



SPAD 5833 Outdoor Leadership and Programming Syllabus

Gordon T. & Ellen West College of Education

Dr. Carrie Taylor

Summer I 2026

CONTACT INFORMATION

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Office Hours: Email for virtual or in-person meetings. All office hours are by email, and request for virtual office hours.

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

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.

Course Learning Outcomes and Objectives

| CLO | Course Learning Outcome | Learning Objectives |
|---|--|---|
| CLO 1: Foundational Educational Practices and Experiential Pedagogy | Develop an understanding of foundational theories, concepts, and practices related to experiential education, group development, and adventure-based learning within athletic and educational settings. | <p>1.1 Identify and explain major theorists, philosophies, and historical movements related to experiential education and adventure-based learning.</p> <p>1.2 Describe Kolb's Experiential Learning Cycle and recognize how experiences, reflection, and application may influence learning and growth.</p> <p>1.3 Identify and describe Tuckman and Jensen's Stages of Group Development and recognize how teams may develop through shared experiences and interaction.</p> <p>1.4 Recognize how communication, trust, challenge, leadership, and reflection may influence learning, team development, and group cohesion.</p> |
| CLO 2: Applied Experiential Leadership and Team Development | Apply foundational experiential education and group development concepts to recognize team needs, communication challenges, leadership opportunities, and experiential learning applications within athletic and educational environments. | <p>2.1 Recognize communication, trust, leadership, and cohesion challenges within athletic or leadership-based scenarios.</p> <p>2.2 Analyze how experiential learning opportunities may support team growth, communication, leadership, and group cohesion.</p> <p>2.3 Connect group development concepts to realistic athletic, coaching, classroom, or leadership situations.</p> <p>2.4 Reflect on how experiential learning and group development concepts may influence future coaching, leadership, or educational practices.</p> |

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 course's progress.

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

Online Computer Requirements

Taking an online class requires access to a computer (with Internet access) to complete and upload your assignments. You are responsible for having (or having access to) a working computer in this class.

****Assignments are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.***

Computers are available on campus in various areas of the buildings and the Academic Success Center. Your computer being down is not an excuse for missing a deadline!! There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, a student helpdesk is available to you. The college cannot work directly on student computers due to liability and resource limitations; however, they can help you connect to our online services. For help, log into [D2L](#).

Student Email Usage

Students are required to use their MSUTexas email address for all correspondence during this course. Check that your MSUTexas email address is listed in your D2L Personal Information. Using your MSUTexas address ensures your privacy. If you have a different email account, you can forward your MSUTexas email to that account, but I will only send and respond to emails within the D2L portal or from an MSUTexas address. Please make sure to include your name on any email that you send. You must check your MSUTexas email at least two (2) days per week.

When emailing, please include the class number and a detailed explanation of the purpose of the email. Also, do not email any assignments.

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 3rd | Video Introduction: | Introduce yourself to the class. 2-4 minutes Comment to four peers | 40 |
| June 5th | Historical Foundations of Experiential Education | Create interactive historical timeline of theorist, philosophies, or movement | 100 |
| June 12 th | Understanding Team-Building and Experiential Learning | 3-page paper over specific videos related to team culture | 100 |
| *June 19th | Kolb's Experiential Learning Cycle | Infographic covering Kolb's model | 100 |
| *June 19th | Tuckman and Jensen Group Development | Infographic covering Tuckman and Jensen model | 100 |
| June 24- Wednesday | Applying Experiential Learning and Group Development to Athletic Teams | Paper that applies Kolb's and Tuckman and Jensen's Group Development | 100 |
| *June 28th Video Due *June 28-29 Post to two Peers Dye *June 28-29 Response to Peers Due | Experiential Activity Analysis and Application Pay close attention to the due dates for this assignment. | A video demonstrating understanding of the models, incorporating peer feedback and responses to peer comments. | 100 |

FINAL GRADE DETERMINATION

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

| Letter Grade | Percent | Point Range |
|--------------|---------|-------------|
| A | 90% | 576- 640 |
| B | 80% | 512 - 575 |
| C | 70% | 511 - 448 |
| F | <60% | <447 |

Assignment Deadlines

All assignments are 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-week course. This is not a surprise; businesses should start on day one to stay on pace. Do not ask for extensions.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. Located on the front login page of d2l is the help desk. [D2L Help](#)

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 the video assignments listed in the content area of D2l 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 for incorrect spelling, grammar, citations, and references will be taken. 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.

Course Continuity During Severe Weather:

Since this is an online course, typical weather events should not affect our class activities. However, in the unlikely case of a major winter storm that causes regional power outages, assignment deadlines would be postponed until electricity and internet access are restored. If forecasts predict a high possibility of such a severe weather occurrence, I encourage completing work early as a precaution against potential technology disruptions. But barring a significant outage event, we will maintain normal course operations even during winter storm weather. Please reach out with any questions or concerns related to weather issues that could affect participation.

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.

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 Conduct](#).

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.

Students should be aware that turning in the same or similar papers for multiple classes violates academic integrity, unless expressly authorized by the instructor. To avoid self-plagiarism, communicate openly with your instructor about building on existing work or repurposing prior submissions. Provide proper citations for any previous work referenced. Unless the instructor indicates otherwise, all assignments submitted for this course must be newly prepared by you and you alone for this specific class.

***AI Policy: Must Read**

By enrolling in this course, you acknowledge and agree to comply with this plagiarism and AI-generated content policy, understanding the importance of academic integrity in our learning community.

Each learning activity in this course has its own AI expectations. These are clearly listed in the ***“AI Use for This Activity”** section of every assignment page.

- ***Check every task’s AI expectation:** The “AI Use for This Activity” section is your guide for each task.
 - ***If you use AI:** Submit a short (max 200 words) explanation of how you used AI, along with a link or screenshot as evidence.
 - ***If AI is not allowed or not used:** You must explicitly state that you did not use AI in your submission.
- *Missing this statement may raise academic integrity concerns.**

As a participant in the Master of Sport Administration program, your engagement in research and study related to the course topics is specifically crafted to equip you with the essential knowledge needed for success in your professional role. Relying solely on artificial intelligence to generate papers, followed by its application in examples, raises a fundamental question about the depth of your own learning. True learning occurs when we actively engage with the material, conduct independent research, compose our own papers, and then apply the acquired knowledge to relevant examples. This active involvement in the learning process enhances understanding and prepares you to make well-informed decisions effectively. Therefore, I encourage you to take charge of your research, write your own papers, and apply your learning to real-world scenarios, fostering a comprehensive and personal grasp of the subject matter.

Students may choose to use AI tools as part of the learning process; however, any use of AI must be fully disclosed. If AI is used in any capacity, students are required to clearly explain the extent to which it was utilized. In addition, students must submit the exact prompts entered the AI platform that were used to generate ideas, expand thoughts, organize content, or assist with writing. Any information, concepts, or sources generated through AI assistance must also be properly referenced and cited.

Since generative AI information is not reproducible, you should save copies of the information you obtained and include those in a separate word document. Full citation information can be found at the APA How to Cite link. [How to Cite ChatGPT](#)

My goal is for you to learn and develop to the best of your abilities. Struggling, thinking critically, and being challenged are important parts of the educational process and often lead to deeper learning and long-term growth. Education, especially within your chosen profession, should not focus on finding the easiest way to complete a task, but rather on developing the knowledge, skills, and understanding necessary to become competent and effective in your field.

Grading

- 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.
- Late assignments will not be accepted unless prior authorization.
- Grammar will be graded as part of any assignment. The MSU writing lab is available to all MSU students.

[Writing Center](#)

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), [Disability Support Services](#), or visit 3410 Taft Blvd., Clark Student Center Room 168.

Student Handbook

Refer to: [Student Handbook](#)

Important Dates

Last day for term schedule changes: Check date on [Academic Calendar](#).

Deadline to file for graduation: June 23, 2025

Last Day to drop with a grade of “W:” June 17, 2025. Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

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.

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 that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with 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 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 in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on university property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University’s Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University’s policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

References:

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