat used might include, but are not limited to, power strokes, turning, corrective strokes, braces, spins, forward straight, reverse straight, sideslips or shifts, eddy turns or peel outs, bracing, ferries (forward and back), and rolling.

30.03 Adequate instruction is provided for flat and white water canoeing, kayaking, and rafting.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. Staff are practiced in and capable of providing instruction in all core topics of boating as appropriate for the craft, the environment, the type of participant, and to meet the curriculum objectives.

Boating techniques and related skills appropriate to the type of boat used are taught in a progressive manner. For example, paddle strokes, boat control and maneuvering, wet exits, basic expectations for

what to do in a capsize, and basic group (“pod”) management on the water are presented and practiced in calm conditions with unloaded boats prior to paddling loaded boats or exposure to rougher water conditions.

30.04 Adequate supervision is provided for flat and white water canoeing, kayaking, and rafting.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the skill, number, and experience of participants, and environmental hazards. The program has clear expectations for when direct supervision (staff present) is required and under what circumstances (if any) participants can be indirectly supervised (see section 42 for standards for unaccompanied activities). Staff understands these expectations.

Visual supervision is essential for beginners and/or for individuals unfamiliar with the activity. Visual supervision is also appropriate when participants could deviate from the intended route in rapids, or when running rapids “duckling style.”

30.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. For example, boaters are mindful to use proper paddling technique and provide adequate rest breaks to avoid tendonitis and overuse injuries. If or when a person is physically, mentally or emotionally unable to complete an activity, he or she may not be required to continue participating.

30.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, organization of boats with boats designated as lead and sweep; having rescue equipment, spare paddles and first aid kits readily available and their location known to all staff and participants; and appropriate on-water communication and signaling methods such as hand, arm, and paddle signals. Participants paddle at appropriate speeds, at appropriate distances from one another, and on waters and in conditions that are appropriate for participants’ skill levels. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

30.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program’s mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

30.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

30.09 When a program engages in remote wilderness travel, participants are warned of and prepared for the associated hazards, and the program modifies its practices appropriately.

Explanation: When a group is expected to travel to an area where communication with rescue personnel might be difficult, and/or where a rapid evacuation would be difficult or impossible, the program takes extra steps to prepare participants. This might include, but is not limited to, participants receiving clear explanations of the hazards associated with the environment, realistic information regarding the likelihood of assisted rescue, and information regarding any costs they might need to incur in the event they need to be evacuated.

30.10 Staff and participants have—or are provided with—appropriate PFDs for each water activity, and staff teach the appropriate use and fit of PFDs.

Explanation: The program and staff are aware that the leading cause of any boating fatality stems from not wearing an appropriate and properly fitted PFD. Programs enforce the standard that PFDs are worn at all times—by staff and participants—while on the water. Staff recognize that there are times where it is important for participants to wear PFDs such while standing near the water’s edge or practicing rescue drills in the water.

Prior to starting an activity, the following steps are taken: participants are taught how to fit and fasten PFDs properly; participants are informed as to how their PFDs work in the water under the conditions they are likely to experience; participants are taught to check PFDs prior to each use; and participants are informed of and, when appropriate, practice the methods of swimming while wearing PFDs. Further, participants should be taught to bring any damaged PFDs to an instructor’s attention. PFDs should not be altered or used in a manner for which they are not intended.

30.11 All boats must have adequate floatation.

Explanation: Some boats arrive from the factory without adequate floatation to support the paddler(s) when the boat is swamped. A swamped canoe or kayak without adequate floatation is much easier to inadvertently pin around a rock in a current, and it is also harder to unpin than boats that have adequate floatation.

Section 31. SEA KAYAKING

Sea kayaking refers to kayaking using touring kayaks on coastal or intercoastal waterways. Because lakes such as the Great Lakes can have conditions similar to a maritime environment, programs that kayak on large lakes should address the following standards.

In the event other activities (e.g., camping) are conducted along with sea kayaking, the standards applicable to those specialized activities can be addressed in their respective sections.

31.01 There are written policies and procedures for the conduct of sea kayaking.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, required PFD use, and group management on the water—are easily accessible to and used by all staff and participants.

31.02 The program has an explicit and appropriate curriculum for sea kayaking.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding. Sea kayaking curriculum might include, but is not limited to, loading boats, lifting and carrying boats, paddle strokes, rescue techniques, surf landings, and on-water communication.

31.03 Adequate instruction is provided for sea kayaking.

Explanation: Staff is competent to teach and lead these activities per the standards found in section 5 of this document. Staff is practiced in and capable of providing instruction in all core topics of boating as appropriate for the craft, the environment, the type of participant and to meet the curriculum objectives.

Sea kayak techniques and related skills are taught in a progressive manner. For example, paddle strokes, boat control and maneuvering, wet exits, basic expectations for what to do in a capsized, and basic group (“pod”) management on the water are presented and practiced in calm conditions with unloaded boats prior to paddling loaded boats or exposure to rougher water conditions.

31.04 Adequate supervision is provided for sea kayaking.

Explanation: Staff provides appropriate supervision of participants and oversight of the activities, based on the skill, number, and experience of participants, and environmental hazards. The program has clear expectations for when direct supervision (staff present) is required and under what circumstances (if any) participants can be indirectly supervised (see section 42 for standards for unaccompanied activities). Staff understands these expectations. Visual supervision is essential for beginners and/or for individuals unfamiliar with the activity.

31.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. For example, boaters are mindful to use proper paddling technique and provide adequate rest breaks to avoid tendonitis and overuse injuries. If or when a person is physically, mentally or emotionally unable to complete an activity, he or she may not be required to continue participating.

31.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, organization of boats with boats designated as lead and sweep; having rescue equipment, spare paddles and first aid kits readily available and their location known to all staff and participants; and appropriate on-water communication and signaling methods such as hand, arm, and paddle signals. Participants paddle at appropriate speeds, at appropriate distances from one another, and on waters and in conditions that are appropriate for participants’ skill levels. Long open water crossings or travel along difficult shorelines (e.g., cliffs, shoals, or strong currents) are not attempted until participants have demonstrated proficiency in paddling and boat re-entry skills. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

31.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program’s mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

31.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are

essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

31.09 When a program engages in remote wilderness travel, participants are warned of and prepared for the associated hazards, and the program modifies its practices appropriately.

Explanation: When a group is expected to paddle in an area where communication with rescue personnel might be difficult, and/or where a rapid evacuation would be difficult or impossible, the program takes extra steps to prepare participants. This might include, but is not limited to: participants receiving clear explanations of the hazards associated with the environment; realistic information regarding the likelihood of assisted rescue; and information regarding any costs they might need to incur in the event they need to be evacuated.

31.10 Staff and participants have—or are provided with—appropriate PFDs and staff teach the appropriate use and fit of PFDs.

Explanation: The program and staff are aware that the leading cause of any boating fatality stems from not wearing an appropriate properly fitted PFD. Programs enforce the standard that PFDs are worn at all times—by staff and participants—while participants are on the water. Staff recognize that there are times where it is important for participants to wear PFDs such as while standing near the water’s edge or practicing rescue drills in the water.

Prior to starting an activity, the following steps are taken: participants are taught how to fit and fasten PFDs properly; participants are informed as to how their PFDs work in the water under the conditions they are likely to experience; participants are taught to check PFDs prior to each use; and participants are informed of and, when appropriate, practice the methods of swimming while wearing PFDs. Further, participants should be taught to bring any damaged PFDs to an instructor’s attention. PFDs should not be altered or used in a manner for which they are not intended.

Chapter 6. Technical Activities: Miscellaneous

The activities addressed in this chapter may be conducted on either land based or water based programs and are separated from the other technical activities so as not imply they are only pertinent to one or the other. Obviously a canoeing program that does solos does them on land, but unaccompanied canoeing may be an activity done in a water-based program.

Section 43, Incidental Activities, is to be used if the program conducts activities that are not specifically addressed as a distinct section in the manual. For example, if parapente is an activity conducted in the program then section 43 can be used to address how the program meets the standards for that activity. If a program offers more than one activity that is not specifically addressed in the manual then use the incidental activity standards multiple times (simply cut and paste to modify the document) to address the activities.

Section 41. SERVICE PROJECTS

This section addresses service projects that are performed during the program. Service work may be done in front or backcountry locations. Service work may involve the use of tools or other specialized equipment that participants have no or limited training in using.

In the event other activities (e.g., camping) are combined with service projects, the standards applicable to those specialized activities can be addressed in their respective sections.

41.01 The program has written policies and procedures for the conduct of service projects.

Explanation: Specific guidelines that staff and/or participants are expected to follow—such as supervision requirements, equipment requirements, role and authority of program staff and staff from sponsoring agency—are easily accessible to and used by all staff and participants.

41.02 The program has an explicit and appropriate curriculum for service projects.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding.

41.03 Participants are provided with adequate instruction for the tasks to be performed, including the use of any tools or equipment that might be involved.

Explanation: Staff are competent to teach and lead these activities per the standards found in section 5 of this document. If the project requires skills beyond staff's ability, qualified personnel from the sponsoring agency are present to teach how to use tools and perform the work. Participants are taught the skills necessary to perform the work.

41.04 Adequate supervision is provided for service projects.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the skill, number, and experience of participants, and environmental hazards.

41.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff monitor the strenuousness of the activity and adjust the pace as needed. Staff are able to gauge participants' fitness and comfort levels, and if/when a person is physically, mentally or emotionally unable to complete an activity, he or she may not be required to continue participating.

41.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, use of proper safety gear such as eye protection, helmets, and gloves; proper techniques for lifting heavy objects; appropriate spacing of participants; and communication methods between and among participants and staff. Work tasks are performed at appropriate speeds and are appropriate for participants' skill levels. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed.

41.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior, a discussion of the goals and objectives, assessment and evaluation criteria, and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

41.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

Section 42. UNACCOMPANIED ACTIVITIES

Unaccompanied activities are defined as activities where staff are not immediately present in the participant group, but are supervising from a distance. The distance from which staff are supervising may vary from yards to miles. These types of activities might include, but are not limited to, day hikes, backpacking expeditions, lake or river canoeing, kayaking or rafting, sea kayaking, glacier travel, and rock or mountain climbing. The intention of unaccompanied activities is to allow participants the opportunity to exercise their skills in a more independent setting. The following standards are to be applied if an organization conducts unaccompanied activities.

This section represents a continuum of activities. Programs are asked to address the standards to the degree appropriate for the level of activities the organization conducts. For example, if the organization conducts base camping or day hiking, the evidence of compliance would be less than if the organization's activities extend to backpacking or paddling on remote wilderness travel expeditions.

Unaccompanied activities involve skills that are covered in the standards of other specialized activities such as camping, navigation, or wilderness medicine. In the event other activities or skills are incorporated into these activities, the standards applicable to those specialized activities can be addressed in their respective sections. It should be noted that not all adventure activities are appropriate as unaccompanied activities. The technical and risk management skills required for these activities need to be commensurate with the participants' training, experience, and familiarity with the terrain.

42.01 The program has written policies and procedures for the conduct of unaccompanied activities.

Explanation: Specific guidelines that staff and participants are expected to follow—such as requisite skills, navigation, tent/gender composition, expectations for leadership, emergency procedures, and when direct supervision is required—are easily accessible to and used by all staff and participants.

42.02 The program has an explicit and appropriate curriculum for unaccompanied activities.

Explanation: There are explicit educational or instructional objectives for this activity that address topics or skills taught, expected participant standards of performance, and appropriate assessment of participant abilities and understanding prior to participating in unaccompanied activities. Curriculum topics might include, but are not limited to, the following: pre-activity planning; hazard assessment and expectations for risk management; leadership skills, including decision-making and interpersonal and group communication skills; technical skills appropriate for the terrain; emergency procedures, including first aid skills; and when and how to contact staff for consultation or assistance.

42.03 Participants are provided with adequate instruction for unaccompanied activities.

Explanation: Staff are competent to teach these activities per the standards found in section 5 of this document. Leadership, followership, decision-making and risk management techniques, and related skills are taught in a progressive manner. Staff are practiced in and capable of providing instruction for unaccompanied activities as appropriate for the environment, type of participant and to meet the curriculum objectives.

42.04 Adequate supervision is provided for unaccompanied activities.

Explanation: Staff provide appropriate supervision of participants and oversight of the activities based on the skill, number, and experience of participants, and environmental hazards. Examples of the types

of supervision employed include, but are not limited to, traveling silently with the participants, traveling ahead or behind the participants, or traveling separate routes from the participants with detailed written travel plans indicating each group's route and campsite and with clear communication protocols for contacting staff or another group of participants. The program has clear expectations for when direct supervision (staff present) is required and under what circumstances participants can be indirectly supervised (e.g., if negotiating a technical or difficult terrain feature). Staff and participants understand these expectations.

42.05 Participants proceed at a pace that is appropriate for all group members and which will reasonably prevent injury or illness.

Explanation: Staff and participants monitor the strenuousness of the activity and adjust the pace as needed. Staff and participants are able to gauge participants' fitness and comfort levels, and if/when a person is physically, mentally or emotionally unable to complete an activity, he or she may not be required to continue participating.

42.06 The activity is conducted appropriately.

Explanation: The program follows practices that are accepted within the industry. These practices might include, but are not limited to, the following: participation in unaccompanied activities is a privilege not a right; participants earn the chance to participate by displaying competency in the requisite skills; staff are prepared to withhold a participant from the activity if they do not meet the requirements and provide them a different experience (such as traveling and camping with the staff); participants have exhibited appropriate caution and conservative judgment prior to the unaccompanied activity. If programming is conducted at night or during other diminished conditions, the practice is justifiable and appropriate precautions are followed and it is consistent with participants' training and experience.

42.07 Participants are given a safety briefing prior to the activity or outing.

Explanation: Regardless of the program's mission, participants should be briefed prior to the activity. This briefing might include, but is not limited to, expectations for behavior; a discussion of the goals and objectives; assessment and evaluation criteria; and safety rules. If applicable, expectations regarding risk management, inherent risks, and food, water, and clothing requirements should be discussed.

42.08 Educational briefings or other forms of framing are conducted prior to the start of the activity. Debriefings or guiding processes are used afterward to enhance the experiential education process.

Explanation: Experiential education is more than simply doing an activity. Appropriately introducing the learning experience and then offering opportunities for reflection after the activity is completed are essential components of the experiential education process. (T) Debriefings or therapeutic processes are used to enhance the experience.

42.09 When a program engages in remote wilderness travel, participants are warned of and prepared for the associated hazards, and the program modifies its practices appropriately.

Explanation: When a group is expected to travel to an area where communication with rescue personnel might be difficult, and/or where a rapid evacuation would be difficult or impossible, the program takes extra steps to prepare participants. This might include, but is not limited to, participants receive clear explanations of the hazards associated with the environment, participants receive realistic information regarding the likelihood of assisted rescue, participants receive information regarding any costs they might need to incur in the event they need to be evacuated.

APPENDIX C: Course Syllabi

Georgia College
Department of Outdoor Education
ODED 6923 “Advanced Facilitation Strategies”
Tuesday, 2-4 - Lake Laurel Lodge

Instructor: Dr. Jude Hirsch
Office: Health Sciences 334
Phone: 478-445-1226
Email: jude.hirsch@gcsu.edu
Web Page: <http://hercules.gcsu.edu/~jhirsch/>

I. Catalog Description

Provides theoretical and experiential understanding of the use of advanced facilitation strategies for training and supervising personnel.

II. Relationship of Course to Departmental Mission

The purpose of this course is to provide the student with the knowledge, skills, and methods necessary to facilitate groups. The Department of Kinesiology seeks to prepare educators and service providers across a broad range of related settings. The content and experience of this course applies to recreation, education, development, and therapeutic settings.

III. Relationship of Course to Conceptual Framework Theme

The Department of Kinesiology has adopted as its theme, *Architects of Change: Developing Healthy Individuals*. Foundations for experiential education are found in constructivist theories about teaching and learning. Experiential educators process experience to maximize transfer of learning and to empower individual participants to integrate outcomes into daily life settings. Changes in feeling, thinking, and behavior are examined and supported within the small group context.

IV. Course Outcomes

Course Goal

Students will be prepared to use advanced facilitation strategies to increase transfer of learning in several primary outcome areas associated with experiential education.

Course Performance Objectives

1. **Evaluate basic and advanced facilitation skills** used in class, at a professional conference, and at a residential intensive experience.
2. **Develop multiple choice questions** for chapters in the textbook.
3. **Write a paper** about an assigned primary outcome for adventure-based programs (effective communication, trust, cooperation, problem solving, constructive controversy, respect for diversity, shared-situational leadership);
4. **Produce a “facilitator primer”** to inform facilitation teams working with program outcomes in #2;

5. **Implement peer training** to develop knowledge of primary outcomes and associated advanced facilitation skills to maximize transfer of learning;
6. **Conduct a project** related to advanced facilitation skills at a professional conference;
7. **Demonstrate knowledge** of advanced facilitation skills on a final exam.
8. **Apply liberal arts core competencies** to course content and assignments, including:
 - a. ***Communicate effectively in a variety of formats:***
 - i. I can demonstrate effective **writing skills** in various formats (e.g., essays, correspondence (blogs), technical papers, note taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching)
 1. I can demonstrate professional writing conventions (e.g., grammar, audience awareness, formality) appropriate to purpose and context.
 2. I can use APA style effectively in empirically based reports, literature reviews, and theoretical papers.
 - ii. I can demonstrate effective **oral communication skills** in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching)
 - iii. I can demonstrate effective **interpersonal communication skills**
 1. I can listen accurately and actively.
 2. I can use psychological concepts and theory to understand interactions with others.
 3. I can identify the impact or potential impact of one's behaviors on others.
 4. I can articulate ideas thoughtfully and purposefully.
 5. I can use appropriately worded questions to improve interpersonal understanding.
 6. I can attend to nonverbal behavior and evaluate its meaning in the communications context.
 7. I can provide constructive feedback to colleagues in oral and written formats I exhibit the ability to collaborate effectively.
 8. I can work with groups to complete projects within reasonable time frames I can solicit and integrate diverse viewpoints.
 9. I can manage conflicts appropriately and ethically.
 - b. ***Develop insight into your own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.***
 - i. I can reflect on my experiences and find meaning in them.
 - ii. I can apply experiential education principles to promote learning.
 - iii. I can demonstrate self-regulation in setting and achieving goals.
 - iv. I can self-assess performance quality accurately.
 - v. I can incorporate feedback for improved performance.

VI. Course Activities

1. lectures
2. demonstration
3. group discussions
4. group presentations
5. research
6. conference attendance
7. peer training

VII. Uses of Instructional Technologies

1. web finding and filtering
2. desk top publishing

3. GeorgiaVista

VIII. Outline of Course Content

1. Basic Facilitation Skills – general competencies, safety and debriefing;
2. Advanced Facilitation Skills – funneling, frontloading, framing and intervention;
3. Theoretical Perspectives - change, primary outcomes, transfer of learning, assessment models, edgework, psychological depth.

IX. Diversity Concerns Addressed

Diversity issues are address explicitly and implicitly throughout the class. A fundamental premise from which outdoor educators operate is respect for diversity.

X. Field Experience

Students will attend a regional conference and design and deliver a peer training weekend.

XI. Assessment

| | |
|----------|----------------|
| A | 90-100 |
| | 80-89 |
| | B 70-79 |
| | C 60-69 |
| | D < 60 |
| F | |

| Assignments | Point Value |
|---|---|
| 1. Vista Conference Journal (group) | 20 points |
| 2. Multiple Choice Questions (Individual) | 6@10 points = 60 |
| 3. Primary Outcome (group adjusted) | 95 points |
| a. Paper | -sources = 10, outline = 10, final submission = 20 |
| b. Facilitator Primer | -20 |
| c. Peer Training | -40 |
| 4. Final Exam | 50 points |
| Total Points | 240 points |

XII. Required Text

Cain, J., Cummings, M., & Stanchfield, J. (2005). *A teachable moment*. Dubuque, IA: Kendall/Hunt Publishing Company.
 Stanchfield, J. (2007). *Tips & tools*. Oklahoma City, OK: Woods ‘N’ Barnes Publishing.

XIII. Professional Bibliography Related To Conceptual Framework

Association for Experiential Education. (1995). *The Theory of Experiential Education*. Warren, K.; Sakofs, M.; Hunt, J. (Eds.). Dubuque, IW: Kendal/Hunt Pub.
 Greenway, R. (1993). *Playback: a guide to reviewing activities*. Windsor, Berkshire: Gulliver House.
 Hirsch, J. & Gillis, L. (2004) *Developing metaphors for group activities*. (2nd edition). [CD & DVD]. TARRAK Technologies. Ordered at www.tarrak.com
 Jones, B.L. (2002). *Teach Your Team to Fish*. New York, NY, Crown Business.

Luckner, J.L. & Nadler, R.S. (1997). Processing the Experience: Strategies to Enhance and Generalize Learning. 2nd edition. Montecito, CA: True North Leadership, Inc.

Priest, S., Gass, M. & Gillis, L. (2000). *Essential Elements of Facilitation*. TARRAK Technologies. www.tarrak.com.

Priest, S. and Gass, M. (1997). *Effective Leadership in Adventure Programming*. Champaign, IL: Human Kinetics.

Priest, S. (2001). *100 of the best Virtual Team-Building Events*. Virtual Teamworks. www.virtualteamworks.com.

Rohnke, K and Butler, S. (1995). Quick Silver. Dubuque, IW: Kendall/Hunt.

Schwarz, R.M. (1994). The Skilled Facilitator: practical wisdom for developing effective groups. San Francisco, CA: The Jossey-Bass, Inc., Publishers.

Simpson, S., Miller, D. & Bocher, B. (2006). *The processing pinnacle*. Oklahoma City, OK: Woods “N” Barnes Pub.

Simpson, S. (2003). *The Leader who is hardly known*. Oklahoma City, OK: Woods “N” Barnes Pub.

Sugerman, D.; Doherty, K.; Garvey, D.; & Gass, M. (2000). Reflective Learning: Theory and Practice. Dubuque, IW: Kendall/Hunt Pub.

XIV. Student Preparation:

Students are expected to come to class prepared to discuss assigned readings and participate fully in class activities in outdoor or indoor environments.

XV. Academic Policies

1. **Attendance:** Please advise the instructor and all class members by email, in advance, if you must miss a class. **Medical and family emergencies constitute acceptable reasons for missing this class.** One (1) point will be deducted for unexcused absences.
2. **Late Submissions:** 1 point per day will be deducted for assignments that are not submitted on time without prior permission from the instructor. Some assignment due dates and times may be renegotiated in class based on technical cohort changes throughout the semester or other legitimate reasons beyond the student’s control.
3. **Writing Form and Function:** ½ point will be deducted per grammatical, spelling, punctuation and format errors. Assignments that show evidence of plagiarism will not be graded (see policy approved by GCSU student government association). Turnitin.com is used by this instructor to obtain a comprehensive assessment of potential plagiarism. Citeref.com is used by this instructor to help assess the use of correct APA format for all citations including indirect use of ideas that are not originally yours. If you are concerned, google the phrase and if it turns up credited to someone else, original citation is suggested – or run your paper through the free service offered by citeref.com.
4. **Group Projects:** Group grades will be adjusted to individual grades based on confidential peer assessment of performance in the following categories:

| | | | |
|--|--|--|---|
| Individual Contribution (generating ideas, developing materials, obtaining information, investigating resources) | Dependability (timeliness, attendance at meetings, availability, integrity, trustworthiness) | Participation in Group Process (attitude, flexibility, respect, communication) | Professionalism (responsibility, accountability, quality of work, commitment) |
|--|--|--|---|

XVI. Assignment Descriptions are Posted on Georgia Vista

XVII. Tentative Schedule

| Date | Topic | Preparation |
|-------------|---|---|
| J-8 | Introduction Primary Outcome: Team Effectiveness | <ul style="list-style-type: none"> ▪ Textbook Reading Assignments <ul style="list-style-type: none"> ▪ Vista Posts ▪ Outcome Group Meetings & Assignment Tasks <ul style="list-style-type: none"> ▪ <u>All Due Dates</u> |
| J-15 | Assignment Teams Minute for Process Primary Outcome: Team Building | <ul style="list-style-type: none"> ▪ Read: ATM – 1-44 |
| J-22 | No Class: ODED 3010 in lodge | <ul style="list-style-type: none"> ▪ Primary Outcome Group meeting: Paper - create paper critical path - tasks, assignments, and timeline. ▪ Vista: Post critical path (table format – task, completion date, responsibility) in outcome area. |
| J-29 | Georgia Vista: Assignment Descriptions Minute for Process Textbook Discussion: Key Concepts Applications Primary Outcome: About Teams Processing Topic: Generations of Processing & Debriefing Funnels Vista: creating multiple choice questions | <ul style="list-style-type: none"> ▪ Read: T&T: Introduction & Chapter 1 ▪ Bring: AHAS & Muddy Points for discussion. ▪ Primary Outcome Group: collect potential primary sources (Galileo full text or detailed abstracts) in preparation for F-5th meeting. |
| F-5 | No Class: Annual Chair Conference | <ul style="list-style-type: none"> ▪ Primary Outcome Group meeting: Paper - Review APA requirements for citing primary sources. Select a minimum of 10 primary sources (as per assignment description). ▪ Vista: MCQ for T&T: Introduction & Chapter 1 in MCQ area. |
| F-12 | AEE-SE Conference Logistics Minute for Process: Intervention Options Textbook Discussion: Key Concepts Application Primary Outcome: Diversity Processing Topic: Frontloading Structures | <ul style="list-style-type: none"> ▪ Read: T&T: Chapter 2 ▪ Bring: AHAS & Muddy Points ▪ Vista: Post MCQ for T&T Chapter 2 in MCQ area. ▪ Vista: Post bibliography (APA |

| | | |
|----------------|--|---|
| | | format) and articles in the outcome group area. |
| F-19 | AEE-SE Conference Logistics Minute for Process: Transfer of Learning Textbook Discussion: Key Concepts Application Primary Outcome: Diversity Processing Topic: Frontloading Structures | <ul style="list-style-type: none"> ▪ Read: T&T Chapter 3 ▪ Bring: AHAS & Muddy Points ▪ Primary Outcome Group: Paper – read all primary sources (everyone) and identify key concepts, theoretical models used or discussed, research questions and methods, and facilitation themes or applications. |
| F-26 | AEE-SE Conference Project Minute for Process: Assessment Models Textbook Discussion: Key Concepts Application Primary Outcome: Effective Communication Processing Topic: Frontloading Structures | <ul style="list-style-type: none"> ▪ Vista: Post MCQ for T&T Chapter 3 in MCQ area. ▪ Read: T&T Chapter 4 ▪ Bring: AHAS & Muddy Points ▪ Primary Outcome Group: Paper – create paper draft outline – intro, content paragraphs & conclusion. |
| M-4 | No Class: Peak Experience, Inc. accreditation site visit | <ul style="list-style-type: none"> ▪ Primary Outcome Group Meeting: Paper – finalize paper outline – intro, content paragraphs & conclusion. Start writing – final submission due on April 1. ▪ Vista: Paper - post outline in the group area on Vista.’ ▪ Vista: Post MCQ for T&T Chapter 4 in MCQ area. |
| M-11 | AEE-SE Conference Project Logistics Minute for Process: Edgework Textbook Discussion: Key Concepts Application Primary Outcome: Problem Solving/Decision Making Processing Topic: Framing | <ul style="list-style-type: none"> ▪ Read: T&T Chapter 5 ▪ Bring: AHAS & Muddy Points ▪ Vista: Post MCQ for T&T Chapter 5 in MCQ area. |
| M-14-17 | AEE-SE Conference at Camp Greenville, SC | |
| M-18 | AEE-SE Conference Debrief Facilitator Primer Template Textbook Discussion: Key Concepts Application Primary Outcome: Constructive Contoversty Processing Topic: Framing | <ul style="list-style-type: none"> ▪ Read: T&T Chapter 6 ▪ Bring: AHAS & Muddy Points ▪ Vista: Post MCQ for T&T Chapter 6 in MCQ area. |
| M=25 | No Class: Spring Break | |
| A=1 | Peer Training Logistics Textbook Discussion: Key Concepts Application Primary Outcome: Trust and Trustworthiness Processing Topic: Framing | <ul style="list-style-type: none"> ▪ Due: Primary Outcome Paper – post on Vista. |
| A-8 | Peer Training Logistics | <ul style="list-style-type: none"> ▪ Due: Primary Outcome |

| | | |
|---------|--|--|
| | Textbook Discussion: Key Concepts Application Primary Outcome: Community Building Processing Topic: Framing | Facilitator Primer – post on Vista |
| A-15 | No Class – ODED 4703/6530 expedition | <ul style="list-style-type: none"> ▪ Primary Outcome Group Meeting: Peer Training – develop program design (select activities, sequence, assign roles, discuss and prepare assigned processing strategies, select locations, complete equipment reservation, and program design forms. |
| A-22 | Peer Training logistics & Outcome Group planning Minute for Process: Resources | <ul style="list-style-type: none"> ▪ Vista: Post AEE-SE Conference Group Journal |
| A-25-27 | Lake Laurel Lodge “Lock-in” | |
| A-29 | Peer Training Debrief Textbook Discussion: Key Concepts Application Course Debrief and Assessments | <ul style="list-style-type: none"> ▪ Read: T&T Chapter 7 ▪ Bring: AHAS & Muddy Points ▪ Vista: Post MCQ for T&T Chapter 7 in MCQ area. |
| M-8 | Final Exam | <ul style="list-style-type: none"> ▪ Due: Peer Training Program File (changes to program template, activities, logistics, facilitator feedback forms) to instructor, ▪ Due: Group Assessment Form (Primary Outcome Group) by email attachment to instructor. |

Georgia College
Department of Outdoor Education
OED 6640: Administration of Outdoor Education Programs and Services

Instructor: Jude Hirsch
Office: Health Sciences 334
Phone: 1226
Email: jude.hirsch@gcsu.edu
Web Page: <http://hercules.gcsu.edu/~jhirsch/>
Day: Tuesday (2:00-5:00) or Thursday (3:00-5:30)

1. Catalog Description

Prerequisite: [OED 6953](#). Provides an overview of administrative responsibilities and procedures related to outdoor education programs and services. Professional standards, human resource development, program planning and implementation, site planning, strategic management, program evaluation, and funding strategies are addressed. Site visitation required.

2. Relationship of Course to Department and University Mission

The mission of the Department of Outdoor Education is to provide a learning community of faculty, staff, and students dedicated to the development of professional outdoor educators who are grounded in the liberal arts tradition at [Georgia College & State University](#)¹. The Department is committed to exemplary teaching, scholarship, service, and practice that promotes holistic wellness, fosters stewardship of natural environments, and creates opportunities for positive change. We ascribe to the principles of experiential education set forth by [The Association for Experiential Education](#)² and believe that professionalism is central to the pursuit of excellence.

The mission of the Department of Outdoor Education enhances the university [mission](#) and the [principles](#) through interactive, applied assignments, a study abroad component, and service to a national organization. These principles include:

- strong communication skills (oral and written);
- critical and analytical thinking skills;
- a broad understanding of global issues;
- an appreciation for diversity;
- an ability to integrate information across disciplines;
- application of knowledge;
- a foundation for making moral and ethical decisions;
- civic (and professional) responsibility.

Performance Objectives

- a. **investigate** essential administrative functions such as personnel management, fiscal management, strategic management, marketing, and risk management for specific outdoor education contexts;
- b. **apply thematic analysis** to a set of management/administrative books;
- c. **collaborate** with peers to develop a presentation for professional outdoor educators;
- d. **implement** an independent project proposal that is consistent with the student's career goals,

¹ <http://gcsu.edu/about/index.htm> (retrieved August 10, 2010).

² <http://www.aee.org/about/whatIsEE> (retrieved August 10, 2010).

- skills, and interests;
- e. **provide** logistical and informational support for the Department of Outdoor Education accreditation site visit;
- f. **prepare** elements of the professional portfolio.

Course Activities

- a. lecture
- b. case studies
- c. group discussion
- d. interviews
- e. field trips
- f. report and handbook writing

Instructional Technology Objectives

- a. data base finding
- b. web finding and filtering
- c. GAView:Vista

Tentative Course Topics

Course topics include: legal perspectives, accident management, risk management, fiscal management, resource management, program evaluation and outcome assessment, policy development and assessment, planning.

Diversity

Management and administrative procedures demand legal and ethical awareness diversity issues. Outdoor education professional standards call for accountability with respect to valuing diversity in individuals, groups, communities, and organizations. Racial, gender, and social diversity is explicit or implicit in course topics.

Tentative Field Experiences

Meetings outside of class time are expected.

Assessment

| Assignment | Point Value | Scale |
|-------------------------------------|---|--|
| Class Preparation and Participation | 50 | 90 – 100 = A 80 – 89 = B 70 -79 = C 60 – 69 = F |
| Book Club | Discussion Boards (30) Thematic Analysis (15) Presentation (25) | |
| Independent Project | Proposal (20) Proposal Implementation (60) | |
| Web Artifacts | TBA | |
| Total Points | 200 | |

Required Texts

Outdoor Education: Ajango, D. (Ed.). (2005). *Lessons Learned II: Using case studies and history to improve safety education*. Palm Springs, CA: Watchmaker Publishing.
The Association for Experiential Education Manual of Accreditation Standards for Adventure-based Programs. 5th edition.
Department of Outdoor Education Policy and Procedures Manual, Spring 2011

11. Student Preparation & Expectations

- interact with others in a constructive professional manner;
- be punctual and perform outside-of class work in timely manner;
- learn and abide by professional and ethical standards of practice;
- come to class prepared to participate fully in class discussions;
- complete homework in writing using acceptable writing form and function and bring a hard copy to class with your name on it (save an electronic copy);
- represent the Department of Outdoor Education an exemplary fashion.

12. Academic Policies

5. **Attendance**: Please **inform the instructor and all class members by email in advance**, if you must miss a class or an out-of-class group meeting. **Medical and family emergencies constitute acceptable reasons for missing this class or out-of-class meetings. One (1) point will be deducted for unexcused absences.**
6. **Late Submissions**: **1 point per day will be deducted for assignments that are not submitted on time on the date indicated on the syllabus without prior permission from the instructor. Some assignment due dates and times may be renegotiated in class based on program schedule changes throughout the semester or for other legitimate reasons beyond the student's control.**

13. Assignment Descriptions

1. Class Preparation and Participation

Assignment Objectives:

- i. Inform in-class discussion and content application.
- ii. Prepare for out-of-class assignments.
- iii. Apply time management strategies that support in-class and out-of-class responsibilities and performance expectations.
- iv. Support formative and summative course assessment.

Assignment Procedures:

- i. Constructively read and record muddly points and AHAs for assigned readings.
- ii. Demonstrate the application of reading assignments to in-class discussions and tasks.
- iii. Enter book club summaries, discussion topics, questions in Vista.

1. Book Club

Assignment Objectives

- i. Read a book about organizational administration/leadership.
- ii. Relate contents to outdoor education through group discussion.
- iii. Use thematic analysis techniques to develop a group presentation.

Assignment Procedures

- i. Select a book.
 - a. If the book options provided by the instructor are not of interest an alternative may be submitted for approval.
 - b. If you prefer to have your own copy to write in you may order it from amazon.com and use the instructor's copy until it arrives.
 - c. Divide the book into six logical sections.
 - d. Post section summaries, proposed discussion topics, and questions on Vista
 - e. Read peer posts to clarify content and examine questions across the books.
 - f. Participate in group discussions propose overarching themes, identify relevant content and citations across the book club, and apply themes to outdoor education settings.
 - g. Develop a presentation using prezi.com.

3. Independent Project

- i. Complete a project that is:
 - a. is of interest;
 - b. doable in one semester;
 - c. develops new or expands existing skills that are applicable to outdoor education settings and/or programs; and
 - d. enhances DOE programs and services.
- ii. Write a project proposal for approval by the course instructor including:
 - a. name, description and rationale (linked to strategic objectives, program outcomes, administrative efficiency, business plan, etc. as relevant);
 - b. equipment, facilities, and budgetary requirements;
 - c. identifiable stakeholders related to completion or use of the completed project;
 - d. applicable regulations, codes, or permissions beyond the DOE;
 - e. completion timeline, tasks, and intermediary check points, inspections, or reports; and
 - f. anything else that is relevant to approval and/or completion.
- iii. Get to work and submit reports on as per ii.e.

14 . Class Schedule

| ODED 6640 | | |
|-------------|--|--|
| Date | Topic | Preparation |
| J-18 | Elements of Organizational Success Syllabus Logistics Legal Perspectives #1 | Standards Manual: Chapter 2. Section: 3 & Chapter 3: Sections 4 & 8 Lessons Learned II: Chapters 1, 2, and 6 |
| J-20 | Legal Perspectives #2 Case Studies | |
| J-25 | Accident Management <ul style="list-style-type: none"> ▪ Analysis Models & Risk Reduction ▪ Case Studies | Standards Manual: Chapter 3: Lessons Learned II: Chapters 4 & 7 |
| F-8 | Muddy Points & AHAs Risk Management Independent Project Proposal Due | Standards Manual: One water & one land Technical Activity Section DOE PPM, Spring 2011 |

| | | |
|-------------|---|---|
| | | Section Three & Four: Program & Risk Management Lessons Learned II: Chapter Three |
| F-10 | Muddy Points & AHAs Risk Assessment NOLS Case Studies | |
| F-15 | Muddy Points & AHAs Personnel #1 Legal Perspectives and Resources Case Studies | Standards Manual: Chapter 3: Section 5 DOE PPM, Spring 2011 Section Two: Personnel Lessons Learned II: Chapters 5 & 8 |
| F-17 | Muddy Points & AHAs Personnel #2 Administrative Functions Case Studies | |
| M-1 | Muddy Points & AHAs Policy #1 Terminology, Legal Perspectives, Systems | DOE PPM, Spring 2011 Sections 7, 8 & one Technical Activity Section |
| M-3 | Site Visit Preparation: Undergraduate & Graduate | DOE PPM, Spring 2011 Sections 5 & 6 |
| M-14 | Thematic Analysis #1: Graduate | |
| M-29 | Policy #2 Development | DOE PPM, Spring 2011 Section 9 Lessons Learned II: Afterward by Vicki Cornish |
| M-31 | Program Administration #1 <ul style="list-style-type: none"> ▪ Design, Implementation, Evaluation & Assessment | Lessons Learned II: Chapter 9 |
| A-5 | Site/Resource Management <ul style="list-style-type: none"> ▪ Regulatory Agencies ▪ Planning & Management Systems | DOE Accreditation Site Visit |
| A-7 | Planning #1 <ul style="list-style-type: none"> ▪ Long Range Plan ▪ Master Plan ▪ Strategic Plan | DOE Accreditation Site Visit |
| A-21 | Planning #2 <ul style="list-style-type: none"> ▪ Marketing | |
| A-26 | Fiscal Management <ul style="list-style-type: none"> ▪ Regulations ▪ Budgets | Book Club Presentation Run Through (time and location TBN) |
| A-28 | Fiscal Management <ul style="list-style-type: none"> ▪ Funding & Grant Writing | |
| M-2 | | Book Club Presentation at the OE Symposium |

OED 6913 Principles of Field Leadership

Georgia College Department Of Outdoor Education

Tuesdays 9:00 a.m. – 12:00 noon, HSB 105

Instructor: Dr. Hobbs

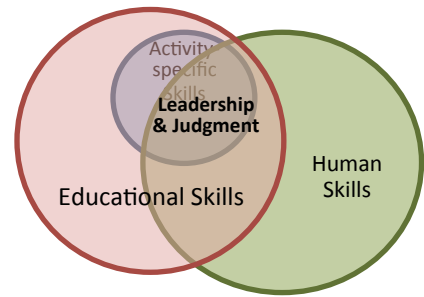
Office: Health Sciences 332

Office Phone: 478.445.1781

Email: will.hobbs@gcsu.edu

Hours: MW 9:00 am – 11:00 am

Other times by appointment only



Office Hours are designated for “drop-in” visits and conferences; no appointment necessary. To meet with me at other times outside of office hours, please make an appointment.

NOTE: *My email functions as my personal assistant. My personal assistant holds regular business hours from Monday through Friday except for holidays. All messages sent outside regular business hours will be received and handled the following business day.*

Course Description

This course will focus on the activity-specific, educational, & human skills essential to all professional outdoor educators. Students will engage in a critical self-assessment process to better understand their own levels of competence regarding these skills. Beyond self-assessment, students will practice implementing Site Management principles³ into field course management, which will enable students to begin the process of learning how to develop and assess structured learning experiences during field programs. This process will include planning, managing and evaluating program success while utilizing adventure as the vehicle for character and/or skill development.

Relationship of Course to DOE Mission

The purpose of this course is to engage the student in developing the knowledge, skills, and techniques to design, implement, and evaluate field experiences in a range of settings. The Department of Outdoor Education seeks to prepare highly qualified educators and administrators across a broad range of related settings. The content and experience of this course apply to recreation, education, and therapeutic settings. Moreover, prospective OE administrators must be able to make critical decisions that are well-informed and ensure safe, environmentally sound, and effective learning experiences for clients. Expeditionary groups provide a micro-experience in community living and offer individuals and groups the opportunity to practice critical decision-making in a low-risk environment.

Expectations:

This will be a course that will challenge you on multiple levels. The core skill diagram at the top of this page may give you some insight into the primary emphases of the class – Educational Skills and Human Skills, and the integration of all three core skill sets. While we will be traveling in the backcountry sharpening our outdoor living skills, those Activity-Specific Skills are simply the vehicle for implementing and practicing a new strategy for field management and course design. In this course, we focus on learning and practicing new educational strategies and implementing them from a

³ Nicolazzo, 2007.

personal way of being characterized by an authentic frame of mind and a heart of peace. We will dig into event design, feedback, and intentional decision-making based on sound situational analysis. These will not be easy exercises and will likely require some re-visioning of your outdoor style. Of primary importance is your purposeful and motivated engagement with the principles taught here. Discipline yourself, engage with the concepts, put them into practice, and learn!

Course Objectives:

1. To build leadership and judgment applicable beyond the field setting.
2. To develop a level of practical comfort working with a self-assessment process.
3. To engage with field program design, implementation, and evaluation techniques using the Outcome Model.
4. To learn and practice delivering clear, meaningful, and objective feedback.
5. To build professional communication practices by developing familiarity and competency with an operational language shared by practicing outdoor professionals worldwide.
6. To build competency with field management and instructional skills using the Outcome Model and Site Management techniques and principles.

Core Skill Set-specific Outcomes (As a result of this course, students will...):

Activity-specific

- Have increased competency with basic outdoor skills such as backpacking, canoeing, or kayaking with particular focus on those techniques necessary for extended travel in a backcountry setting.
- Interpret appropriate minimum impact practices for a variety of contexts and settings.
- Create and assess risk management program files according to the GC ODED PPM.
- Identify and assess a variety of activity-specific field hazards.

Human

- Assume responsibility for actions towards self and others.
- Integrate feedback from others into their personal and professional way of being.
- Assess group dynamics in flux and adjust their response appropriately to achieve positive influence.
- Exemplify compassion and grace while advocating for excellence from self, others, and the group.
- Evaluate (and revise accordingly) strategies for holistic self-care whilst in an extended field setting.

Educational

- Design:
 - o Create, assess, and justify specific learning outcomes for field events.
 - o Integrate the Outcome Model and SPEC principles to create a structured learning experience.
 - o Apply the Basic Instructional Strategies appropriately for the local and isolated audience.
 - o Build a learning progression through appropriate challenge.
 - o Develop creative strategies for learning confirmation.
 - o Prepare a practical event plan to guide fellow instructors when teaching the same event.
 - o Design a multi-day backcountry program from the ground up including outcomes, destination logistics, equipment, risk management, etc.

- Implement:
 - o (Re)assess and adjust outcomes and strategies (including framing, activity management, and closure) according to the local and isolated context before and during event delivery.
 - o Exemplify appropriate instructor positioning and adjustments during event delivery.
- Evaluate:
 - o Integrate the Outcome Model, SPEC, and experiential principles to evaluate personal and peer teaching.
 - o Integrate the Outcome Model, SPEC, and experiential principles to evaluate a multi-day backcountry program.

Leadership & Judgment (core skill set integration)

- Categorize a range of outdoor leadership skills according to the core skill sets.
- Integrate peer and self-assessment into a deeper awareness of personal leadership and instructional capacities.
- Demonstrate a working knowledge of staff development and mentoring techniques.
- Evaluate a range of field hazards and respond in ways that minimize risk and maximize learning.
- Advocate for a personal leadership style that creates opportunities for positive transformation in individuals, groups, and the local and isolated setting.

Course Policies:

Attendance and Make-ups:

1. Attendance is required at every class session. If you are late to class more than twice, you will receive a 2.5% reduction in your overall grade. Professionals are regularly fired for tardiness.
2. Being physically present does not equate to a meaningful contribution – you will be counted present only when you make a meaningful contribution to the overall class conversation. Two “absences” will result in a 5% reduction in your overall grade. More than two absences is grounds for failing the entire course.
3. Make-ups: The class policy for **exam** make-ups follows the GCSU policy. Should extenuating circumstances arise, it is your responsibility to contact me BEFORE the scheduled day of the exam.
4. DO NOT make personal travel plans that overlap with class near scheduled breaks. Absences are excused for PROFESSIONAL reasons (i.e., GCSU athletic events, conference or certification exams that are relevant to your field of study). GCSU Policy: *“If a student is representing the University in an official capacity, as verified on a list released from the Office of the Provost, the instructor will not penalize the student for those absences.”*
5. You are responsible for getting missed material/assignments **FROM YOUR CLASSMATES**, not the instructor.

Assignments:

6. All out-of-class work is to be typed, well-written (coherent, logical, academic), edited, revised, and free of spelling/grammatical errors, and submitted electronically. We will use DropBox to submit all electronic assignments. Assignment formats must be followed. **Failure to meet these requirements will result in a 20% grade penalty.** The key to success here is repeated proofreading by you and others. Visit the Writing Center to learn more about successful academic writing.
7. *Late Work Policy:* Assignments must be received by the time and date indicated on the assignment/schedule. If it is submitted after the stated due time, but on the same day, the penalty is 20% off; if submitted the next day or up to 48 hours from due date/time, the penalty is 50% off.

No work will be accepted more than 48 hours after the stated time due. Plan ahead and avoid this situation. *Only in exceptional circumstances will this policy be reconsidered.*

8. Wikipedia will not be accepted as a source for any assignment (in or out of class). If at all, use this website as a springboard to guide further empirical investigation.
9. **Any evidence** of academic dishonesty or plagiarism will result in (a) immediate failure of the assignment in question, and possibly (b) removal from the course and other repercussions within the university. Refer to the GCSU Student Handbook for additional information on plagiarism and cheating. Plagiarism is often the result of laziness, not ignorance; but neither ignorance nor laziness is an acceptable excuse.

Other:

10. You must be prepared at all times. Being unprepared in the field of outdoor education puts you and others in harm's way unnecessarily. In this class, this will take the form of having completed assignments and/or class readings before the scheduled class, etc. as well as being mentally, physically, and emotionally prepared for field experiences. You will be afforded one warning, and then receive accumulating grade deductions thereafter.
11. There will be no alcohol or illegal drugs allowed at any point on the course. If this event occurs, it will result in automatic failure of the course and immediate evacuation. Other action as determined by the University may be taken as well.
12. If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. Disability Services of the GCSU Office of Institutional Equity and Diversity can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations needed to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.
13. The instructor reserves the scheduled final exam time as a possible exam slot, catch-up class time, or anything else as needed.

Required Field Supplies:

- Field storage clipboard:
 - o http://www.staples.com/OIC-Slim-Clipboard-Storage-Case/product_569264?cmArea=search_rr
- 2 Rite-in-the-Rain journals (one small spiral, one larger bound):
 - o <http://www.riteintherain.com/ItemForm.aspx?item=353&Category=5131a442-e0fb-4d63-9fb5-91bd1a174b61>
 - o <http://www.riteintherain.com/ItemForm.aspx?item=390&Category=ddc43a7e-c850-424b-be96-fd49ad6bbd0c>

Course Fee

There is a course fee for this class that includes some food, travel, gear and equipment, and other costs. This fee is payable to the Outdoor Center at Georgia College and will be calculated based on the location of field experiences (as determined by students). Failure to pay the fee by the agreed upon due date will result in immediate suspension of grade until fee has been paid.

Required Readings

Arbinger Institute. (2002). *Leadership and self-deception*. San Francisco: Berrett-Koehler.

Drury, J., et al., (2005). *The backcountry classroom*. Guilford, CT: FalconGuide.

Nicolazzo, P. (2007). *Effective program design & management*. Winthrop, WA: WMTC.

Other readings will be assigned throughout the semester by the course instructor and fellow students. Readings will be made available via a DropBox folder. Each student is required to open a free DropBox account in order to access the course readings (www.dropbox.com).

Evaluation

Your grade for this course is determined by your performance with the course concepts, NOT effort. Excellent performance is the gateway to an excellent grade. The following general rubric applies to this course:

| <u>Grade:</u> | <u>Description:</u> |
|---------------|---|
| A | <i>Exceptional performance, demonstrating mastery and high levels of excellence and commitment.</i> |
| B | <i>Exceeds expectations with above average performance.</i> |
| C | <i>Fully meets expectations. Average performance.</i> |
| F | <i>Below expectations. Failing performance.</i> |

Grade Summary:

| | |
|-----------------------|------|
| Leadership Experience | 30% |
| Event Planning | 25 |
| Other Assignments | 20 |
| Journaling | 15 |
| Trip Plan | 10 |
| Total | 100% |

Overview of Assignments

Leadership Experience

Students will have two opportunities for designated field leadership experience, one on each of our field experiences. Using co-leadership teams, students will be responsible for the design, implementation, and evaluation of the daily program. The teams will remain the same for both trips. Pairings will be determined by the course instructor in accordance with the course DLOs. The individual tasks attached to this assignment are essentially the same for both field experiences, although many other variables will change with each unique experience. More information on each task will follow during the semester.

1. Interview and co-authored summary (only completed once).
2. Design & mgmt of leadership day:
 - a. Prior to the trip, your team will submit the following for review. You will receive pre-trip instructor feedback for the first experience only. These will be included in the overall trip plan section of the program file.
 - i. Desired learning outcomes
 - ii. Blocking and nesting, including a time control plan
 - iii. Anticipated hazards and challenges

- iv. FAC
- b. After each trip, your team will submit a three-sectioned reflection paper analyzing your performance individually and as a team.
 - i. Co-authored assessment of plan and delivery
 - ii. Leader 1 personal reflection
 - iii. Leader 2 reflection
- 3. Individual leadership vision papers (2)
 - a. Pre-course reflection and goal-setting
 - b. Post-course assessment and looking ahead

Event Planning:

Students will be responsible for designing, implementing and evaluating four teaching events over the course of the semester. Development exercises, lesson plans, self-review, and reflection papers are also part of this assignment. Topics will be selected during second week of semester.

- 1. Delivery (4; two on each trip)
- 2. Reflection papers (2) will address two events
 - a. One (the first) comes after first trip and video self-review
 - b. Second comes after second trip (no video review)
- 3. Ongoing exercises
 - a. Written Plans (4)
 - b. DLO Matrix exercise and narrative
 - c. Learning confirmation narrative
 - d. FAC narrative
 - e. Challenge/progression analysis narrative
 - f. Positioning narrative
 - g. Shift-Cancel-Go narrative
- 4. Final Annotated Event Plan
 - a. Based on an event plan that has been revised post-delivery, this report contains both the full plan and a narrative appendix explaining the parts and pieces of the teaching event. This narrative will be a compilation of the individual exercises listed above.

Journaling

Over the course of the semester, students will maintain a written journal reflecting on learning from both in-class and field experiences.

- 1. Entire Course
 - a. Observe and note the evolution of group dynamics and your personal contributions to group culture.
 - b. Thoughts on leadership and your development as a field leader.
- 2. Trip-specific:

During the trips, students will have specific daily journal assignments including:

 - a. Decision analyses
 - b. Field hazard assessment
 - c. Self-care
 - d. LOD notes
 - e. Daily TCPs

Trip Plan

The second field experience for this course is entirely in the hands of the students. The destination, mode of travel, daily activity, supplies and equipment, logistics and risk management, and budget are entirely student-determined within the framework of the course outcomes. Students will work in separate task teams to identify appropriate duties and fulfill them. The grade for this assignment is based heavily on actual completion of tasks, student commitment and investment to the task team (peer-evaluated), and a reflective review of the process.

1. Destination proposal teams: Three groups will use set criteria (DLOs of the course, student competency, travel time and costs, group size, terrain preferences, etc.) to identify, scout, and prepare a basic trip itinerary for presentation to the class. Consensus will determine final destination.
2. Task Teams: Once the destination is settled, students will subdivide into three new teams to manage the various tasks common to planning a field experience (e.g., logistics, food, gear and equipment, risk management, post-trip work, etc.).

Other Assignments

Outdoor Incident Review (pre/post)

Peer Review/Mentoring

1. Event Plans (2)
2. Decision analyses

Exercises

1. Gear List Development
2. TCP exercise
3. Nutrition/meal planning
4. Program files
5. Others

Leadership & Self-Deception Paper

After reading and reflecting on the book, this 1,000 word minimum reflective response requires that students engage willingly in this assignment and write the paper honestly. There are no right answers – but you must consider them deeply and respond authentically. Feel free to extend your discussion to other areas that you feel are important – there is no maximum word count.

Tests & Quizzes

On occasion throughout the semester, we will have check-in quizzes and tests to confirm your internalization and mastery of the written material. Although most will be posted ahead of time, the instructor reserves the right to pose these without advance notice (see Course Policy about preparation).

Keywords

Watch for these – and other – keywords this semester. These are field leadership terms and phrases you should be able to define and discuss with mastery at the end of the semester.

Framing-Activity-Closure
Learning confirmation

Site Management
Moving sites

Stationary sites
Transitions
Corral zones
Parking
Situational Assessment
Shift-Cancel-Go
Safety & Education
SPEC
Basic Instructional Strategies
Leadership
Self-deception
Feedback looping
Desired Learning outcomes
Competency Levels
Blocking and Nesting
Progressions
The instructor cycle
Learning domains
Core Skill Sets
Flow – Creative Tension
Challenge
Time Control Plan
The Outcome Model
Instructor positioning
Leapfrogging
Pause
Authenticity
Design, Implement, Evaluate
Field vs. Administrative Lenses
Moving out of the Box

*I have three rules for leaders
in the outdoors: you have to
know where the people you're
leading are coming from, you
have to know what you want
to do with them, and you have
to love them.*

-- Paul Petzoldt, co-founder of the WEA

ODED 6943

Georgia College
Tuesdays

Graduate Seminar

Department Of Outdoor Education
2:00 p.m. – 4:50 p.m., HSB 121

Instructor: Dr. Hobbs
Office: Health Sciences 332
Office Phone: 478.445.1781
Email: will.hobbs@gcsu.edu
Hours: MWF 9:00 am – 11:00 am

NOTE: *My email functions as my personal assistant. My personal assistant holds regular business hours from Monday through Friday except for holidays. All messages sent outside regular business hours will be received and handled the following business day.*

Course Description:

An examination of professional issues, ethics, and current theoretical perspectives.

Course Objectives:

- Explore issues, trends, and concepts that have not been previously covered or where students seek additional depth.
 - o Individually create and present an academic product sharing the basics and challenges of a specialized topic in OE.
- Design, implement, and evaluate the annual GC Outdoor Education Symposium.
- Develop an educational and teaching philosophy based on sound theory and personal experience.

Relationship of Course to Departmental Mission:

This course is a capstone course in a professional program that seeks to develop leaders in the field of outdoor education and as such addresses the Department of Outdoor Education mission to develop educators and service providers in schools or community agencies. Professionalism, by its nature, addresses the GCSU mission by its demand for critical thinking, integration of knowledge, and the application of that knowledge to realistic settings.

Required Text:

Other readings will be assigned throughout the semester by the course instructor and fellow students. Readings will be made available via a DropBox folder. Each student is required to open a free DropBox account in order to access the course readings (www.dropbox.com).

Arbinger Institute. (2005). *The Anatomy of Peace*. San Francisco: Berrett-Koehler.

Expectations:

As this course is the capstone for your career in the M.Ed. professional program, we will operate in and outside the classroom in a professional manner. While this may be a common expectation in many classes, in this class it will take some specific forms that **are different** from that to which you may be accustomed in the OE program and beyond. Our

professional atmosphere will extend to our personal grooming and attire, punctuality and attendance, and rigorous standards for presentations and assignments. A level of care and attention to these principles basic to the Outdoor Professional demonstrate not only our self-respect and self-image, but our desire to respect and consider others as valuable people worthy of our very best.

Course Policies:

By returning to class on the second meeting, you are tacitly agreeing to abide by the course policies set forth below:

Grooming and Attire:

Administrators spend much time in an office environment meeting with staff, potential customers and clients, and courting sponsors and supporters. For good or bad, appearance counts in these settings.

1. Professional dress and appearance is required of all class members at all class meetings on or off campus. The common standard, "Business Casual", is appropriate here. Your clothes need to be clean, not wrinkled, and in good shape. When in doubt, you should comply with a dressier, rather than more casual, standard. **Consequences:** Just as you would experience in a job, if you come to class inappropriately groomed/attired, you will be sent home to change *and return to class*. If this occurs twice, you will receive a zero for participation points for the semester.

Attendance and Make-ups:

14. Attendance is required at every class session. If you are late to class more than twice, you will receive a zero for participation points for the semester. Professionals are regularly fired for tardiness.
15. Make-ups: The class policy for **exam** make-ups follows the GC policy. Should extenuating circumstances arise, it is your responsibility to contact me BEFORE the scheduled day of the exam.
16. DO NOT make personal travel plans that overlap with class near scheduled breaks. Absences are excused for PROFESSIONAL reasons (i.e., GC athletic events, conference or certification exams that are relevant to your field of study). GC Policy: *"If a student is representing the University in an official capacity, as verified on a list released from the Office of the Provost, the instructor will not penalize the student for those absences."*
17. You are responsible for getting missed material/assignments **FROM YOUR CLASSMATES**, not the instructor.

Assignments:

1. All out-of-class work is to be submitted electronically, typed, well-written (coherent, logical, academic), edited, revised, and free of spelling/grammatical errors. Assignment formats must be followed. **Failure to meet these requirements will result in an immediate 20% grade penalty.** The key to success here is repeated proofreading by you and others. Visit the Writing Center if you are aware of personal challenges in this regard.
2. *Late Work Policy:* Assignments must be received by the due date/time indicated on the assignment/schedule. If it is submitted late, but on the same day, the penalty is 20% off; if submitted the next day or up to 48 hours from due date/time, the penalty is 50% off. **No work will be accepted more than 48 hours after the stated time due.** Plan ahead and avoid this situation. Only in exceptional circumstances will this policy be reconsidered.
3. Wikipedia will not be accepted as a source for any assignment (in or out of class). Use of this website should be limited to a springboard to guide further empirical investigation.

4. **Any evidence** of academic dishonesty or plagiarism will result in (a) immediate failure of the assignment in question, and possibly (b) removal from the course and other repercussions within the university. Refer to the GC Student Handbook for additional information on plagiarism and cheating. Plagiarism is often the result of laziness, not ignorance; ignorance or laziness is not an acceptable excuse.

Other:

1. You must be prepared at all times. Being unprepared in the field of outdoor education puts you and others in harm’s way unnecessarily. In this class, this will take the form of having completed assignments and/or class readings before the scheduled class, etc. You will be afforded one warning; thereafter you will receive a zero for participation points for the semester.
2. If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. Disability Services of the GC Office of Institutional Equity and Diversity can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations needed to ensure equal access to all GC programs and facilities. Course requirements will not be waived but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.
3. The instructor reserves the scheduled final exam time as a possible exam slot, catch-up class time, or anything else as needed.

Evaluation

The course grade will be determined by your performance on multiple assignments including response papers, leading a class discussion, a topical paper and presentation, a written teaching philosophy, and your participation.

| | |
|--|-------------|
| Other Assignments: | 5% |
| In-Class Discussion: | 10 |
| Philosophy Papers: | 20 |
| OE Symposium D.I.E. | 20 |
| Participation: | 20 |
| <u>Topical Paper & Presentation:</u> | <u>25</u> |
| Total | 100% |

| | | |
|-----------------------|-----|-------------------------|
| Grading Scale: | | |
| 90% - 100% | = A | Exceptional Performance |
| 80% - 89% | = B | Meets Expectations |
| 70% - 79% | = C | Below Expectations |
| 69% or less | = F | Failing |

Overview of Assignments:

In-Class Discussion (ICD)

Each student will be charged with preparing for, facilitating, and self-evaluating a discussion-based learning experience based on your topical research for an entire class session. You will have complete discretion over the class for your discussion including location (within reason), atmosphere, topic, methods, etc. Topics may not repeat master’s thesis or project work. Student readings must be assigned at least one week in advance of your discussion class period.

Philosophy Papers (PP)

In preparation for embarking on/continuing your professional career, we will discuss strategies for writing educational and leadership philosophies. We will discuss drafts in class and help each other create honest, powerful, and insightful descriptions of our own professional ways of being in Outdoor Education.

Topical Research (TR)

The major project this semester will require you to investigate, analyze, and report on significant trends and issues in practice and research within your particular area of interest. This will take the form of a short and intense scholarly paper and a professional presentation in the Symposium to classmates, OE faculty, OE undergrad students, and other interested folks.

Possible Topics:

- Out-of-the-box funding strategies in the current economy
- Where to look for and how to write successful grants
- Legal trends and issues
- Practical response to the environmental crisis
- Developing committed staff
- The secret to partnerships (private and public)
- Effective online strategies for marketing: Beyond facebook and twitter
- New and improved program options for an online society

Outdoor Education Symposium (OES) Design, Implementation, Evaluation

This assignment will allow you to work together to plan and deliver this year's OES. This includes choosing an appropriate theme, recruiting presenters from other grad and undergrad students, arranging for logistics (room hosting, tech equipment needs, costs, etc.), and selecting and hosting an appropriate keynote speaker. Success in meeting deadlines with appropriate progress will impact final grades.

Seminar Task Timeline:

Tentative. Tasks may be added/modified as needed.

| | |
|-----------------------------------|--|
| <i>January 25th</i> – | ICD: Topic selected TR: Topic selected OES: theme determined |
| <i>February 1st</i> - | OES: Initial design; Room/equipment reserved; Refreshments? |
| <i>February 8th</i> – | OES: Keynote speaker identified/contacted |
| <i>February 22nd</i> – | PP: Teaching philo draft due for peer review |
| <i>March 1st</i> – | ICD #1; OES: Abstracts submitted PP: Teaching philo peer reviews due |
| March 8th – | PP: Teaching philo due OES: Keynote speaker confirmed |
| No class | |
| <i>March 15th</i> – | ICD #2; OES: Abstracts reviewed |
| <i>March 29th</i> – | ICD #3; ICD summaries/materials due |
| <i>April 5th</i> – | ICD #4 OES: Abstracts finalized; Other grad/UG speakers confirmed; Promotion efforts begin (flyers, emails, posters, etc.) |
| <i>April 12th</i> – | PP: Leadership philo draft due for peer review |

| | |
|--------------------------------|---|
| <i>April 19th</i> – | OES: Evaluation tool developed and reviewed TR: Short paper due for review, in-class presentations with Q&A for improvement; PP: Leadership philo peer reviews due; OES: Programs designed, GC initial email sent out, Invites to local scholars |
| <i>April 26th</i> – | OES: Programs revised; Honoraria (gifts) for speakers; Evaluation tool finalized |
| <i>April 29th</i> – | PP: Leadership philo due; OES: Programs printed; Posters printed |
| <i>May 2nd</i> – | OES: Morning of reminder email; TR: presentation materials and final paper due |
| <i>May 3rd</i> – | OES: Removal of all printed promotional material (posters, flyers) |
| <i>May 4th</i> – | OES: Thank you notes to speakers and special guests (if any) |

We will not have class on the following Tuesdays:

Feb 22 (WEA Conference), Estes Park, CO

Mar 8 (PFL Trip #1)

Mar 22 (Spring Break)

April 19 (PFL Trip #2)

April 26 (Cohort Final)

Georgia College
College of Health Sciences
Department of Outdoor Education

ODED 6953 “Foundations of Outdoor Education”
Fall 2010

Instructor: Jeff Turner
Office: 333 Health Sciences
Hours: Mon & Wed., 2:30-4:30 pm; or by appointment.
Office Phone: 478-445-0947
Email: jeff.turner@gcsu.edu

I. Catalog Description

A study of the historical, philosophical and theoretical foundations in Outdoor Education. Topics include experiential education, environmental education, wilderness advocacy, adventure education, and its related applications in recreation, education, developmental, and social service settings.

II. Relationship of Course to Departmental Mission

The purpose of this course is to synthesize theoretical tenets and current professional trends of outdoor education and to examine a broad range of theoretical applications to the profession. The Department of Outdoor Education seeks to prepare educators and service providers across a broad range of related settings. The content and experience of this course applies to recreation, education, development, and therapeutic settings.

III. Purpose

Students will be familiar with theoretical, philosophical, and historical tenets in Outdoor Education. Students will be able to use this information to write and/or orally present documented, defensible position papers that demonstrate critical thinking about a variety of topics. Students will be able to provide constructive, focused feedback to peers about writing form and function and presentation skills.

IV. Performance Objectives

As a result of this class students will be able to:

- a. trace the historical development that led to the modern form of outdoor education;
- b. discuss key concepts of contemporary outdoor education theory as it relates to experiential education, adventure education, and environmental education;
- c. explore ethical concerns and dilemmas in outdoor education;
- d. discuss primary professional journals, authors, associations, and other resources;
- e. practice critical thinking, writing, and presentation skills.

V. Course Activities

8. small group discussion
9. readings and research

- 10. videos
- 11. lecture & oral presentations
- 12. experiential activities

VI. Outline of Course Content

This course is designed with the following sections: History and Models of Outdoor Education, Experiential Education, Adventure Education, Environmental Education, Social Environments of OE, Physical Environments of OE, Task Environments of OE, Settings in OE, The Change Process in OE, Curriculum in OE, Social Justice in Outdoor Education, Ethics, and The Future.

VII. Diversity Concerns Addressed

Diversity issues are addressed explicitly and implicitly throughout the class. A fundamental premise from which outdoor educators operate is respect for diversity. Valuing diversity is implicit in many of the course topics; however, several course sections contain several concepts related specifically to diversity. The Social Justice section focuses explicitly on diversity issues in outdoor education.

VIII. Field Experience

None required.

IX. Assessment

| Grading Scale | Assignment | Point Value |
|----------------------|---|--------------------|
| A: 90-100 | Papers (3 @ 15 pts. each) | 45 |
| B: 80-89 | Peer Edits (3 @ 3 pts. each) | 9 |
| C: 70-79 | | 21 |
| D: 60-69 | <i>Mini Proposals (3 @ 7 pts. each)</i> | 5 |
| F: < 60 | | 20 |
| | Presentation | 100 points |
| | <i>Glossary</i> | |
| | <i>Total</i> | |

X. Required Text

The *Book of Readings* for this course is a collection of articles, book chapters, and other documents. The readings are designed to give a broad overview of the breadth and depth of outdoor education at the beginning of the 21st century. As relatively small as the field of outdoor education is, it is still impossible to read even a portion of what is available.

You may find much of the readings challenging. Reading in an unfamiliar area can be difficult at best. It may be necessary to read something once to get the general idea and then to come back to it a second time days or even weeks later after you have read more and we have discussed the key concepts in class.

As we read throughout this course, I encourage you to think about the perspective that each author is coming from. What is their background, what audience are they writing for, etc. Most of all, I want you to think critically about what they are trying to say through their writing. What perspectives do the authors support? What is not mentioned in the readings? What do the perspectives taken by the authors allow or not allow? The writings of any profession serve to define the boundaries for the field of practice. How do these readings define the field of outdoor education? Who benefits from a field of practice defined in the way the authors are defining it?

XI. Student Preparation

Students are expected to come to class prepared to participate fully in class discussions having read all assigned readings for the day. Students may be asked to facilitate discussion about assigned materials. Students are expected to submit/post papers by the assigned due dates.

XII. Attendance Policy

Please arrive early to each class as we have a great deal to cover and must start on time to cover all of the material. Please advise the instructor in advance if you intend to miss class. Roll will be taken at the beginning of each class. Leaving early and tardies will count as absences. Absences beyond the first of the semester will result in a deduction of 5% from the final grade. All “excused absences” must be documented in writing by GCSU, court, or medical staff. Excessive absences (whether documented or not) may result in administrative withdrawal from the course.

XIII. Emergency Procedures

In the event of a fire alarm signal, students should exit the building in a quick and orderly manner through the nearest hallway exit not obstructed by fire or smoke. Students should be familiar with the floor plan and exits of the classroom building. In case of a fire: DO NOT reenter the building under any circumstances. Assemble for a head count in front of the building away from the fire apparatus and report your presence to your instructor. Follow directions of the uniformed Public Safety Officers in your area. Exit the building using the stairs. Building occupants will exit to the parking lot. Stay with your group and with your instructor. Please see the link below for additional information:

<http://info.gcsu.edu/intranet/epos/Emergency%20Action%20Plan%20Summary%20Guide.pdf> “

XIV. Assistance for Student Needs Related to Disability

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. Disability Services of the GCSU Office of Institutional Equity and Diversity can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations needed to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

Please note: students should provide any documentation of accommodations to the course instructors during the first week of class or within 1 class period of revisions to current accommodations.

XV. Assignment Descriptions

All assignments must be submitted at the beginning of class on the day it is due in the following format:

- All citations and references must use APA 6th edition.
- Font should be Times New Roman, 12 pt.
- Text should be single-spaced with 1” margins all around.
- Work should be clearly titled and include the author’s name and class (i.e. ODED 6953).
- Late work will have 10% of the total points deducted for each day or part of a day the project is late.
- Students are encouraged to peer-edit each others writing and to use the services of the University’s Writing Center.

1. Synthesis Papers (15 pts. X 3)

Objective: Develop coherent essays synthesizing information from class discussions, lectures, readings, and outside research. The development of these papers requires excellent critical thinking skills, solid academic writing, and the ability to integrate feedback from earlier work.

Procedures: Write three 1,500 word (+/- 200 words) synthesis papers on the following topics. The arguments that you make are up to you, but they must be well supported. Papers will include: a) a cover page including the title, author, and date; b) an outline of the major themes of the paper; c) an introductory paragraph (the “sell” and an overview of the argument); d) a minimum of three supporting paragraphs (normally one per theme or topic that you wish to develop); and e) a concluding paragraph (summarizing in a way that is different from the introductory paragraph). Each paragraph will include an introductory sentence, several evidential statements (appropriately cited), and a concluding or bridge sentence.

2. Peer Edits of Synthesis Papers (3 pts. X 3)

Objective: To provide peer feedback on your colleague’s written works.

Procedures: Provide a written peer edit on one of your peers papers for each of the three course writing assignments. The peer review process is developmental with each step adding additional layers. Use the following sequence to structure your peer reviews. The peer edits should be 800-1200 words each.

Peer Edit #1: Provide a general response to paper #1 and comment on the overall structure of the paper, the use of course content, and the strength of introductory and closing paragraphs. Provide headings for each element of the peer edit.

Peer Edit #2: Provide a general response to paper #2 and comment on the writing form and function, the use of course content, the strength of introductory, supporting, and closing paragraphs, and the use of previous feedback. Provide headings for each element of the peer edit.

Peer Edit #3: Provide a general response to paper #3 and comment on the logic and strength of the writer’s argument, writing form and function, the use of course content,

the strength of introductory, supporting, and closing paragraphs, and the use of previous feedback. Provide headings for each element of the peer edit.

3. Mini-Proposal (7 pts. X 3)

Objective: To review the body of literature for specific outdoor education topics that the student is interested in and develop a concise critique of the literature.

Procedures: Students will select three topics for which they will review the literature. The selected topics may be potential master's project or thesis topics or they may simply be areas of interest for the student. Students will select a minimum of five sources that are related to the topic to integrate into the mini-proposal. A minimum of two of the five sources should be peer-reviewed articles; the remaining may come from books, book chapters, websites/blogs, conference presentations, etc. The mini-proposal should include three parts. First, it will begin with a short (50-100 words) statement of the topic and rationale for the importance of the topic. Second, it will include a 500-700 word review of the current literature on a given topic. This review should include a brief summary of each source, a synthesis of the literature as a whole, and a discussion of holes and inconsistencies in the literature. Third, it will conclude with a brief overview (100-200 words) of how the topic might be continued as part of a thesis or master's project.

4. Mini-Proposal Presentation (5 pts.)

Objective: To develop and present a formal oral presentation based on a selected mini-proposal.

Procedures: Students will select one of the three mini-proposals and develop a 15-minute oral presentation using appropriate visual aids (Powerpoint or other methods approved by course instructor). The presentation should summarize the body of knowledge regarding the topic and discuss how the project may be developed.

5. Glossary (20 pts.)

Objective: To develop academic skills in reading, synthesizing, and utilizing large amounts of theory and research.

Procedures: Students will develop a personal resource for understanding the course material and collecting definitions and quotations to facilitate your success on other course assignments as well as for future courses. Over the course of the semester you will prepare a theory glossary compiling pertinent information from the large amount of material that we will cover. You will select a minimum of 75 concepts (approximately five per topic) of your own selection, although we will likely identify many more important concepts through the course of our reading and discussion that you will want to explore. It is important to note that **many of the concepts will likely reappear in other topic areas, sometimes repeatedly**. On your own, through your reading and through class discussions/lecture, develop a working definition and understanding of these concepts. This definition/ understanding can and should include your own words, definitions you find in other areas, specific pulled quotes from the class texts, the theorists themselves, and from fellow students.

The final glossary should be alphabetized with the information you have gathered on that concept. The final product will be graded for thoroughness, thoughtfulness, and clarity. A note: this assignment is designed to assist you in understanding course material. You can use

other outside sources but I expect most of your information to come from in-class sources. You MUST cite any outside sources. Your glossaries will be assessed one or more times throughout the semester. Your final grade for this assignment will be based half of these assessments throughout the semester and half on your final product.

XVII. Class Schedule

| <i>Date</i> | <i>Topic</i> |
|-------------|---|
| 8/16 | Welcome and Course Overview |
| 8/23 | <p>History of Outdoor Education Reading Strategies</p> <ul style="list-style-type: none"> Raiola, E., & O'Keefe, M. (1999). Philosophy in practice: A history of adventure programming. In J. Miles & S. Priest (Eds.), <i>Adventure Programming</i> (pp. 45-53). State College, PA: Venture Publishing. Wurdinger, S. D. (1997). Philosophical Issues in Adventure Education (3rd Ed.). Dubuque, IA: Kendall/Hunt Publishing. [Chapter 1: Foundations of Adventure Education, pp 1-21] Smith, J. W., Carlson, R. E., Donaldson, G. W., & Masters, H. B. (1972) Outdoor Education (2nd Ed.). Englewood Cliffs, NJ: Prentice Hall. [Chapter 2: The development of outdoor education in the American educational system, pp 15-37] Priest, S. (1986). Redefining outdoor education: A matter of many relationships. <i>The Journal of Environmental Education</i>, 17(3), 13-15. Ford, P. (1986). Outdoor education: Definition and philosophy. ERIC Document 267941. |
| 8/30 | <p>Experiential Education: Models Academic Writing Style</p> <ul style="list-style-type: none"> Wurdinger, S. D., & Priest, S. (1999). Integrating theory and application in experiential learning. In J. Miles & S. Priest (Eds.), <i>Adventure Programming</i> (pp. 187-192). State College, PA: Venture Publishing. Kraft, R. J. (1999). Experiential Learning. In J. Miles & S. Priest (Eds.), <i>Adventure Programming</i> (pp. 181-186). State College, PA: Venture Publishing. Lindsay, A. & Ewert, A. (1999). Learning at the edge. <i>The Journal of Experiential Education</i>. 22(1), 12-19. Wichmann, T. F. (1995). Babies and bath water: Two experiential heresies. In K. Warren, M. Sakofs, & J. Hunt (Eds.), <i>The Theory of Experiential Education</i> (pp. 109-119). Dubuque, IA: Kendall/Hunt Publishing. Fenwick, T. J. (2001). Experiential learning: A theoretical critique from five perspectives. <i>ERIC Document 99-CO-0013</i>. Hovelynck, J. (2001). Beyond didactics: a reconnaissance of experiential learning. <i>Australian Journal of Outdoor Education</i>. 6(1), 4-12. |
| 9/6 | No Class: Labor Day Holiday |
| 9/13 | <p>Adventure Education: Models APA Formatting</p> <ul style="list-style-type: none"> Hunt, J. (1999). Philosophy of adventure education. In J. Miles & S. Priest (Eds.), <i>Adventure Programming</i> (pp. 115-122). State College, PA: Venture Publishing. Walsh, V., & Golins, G. L. (1976). <i>The Exploration of the Outward Bound</i> |

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| | <p><i>Process</i>. Denver, CO: Colorado Outward Bound School.</p> <ul style="list-style-type: none"> • McKenzie, M. D. (2000a). How are adventure education program outcomes achieved? A review of the literature. <i>Australian Journal of Outdoor Education</i>, 5(1), 19-27. • Boniface, M. R. (2000). Towards an understanding of flow and other positive experience phenomena within outdoor and adventurous activities. <i>Journal of Adventure Education and Outdoor Learning</i>, 1, 55-68. • Hattie, J. A., Marsh, H. W., Neill, J. T., & Richards, G. E. (1997). Adventure education and Outward Bound: Out-of-class experiences that make a lasting difference. <i>Review of Educational Research</i>, 67, 43-87. |
| 9/20 | <p><i>Environmental Education</i> <i>Literature Searching</i></p> <ul style="list-style-type: none"> • Disinger, J. F. (2005). Tensions in environmental education: Yesterday, Today, and Tomorrow. In H. R. Hungerford, W. J. Bluhm, T. L. Volk, & J. M. Ramsey (Eds.), <i>Essential Readings in Environmental Education</i> (pp. 1-12). Champaign, IL: Stipes Publishing. • Intergovernmental Conference on Environmental Education. (2005). The Tbilisi Declaration. In H. R. Hungerford, W. J. Bluhm, T. L. Volk, & J. M. Ramsey (Eds.), <i>Essential Readings in Environmental Education</i> (pp. 13-16). Champaign, IL: Stipes Publishing. • Disinger, J. F. (2005). Environmental education's definitional problem. In H. R. Hungerford, W. J. Bluhm, T. L. Volk, & J. M. Ramsey (Eds.), <i>Essential Readings in Environmental Education</i> (pp. 17-32). Champaign, IL: Stipes Publishing. • Stapp, W. B., et al. (2005). The concept of environmental education. In H. R. Hungerford, W. J. Bluhm, T. L. Volk, & J. M. Ramsey (Eds.), <i>Essential Readings in Environmental Education</i> (pp. 33-36). Champaign, IL: Stipes Publishing. • Stern, M.J., Powell, R.B., & Ardoin, N.M. (2008). What difference does it make? Assessing outcomes from participation in a residential environmental education program. <i>Journal of Environmental Education</i>, 39(4), 31-43. |
| 9/27 | <p>Paper #1 Due</p> <p>The Social Environment</p> <ul style="list-style-type: none"> • Breunig, M., O'Connell, T., Todd, S., Young, A., Anderson, L., & Anderson, D. (2008). Psychological sense of community and group cohesion on wilderness trips. <i>Journal of Experiential Education</i>, 30(3), 258-261. • Neill, J. T., & Dias, K. L. (2001). Adventure education and resilience: The double-edged sword. <i>Journal of Adventure Education and Outdoor Learning</i>, 1(2), 35-42. • Schumann, S. A., Paisley, K., Sibthorp, J., & Gookin, J. (2009). Instructor Influences on Student Learning at NOLS. <i>Journal of Outdoor Recreation, Education, and Leadership</i>, 1(1). • Gillis, H.L. & Gass, M. (1993). Bringing adventure into marriage and family therapy: An innovative experiential approach. <i>Journal of Marital and Family Therapy</i>, 19(3), 273-286. • Lung, M., Stauffer, G. & Alvarez, T. (2008). Power of One: Using Adventure and Experiential Activities Within One-on-One Counseling Sessions. Oklahoma City, OK: Wood 'N' Barnes Publishing. (excerpt) |
| 10/1 | <p>Paper #1 Peer Edit Due</p> |

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| 10/4 | <p>The Physical Environment</p> <ul style="list-style-type: none"> • <i>Beard, C. (2003). The circle and the square: Nature and artificial environments. In B. Humberstone, H. Brown, & K. Richards. (Eds.), Whose Journeys? The Outdoors and Adventure as Social and Cultural Phenomenon. (pp. 187-198). UK: Institute for Outdoor Learning.</i> • Proudman, S. (1999). Urban adventures in 1989 and reflections 10 years after. In J. Miles & S. Priest (Eds.), <i>Adventure Programming</i> (pp. 331-340). State College, PA: Venture Publishing. • Miles, J. (1997). Wilderness as healing place. In M. Gass (Ed.), <i>Adventure Therapy: Therapeutic Applications of Adventure Programming</i> (pp. 43-56). Dubuque, IA: Kendall/Hunt Publishing. • Brody, M. (2005). Learning in nature. <i>Environmental Education Research</i>, 11(5), 603-621. • Haluza-Delay, R. (2001). Nothing here to care about: Participant constructions of nature following a 12-day wilderness program. <i>Journal of Environmental Education</i>, 32(4), 43-48. |
| 10/11 | <p>No Class: Fall Break</p> |
| 10/18 | <p>The Task Environment</p> <ul style="list-style-type: none"> • Davis-Berman, J., & Berman, D. (2002). Risk and anxiety in adventure programming. <i>The Journal of Experiential Education</i>, 25(2), 305-310. • Thomas, G. & Thomas, J. (2000). Moving water paddling as critical outdoor education. <i>Australian Journal of Outdoor Education</i>, 5(1), 47-54. • Gillis, H., & Speelman, E. (2008). Are challenge (ropes) courses an effective tool? A meta-analysis. <i>Journal of Experiential Education</i>, 31(2), 111-135. • Daniel, B., Bobilya, A.J., Kalisch, K. R., & Lindley, B. (2010). Lessons from the Outward Bound solo: Intended transfer of learning. <i>Journal of Outdoor Recreation, Education, and Leadership</i>, 2(2). • Seaman, J., & Gass, M. (2004). Service-learning and outdoor education: Promising reform movements or future relics?. <i>Journal of Experiential Education</i>, 27(1), 67-86. • Martin, A., Leberman, S., & Neill, J. T. (2002). Dramaturgy as a method for experiential program design. <i>The Journal of Experiential Education</i>, 25(1), 196-206. |
| 10/25 | <p>No Class: Caving and Rock Climbing Trip Read ahead for next week!</p> |
| 11/1 | <p>Settings of Outdoor Education</p> <ul style="list-style-type: none"> • Guthrie, S. (1999). Outdoor program models: Placing cooperative adventure and adventure education models on the continuum. In R. Harwell & K. Emmons (Eds.), <i>Proceedings and research symposium abstracts of the 13th Annual International Conference on Outdoor Recreation and Education Conference</i>. (pp. 227-234). Boulder, CO: Association of Outdoor Recreation and Education. • Henderson, K. A., Thurber, C., Whitaker, L., Bialeschki, M. D. and Scanlin, M. (2006). Development and application of a camper growth index for youth. <i>The Journal of Experiential Education</i>, 29, 1-17. • Freeman, P.A. & Labriskie, R. B. (2002). The role of outdoor recreation in family enrichment. <i>Journal of Adventure Education and Outdoor Learning</i>, 2(2), 131-145. • Horwood, B. (1999). Educational adventure and schooling. In J. Miles & S. Priest (Eds.), |

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| | <p><i>Adventure Programming</i> (pp. 9-12). State College, PA: Venture Publishing.</p> <ul style="list-style-type: none"> • Henton, M. (1997). A definition of adventure. In <i>Adventure in the Classroom</i>. Dubuque IA: Kendall-Hunt. • Cousins, E., & Rodgers, M. (Eds.). (1995). Experiential learning: A design. In <i>Fieldwork: An Expeditionary Learning Outward Bound Reader</i>. Dubuque IA: Kendall-Hunt. • Hirsch, J. (1999). Development adventure programs. In J. Miles & S. Priest (Eds.), <i>Adventure Programming</i> (pp. 13-28). State College, PA: Venture Publishing. • Miner, T. (1999). Adventure in the workplace. In J. Miles & S. Priest (Eds.), <i>Adventure Programming</i> (pp. 395-402). State College, PA: Venture Publishing. • Bell, B. (2003). The rite of passage and outdoor education: Critical concerns for effective programming. <i>The Journal of Experiential Education</i>, 26(1), 41-50. • Gillis, H. L. & Ringer, T. M. (1999). Adventure as therapy. In J. Miles & S. Priest (Eds.), <i>Adventure Programming</i> (pp. 29-38). State College, PA: Venture Publishing. • Gillis, H. L. (1995). If I conduct outdoor pursuits with clinical populations, am I an adventure therapist? <i>Journal of Leisurability</i>, 22(2), 5-15. • Russell, K. (2001). What is wilderness therapy? <i>The Journal of Experiential Education</i>, 24, 70-79. |
| 11/8 | <p>Paper #2 Due</p> <p>No Class: AORE Conference; Work on Mini-proposals and Read Ahead for Next Week</p> |
| 11/12 | <p>Paper #2 Peer Edit Due</p> |
| 11/15 | <p>The Change Process: Facilitation and Transfer</p> <ul style="list-style-type: none"> • Gass, M. A. & Gillis, H. L. (1995). CHANGES: An assessment model using adventure activities. <i>The Journal of Experiential Education</i>, 18(1), 34-40. • Porter, T. (1999). Beyond metaphor: Applying a new paradigm of change to experiential debriefing. <i>The Journal of Experiential Education</i>, 22(2), 85-90. • Brown, M. (2008). Comfort zone: Model or metaphor? <i>Australian Journal of Outdoor Education</i>, 12(1), 3-12. • Gass, M. A. (1997). The evolution of processing adventure therapy experiences. In M. Gass (Ed.), <i>Adventure Therapy: Therapeutic Applications of Adventure Programming</i> (pp. 219-229). Dubuque, IA: Kendall/Hunt Publishing. • Priest, S. (1996). The relationships among change, programme type and facilitation technique in adventure programming. <i>Journal of Adventure Education and Outdoor Leadership</i>, 13(2), 22-26. • Gass, M. A. (1997). Programming the transfer of learning in adventure education. In K. Warren, M. Sakofs, & J. Hunt (Eds.), <i>The Theory of Experiential Education</i> (pp. 131-142). Dubuque, IA: Kendall/Hunt Publishing. • Gass, M. A. (1997). Enhancing metaphor development in adventure therapy programs. In M. Gass (Ed.), <i>Adventure Therapy: Therapeutic Applications of Adventure Programming</i> (pp. 245-258). Dubuque, IA: Kendall/Hunt Publishing. • Hovelynck, J. (2000). Recognising and exploring action-theories: A reflection-in-action approach to facilitating experiential learning. <i>Journal of Adventure Education & Outdoor Learning</i>, 1(1), pp 7-20. |
| 11/22 | <p>Class To Be Rescheduled: Site Visits for ODED 6906</p> |

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| | <p>Curriculum in Outdoor Education</p> <ul style="list-style-type: none"> • Readings TBA |
| 11/29 | <p>Social Justice in Outdoor Education</p> <ul style="list-style-type: none"> • Warren, K. (1999). Women's outdoor adventures. In J. Miles & S. Priest (Eds.), <i>Adventure Programming</i> (pp. 389-394). State College, PA: Venture Publishing. • Dignan, A. (2002). Outdoor education and the reinforcement of heterosexuality. <i>Australian Journal of Outdoor Education</i>, 6(2), 33-37. • Dillenschneider, C. (2007). Integrating persons with impairments and disabilities into standard outdoor adventure education programs. <i>The Journal of Experiential Education</i>, 30, 70-83. • Warren, K., & Rheingold, A. (1996). Feminist pedagogy and experiential education: A critical look. In K. Warren (Ed.), <i>Women's Voices in Experiential Education</i> (pp. 118-129). Dubuque, IA: Kendall/Hunt Publishing. |
| 12/6 | <p>Ethics in Outdoor Education</p> <ul style="list-style-type: none"> • Havens, M. (Summer, 1996). Ethics: An informal perspective. <i>Zip Lines</i>, 28-29. • Hunt, J. (1999). Ethical foundations of wilderness risk management. In D. Ajango (Ed.), <i>Lessons Learned: A Guide to Accident Prevention and Crisis Response</i> (pp. 157-176). Anchorage, AL: University of Alaska Anchorage. • Hamilton, T. (2003). The representation and appropriation of indigenous cultures at Ontario summer camps. <i>Pathways: The Ontario Journal of Outdoor Education</i>, 15(1). 9-15. |
| 12/8 | <p>Paper #3 Due</p> <p>The Future</p> <ul style="list-style-type: none"> • Readings TBA |
| 12/10 | <p>Paper #3 Peer Edit Due</p> |

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| PSYC - 6950 | | Group Leadership | |
| 21599 | M W 1400 1515 | Arts & Sciences 255 | |

All items from the PSYC 4090 Group Dynamics apply with the exception of how grades are computed which is listed below.

| Assessment | Definition | Learning Outcome Area | Value |
|--|---|-----------------------|-------|
| 1st & 2 nd Course tests | Two Essays (Application, Analysis & Synthesis) will be given on the dates listed below. The essays are 10 points each. The essay choices will be made available prior to the test and one will be chosen randomly by Vista. | Theory | 20 |
| Kottler paper | You will write a 2500 word goal focused paper based on concepts from selected chapters in <i>Learning Group Leadership: An Experiential Approach</i> , J.A. Kottler, Allyn and Bacon, 2001, 0-205-32151-8 – (provided) | Theory/Practice | 10 |
| Comprehensive Final Exam | Multiple Choice questions covering the entire semester's Knowledge & Comprehension sections | Theory | 10 |
| Weekly Group Blog of Wednesday's happenings (WGB) | You will evaluate your group member's blogs using the rubric and send me via email the scores for each member of the group by Monday @ noon. Blogs are worth a maximum of 0.84 pts each (10/12) | Practice | 10 |
| Initial Paper *** plagiarism prevention is used *** | On the date provided in the calendar, you will turn in your preliminary paper through turnitin.com (plagiarism prevention software) [class ID: 3705094 enrollment password: lewin11] that has an introduction, review of related research, method section with proposed statistics, and <u>at least</u> 3 unique references, one from previous class papers, and one as the textbook (following APA 6 th ed)([10 points]) | Research & Practice | 10 |
| Peer Review: | You will be assigned a peer's paper to review using MS Word's Reviewing Tools. The review will be based on a rubric matched to APA manual | | 10 |
| Final Paper: *** plagiarism prevention is used *** | Corrections to 1 st draft + Results and Conclusions + percentage of your peer observations completed will be added and turned in on the date provided in the calendar [10 points]. | | 10 |
| Final Group Presentation (FGPr) & Poster (8x10) | During the date provided in the calendar YOU will present (via a Poster) the results of your paper in a 15 minute graphically enhanced presentation (plus 5 minutes of questions by peers and the professor (20 min total)). Details of the assignment will be made available in a rubric. | Research & Practice | 10 |
| Learning Outcome Assessment (LOA) | You will submit evidence electronically of how well you have mastered the learning outcomes listed in the syllabus. Details of the assignment will be explained in an assessment rubric. <u>Due by email before Midnight on the last day of class</u> | All learning outcomes | 10 |
| | Total ==> | | 100 |

Synthesis Requirements for the M.Ed. in Outdoor Education Administration

Students accepted to the M.Ed. in Outdoor education administration will be assigned a program advisor by the Chair of the Department of Outdoor Education. A new advisor may be selected with approval of the Department Chair. Graduate student program advisors must have graduate faculty status.

Synthesis Requirement

Students in the M.Ed. in Outdoor Education will select the thesis or project option by the end of the semester in which they complete eighteen (18) credit hours. Students may elect to change from the thesis to the project option up to and during the semester in which twenty-seven (27) credit hours are completed.

Thesis Option

The thesis is a formal research study completed by the student under the supervision and guidance of the thesis committee. Students electing this option must be prepared to be self-directed and work independently.

Students who select the thesis option will complete six credit hours of thesis work (ODED 6993), registering for three hours of thesis during two consecutive semesters or six hours during one semester. Students who do not successfully complete the thesis in six credit hours may register for an additional three credit hours of ODED 6993 in subsequent semesters in which they receive assistance for the thesis.

Students will negotiate thesis committee chair with the faculty advisor. Students will negotiate thesis committee membership with thesis committee chair. There will be a minimum of three, and not more than five, members on the committee. A majority of members on the committee will be faculty from the Department of Outdoor Education. One committee member shall be from outside the specialization area in a relevant external department at GC, or a relevant professional setting. One committee member, having graduate faculty status, will serve as committee chair.

Students will develop a schedule for the successful completion of the thesis with the committee chair. Students electing the thesis option must submit to the committee a written proposal of the research project including a rationale for the research question, objective, or hypothesis, an overview of the literature, and a schedule for completing the study. Implementation of research methodology may not begin without approval from the Institutional Review Board (IRB) (<http://info.GC.edu/intranet/rgs/GGrants/Compliance/ComIRBCheck.dwt>).

A final draft of the thesis is submitted to the thesis committee for approval to defend at least two weeks prior to the thesis defense. The thesis defense will be scheduled no less than two weeks in advance at a time all committee members must be present. Defenses are open to university faculty, students, and the public. The defense includes an oral presentation of the research (normally 30-45 minutes) followed by a period in which the student responds to questions from the committee and the audience. The committee will deliberate and decide, by simple majority, to accept as is, accept with revisions, or not

accept the thesis. If the thesis is not accepted, the student will revise the thesis and convene a follow-up defense. One follow-up defense is permitted. Students who are unsuccessful on the follow-up defense must repeat ODED 6993. Upon acceptance of the thesis or completion of revisions as requested by the thesis committee, the student will submit a bound copy of the thesis in compliance with university policy to the University Library and to the Department of Outdoor Education office. The student may elect to provide an additional bound copy to the committee chair.

Presentation and/or publication of thesis research is highly encouraged. Students are not expected to include advisors or committee members as co-presenters or co-authors. Faculty members who agree to contribute tangible assistance to the development of presentations or manuscripts following the thesis defense will negotiate authorship in advance.

Project Option

Students who select the project option will complete ODED 6810 and a minimum of one (1) elective that is approved as relevant to the project by the program advisor.

The project is a capstone experience that leads to professional growth related to the student's career goals. Examples of projects may include, but are not limited to, an extensive, focused literature review, analysis of case studies, professional conference presentation, piloted curriculum development or revisions, piloted instructional technology, program or facility development, web site development, or administrative or instructional manuals.

Students will negotiate project committee membership with the faculty advisor. Projects may be supervised by a single faculty or a committee of up to three faculty. A majority of members on the committee will be from the Department of Kinesiology. Committee members may be from outside the specialization area and may be in the Department of Outdoor Education, a relevant external department at GC, or a relevant professional setting. One committee member, having graduate faculty status, will serve as committee chair.

Students must submit a written proposal for the project to the committee for approval. Students will submit one or more drafts of the project to the committee for review. The defense of the project will be a formal presentation in a format appropriate to the project. Formats may include, but are not limited to, a formal oral presentation, conference presentation, or program implementation. Following the defense, the committee will deliberate and will decide, by simple majority, to accept as is, accept with revisions, or decline/not accept the project. If the project is not accepted, the student must revise the project and convene another defense. Students who are unsuccessful on the first attempt may repeat the defense once. Students who are unsuccessful on the follow-up defense must repeat ODED 6810.

**Georgia College
Department of Outdoor Education
Master Thesis Synthesis Option Checklist**

Students will select the thesis or project option by the end of the semester in which they complete (18) credit hours. Students may elect to change from the thesis to the project option up to and during the semester in which twenty –seven (27) credit hours are completed.

The thesis is a formal research study completed by the student under the supervision and guidance of a thesis committee. Students electing this option must be prepared to be self-directed and work independently.

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| Student Name: | GCSU ID: | |
| Thesis Committee Chair: | Graduate Program Advisor: Jude Hirsch | |
| Thesis Committee Members: | ODED 6973 taken: F __ S __ SU __ F __ | |
| | Comments: | |
| Part A: To be completed by the thesis committee chair and submitted at the end of the first thesis course to the department chair. | | |
| Requirement | Comments | Signature & Date |
| Thesis <u>committee members</u> negotiated with program advisor. | | |
| <u>Schedule for completion</u> of the thesis approved by thesis committee. | | |
| <u>Written proposal</u> approved by thesis committee (to include rationale, objective(s) or hypothesis, literature overview, final schedule/critical path for completion). | | |
| <u>IRB</u> approved, scanned, and sent to the Chair of the Department of Outdoor Education for upload to Legato (file name: LastName_IRB_date). | | |
| Part B: To be completed by the thesis committee chair at the end of the second and third thesis courses and submitted to the department chair. | | |
| Requirement | Comments | Signature |
| <u>Final draft</u> submitted (two weeks prior to defense). | | |
| <u>Defense</u> scheduled. | | |
| <u>Defense announcement</u> sent to university | | |

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| community. | | |
| Student <u>defends thesis</u> | | |
| <u>Revisions approved.</u> | | |
| <u>Bound copy submitted to the library as per GCSU policy.</u> | | |
| <u>Signed coversheet and this checklist submitted to the Chair, Department of Outdoor Education.</u> | | |

**Georgia College
Department of Outdoor Education
Master Project Synthesis Option Checklist**

Students will select the thesis or project option by the end of the semester in which they complete (18) credit hours. Students may elect to change from the thesis to the project option up to and during the semester in which twenty–seven (27) credit hours are completed. Students who select the project option will complete ODED 6810 and a minimum of one (1) elective that is approved by the program advisor as relevant to the project and normally taken prior to the project course.

The project is a capstone experience that leads to professional growth related to the student’s career goals. Students electing this option must be prepared to be self-directed and work independently.

| | | |
|---|---|-----------------------------|
| Student Name: | GCSU ID: | |
| Project Committee Chair: | Graduate Program Advisor: Jude Hirsch | |
| Project Committee Members: | ODED taken: F __ S __ SU __ F __ Relevant Elective Course: | |
| Part A: To be completed by the project committee chair at the end of the project course and submitted to the department chair. | | |
| Requirement | Comments | Signature & Date |
| <u>Thesis committee members</u> negotiated with <u>program advisor</u> . | | |
| <u>Written proposal</u> approved by project committee (to include project name, learning outcomes, project tasks/products, critical path for submission of project tasks/products). | | |
| <u>IRB</u> approved, if appropriate, scanned and sent to the Chair of the Department of Outdoor Education for upload to Legato (file name: LastName_IRB_date). | | |
| <u>Final project task product drafts</u> submitted to the committee (two weeks prior to defense). | | |
| <u>Defense</u> scheduled. | | |
| <u>Defense announcement</u> sent to university community. | | |

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| Student <u>defends project</u> | | |
| <u>Revisions approved.</u> | | |

ⁱ Smith, Paul (ed.). (2009). *Manual of accreditation Standards for adventure programs*. (5th edition). Boulder, Colorado: The Association for Experiential Education.