



Gordon T. & Ellen West College of Education

SPAD 5833 Outdoor Leadership and Programming

Dr. Carrie Taylor

Summer I 2023

CONTACT INFORMATION

Office: Camp Jolly (Birdwell Hall 320)

Office Hours: Email for virtual or in-person meetings.

All office hours are by email, and request for virtual office hours.

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CONTACT PREFERENCE

My preferred method of communication is by email. I check my email throughout the day (MTWR), so you can expect to hear back from me usually within 12-24 hours of receiving your message. Do not expect a response during the evening hours or over the weekend; I will respond the following Monday.

Textbook

Priest, S., & Gass, M.A. (2018). *Effective Leadership in Adventure Programming* (3rd edition). Human Kinetics: Champaign, IL

APA Handbook

About This Course

Welcome. This course explores philosophical viewpoints, ethical issues, and pedagogical methods used in experiential and outdoor education. We begin our journey by asking two critical questions: (1) What constitutes an effective education? and (2) What is the role of experience (experiential education) in an effective education? To answer these questions, we will explore the philosophical roots of different methods in outdoor education, encouraging us to refine and reflect upon our own beliefs on how best to design educational experiences. The textbook for this course, *Effective Leadership in Adventure Programming*, introduces students to the depth and models for outdoor leaders working in adventure contexts.

Learning Outcomes

On successful completion of the course, you should be able to

1. identify your personal assumptions and beliefs regarding ideal educational practices
2. identify the philosophical origins and justifications for outdoor education
3. identify and understand key definitions used in outdoor education
4. understand the historical development of outdoor education
5. understand key trends in the field of outdoor education
6. understand the variety of outdoor education programs currently operating in the United States and around the world

7. have a basic understanding of key pedagogical principles and methods used in outdoor education
8. understand the use of risk as an educational tool in outdoor education
9. understand typical ethical dilemmas faced in conducting outdoor education programs and how these dilemmas can be practically resolved
10. identify and justify your philosophy of education.
11. Understand how the value of experiential learning within personal leadership.

ELEMENTS OF THE COURSE

Syllabus

The syllabus provides general information about the course, assignment expectations and requirements, and assessment information. It is subject to change based on the progress of the course.

D2L Dropboxes

A drop box will be created for each assignment requiring submission.

Technology Skills

- Must be able to send and receive email and must check email 4 to 5 times a week
- Must be able to create, send and receive Microsoft Word, Excel, Publisher or PowerPoint documents and log in to your Google Account to access Google Sites
- Must be able to utilize MS use Google email system, which is your my.msutexas.edu email
- Must be able to use Desire 2 Learn portal
- Must be able to download and utilize Flip
- Must be able to use internet links and websites appropriately

Communication Policies

- Before emailing me, follow the “Three then Me” rule. The “Three then Me” rule says that you search for your answer regarding the course in at least three other places before emailing me.
- For example, consult your syllabus, grading scale or rubric, or the assignment description on D2L if you have a question about an assignment.
- Remember to check three sources before emailing me your question. You’ll likely find the answer and not need to email me. If you don’t find the answer or need clarification, email me.
- During the week, I typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday by noon.

All assignments will use APA formatting.

All references should be peer-reviewed. Located in the Library or Google Scholar.

Semester Schedule

LEARNING ACTIVITIES AND ASSESSMENT

Date:	Assignment	Description	Points
June 4 th	Flip Introduction: https://flip.com/aedb28da	Introduce yourself to the class. 2-4 minute Comment to four peers	40
June 17 th Ideal would be to submit Part 1 on the 11 th .	Pt. 1 Learning Theories Timeline	Create a timeline covering eight philosophies learning theories. Brief bio of each, examples, plus.	100
June 17 th	Pt. 2 Learning Theories/Coaching Strategies	Recap previous research. Apply the research when creating a practice or plan for provided scenarios.	100
June 24 th	Cyclic Process of Experiential Learning Theory and Application	Four-page paper comparing and contrasting Experiential Learning Cycles and applying it to your coaching style.	100
Jun 28th	Group Dynamics	Five-page paper discussing the five stages of group development and analyzing which leadership style best suits your approach.	100
July 1st	Communication-Feedback	Four-page paper discussing the importance of effective communication and appropriate feedback in enhancing communication effectiveness.	100
July 6th	Adventure Programming/Activities/Initiatives	Write a 4-page assignment discussing the importance of utilizing the principle of Adventure Programming to facilitate team building, trust, and communication, when coaching athletes or leading people.	100

FINAL GRADE DETERMINATION

Please note that you must earn 518 points (70%) to pass this course.

A	90%	576 - 640
B	80%	512 - 575
C	70%	448 - 511
D	60%	384 - 447
F		<383

Assignment Deadlines

All assignments will be due by the deadline set on their due date. There will be no extension. This is a fast-paced course as it is a five weeks course. This is not a surprise; business should start on day one to stay on pace. Do not ask for extensions.

Other Class Policies

During this course, you will be expected to deal with your subject area, instructors, peers, and colleagues as a professional. All written work must be typed and submitted through D2L and Flip unless otherwise stated by the instructor. I will not accept email assignments. All work should be done in Times New Roman or Arial 11- or 12-point font. APA formatting applies to all submitted written work; deductions will be taken for incorrect spelling, grammar, citations, and references. See each assignment for more detail. All PowerPoint or Google Slides should follow professional standards and have an APA-formatted reference slide.

Ensure all references are peer-reviewed—research through the Library or Google Scholar.

PROFESSIONAL EXPECTATIONS

Students are expected to behave academically, interpersonally, professionally, and collaboratively in a manner consistent with standards set by the West College of Education.

Plagiarism Statement

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” https://www.google.com/url?client=internal-element-cse&cx=005415390298199374191:z1jifvz7pq&q=https://msutexas.edu/student-life/assets/files/handbook.pdf&sa=U&ved=2ahUKewiS6Im5_OX-AhWjnWoFHSPfAjEQFnoECAMQAQ&usq=AOvVaw0EL1Js408IrBvx_54gz07N

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting or the submission for credit of work, not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Rights and Responsibilities. a. The term “cheating” includes, but is not limited to (1) the use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition without permissions, of tests or other academic material belonging to a member of the university, faculty, or staff. b.

The term “plagiarism” includes, but is not limited to, the use by paraphrase or direct quotation of another person's published or unpublished work without full and clear acknowledgment. The use of AI. It also includes the unacknowledged use of materials prepared by another person or agency selling term papers or other academic materials. c. “collusion” means collaboration with another person in preparing work offered for credit if the faculty member in charge does not authorize that collaboration.

Plagiarism is the use of another’s thoughts, words, ideas, or line (including text written by a generation system or artificial intelligence tool) in your own work without appropriate documentation (a parenthetical citation at the end and a list on the Reference Page)-whether you use that material in a quote, paraphrase, or summary. At the very least, plagiarism will result in an F on the assignment; at worst, the consequence will be an F in the course. Offenders will be reported to the Kinesiology and Sports and Leisure Department Chair and the Dean of Students.

Senate Bill 11

Senate Bill 11, passed by the 84th Texas Legislature, allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately

marked, per state law. For more information regarding campus carry, please refer to the University's webpage at [Campus Carry](#)

Grading

1. All assignments must be typed for credit (work will only be accepted if it is typed). Format – FOR ALL PAPERS: 12-point Times New Roman or Ariel font, one (1) inch margins, and double-spaced. The title page should have your name, class, and section number, and the semester centered on the page. Papers that do not follow this format will not be accepted or graded.
2. Late assignments will not be accepted.
3. Grammar will be graded as part of any assignment. The MSU writing lab is available to all MSU students. <http://www.mwsu.edu/writingcenter/>
4. The office of Disability Support Services provides information and assistance, and arranges accommodations information and assistance, and arranges accommodations and staff. A student/employee who seeks accommodations based on disability must register with the Office of Disability Support Services. Per the law, MSU provides students with documented disabilities with academic accommodations. If you are a student with a documented disability, please contact the instructor before classroom accommodations can be provided. The Disability Support Services may be contacted at 940-397-4140 (voice), 940-397-4515 (TDD), <http://students.mwsu.edu/disability>, or visit 3410 Taft Blvd., Clark Student Center Room 168.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Last day to Drop/Add/ W or apply for graduation <https://msutexas.edu/registrar/calendars.php>

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the refund amount. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

Per Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through

Disability Support Services, located in the Clark Student Center, Room 168, (940) 397- 4140. Current documentation of a disability will be required to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Service s](#)

References:

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Brookes A. (2003a). A critique of neo-Hahnian outdoor education theory. Part one: Challenges to the concept of "character building." *Journal of Adventure Education & Outdoor Learning*, 3(1), 49–62. <https://doi.org/10.1080/14729670385200241>

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Hahn K. (1960). *Outward bound*. <http://www.kurthahn.org/wp-content/uploads/2017/02/2017-obt1960.pdf>

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Sherman N. (1991). *The fabric of character: Aristotle's theory of virtue*. Oxford University Press. <https://doi.org/10.1093/0198239173.001.0001>