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Adventure Education is the field of study that uses human-powered activities in the wilderness to facilitate both individual and group growth and development. Over the past few decades, this field has focused on a return to the natural environment to provide experiential learning for students to develop both technical skills and higher-level personal skills in leadership, facilitation, reflection, and group dynamics. With recent research supporting the educational value of experiential learning and the career-focused skills that are fostered in Adventure Education, institutions may want to consider adding Adventure Education. Based on a multi-faceted study consisting of 211 student surveys, four interviews with administrative personnel, a current program analysis across 15 institutions with Adventure Education programs, and 10 surveys from program personnel in existing Adventure Education programs, a proposal and implementation guide for institutions to adopt an Adventure Education program was developed. When applied to a private, four-year institution the conclusion was that program cost and a need for new faculty may be barriers too large to overcome. However, results pointed to a new direction - adding universal, general education courses focusing on the same type of life-skills that Adventure Education offers.

DEVELOPING A PROPOSAL FOR THE IMPLEMENTATION OF ADVENTURE
EDUCATION IN HIGHER EDUCATION

by

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CHAPTER I

PROJECT OVERVIEW

One of the most thorough descriptions of a current Adventure Education program comes from Plymouth State University as it describes introducing children, adults and at-risk populations to challenging adventures, personal growth, and self-discovery. Typical Adventure Education programs include in-class work, internships and field experiences to explore the theories, philosophy, history, ethics, and risk management strategies to prepare for careers and life after college. Graduates are qualified to pursue careers in outdoor/adventure leadership, group facilitation, outdoor/adventure education, state and national park office positions, therapeutic adventure, and environmental education (Plymouth State University, 2018). If this description sounds familiar, it should. The themes of Adventure Education can be seen in part at many different institutions as "Outdoor Education," "Wilderness Education," "Adventure Education," "Outdoor Recreation," and "Therapeutic Adventure Recreation," which all contain components of an Adventure Education program. However, being as fractured (read: versatile) as it is, there is no singular description of what an Adventure Education program should look like. Given the lack of established standards and curricula, better information on Adventure Program benefits and best practices in programming is needed. Therefore, the purpose of this project was to develop an evidence-based proposal and implementation

guide for an Adventure Education program using existing programs and current practices as a success strategy.

Background Literature

Of more than 3,000 four-year, degree-granting institutions in the United States, fewer than 20 have an Outdoor Education program. Still fewer specifically offer an Adventure Education major, minor, or concentration (nces.ed.gov, 2017). However, several universities offer programs such as Wilderness Education, Outdoor Education, Outdoor Experiential Education, or Outdoor Leadership with similar curricula and purpose. As more adventure activity opportunities arise, there is a need for professionals who can navigate the technical aspects of these activities safely to help individuals and groups develop positive life skills. The experiential-style of learning in Adventure Education has many cognitive benefits, promotes healthy physical activity levels, and the intangible outcomes of character development are important for personal and lifelong growth (Estes, 2004). This research project is significant because the resulting findings can be used to substantially improve the ability of universities to access and implement a comprehensive, evidence-based, and effective Adventure Education program.

Trends in Adventure Education

An undergraduate degree in Adventure Education prepares students to effectively use the outdoors to expose children, adults and at-risk populations to challenging adventures, personal growth and group facilitation. The need for professionals in the field of Adventure Education grows every year. In 2013, it was reported that nearly half of all Americans participated in some type of outdoor activity (nearly 142 million people). The

activities, their prevalence, and participation has been steadily increasing in popular culture. Among adults who took outdoor education courses at some point in their lifetime 75% still remain active in outdoor activities (Nguyen, 2014). This sets an impressive precedent of keeping people active and engaged in outdoor activities. As with many academic programs the main focus is on life-skills after graduation (Ewert, Sibthorp, & Sibthorp, 2014). Adventure Education degrees prepare students not only for a variety of careers, but for developing the positive character traits that are invaluable to any profession as the following literature review illustrates. Adventure Education students exhibited three main areas of preparation that stand out among the rest of the college students when examined by professional career recruiters: experience, interview skills, and job awareness (D'Eloia & Fulthorp, 2016).

In Adventure Education moving is essential to the curriculum. In this way it actively promotes experiencing the material education hands-on and aids in keeping students as active as possible. This is important because there are growing concerns over college students' need for more physical activity. In a 2005 study, researchers discovered that 40-50% of college students were inactive and not meeting American Health Association's recommended guidelines for activity (Keating, Guan, Piñero, & Bridges, 2005). Adventure Education addresses the concerns of keeping college students physically active as much as possible by employing experiential learning teaching techniques. Simultaneously, Adventure Education also teaches intangible qualities in self-confidence, self-respect, integrity, and humility (Mortlock, 1994). Each of these is important for improving quality of life after graduation.

An empirical review of literature pertaining to Adventure Education revealed a major focus on the psychology of Adventure Education, but also revealed no two Adventure Education programs are the same (Moote & Wodarski, 1997). The differences in program setting, population, curriculum components, leadership involvement, and use of framing techniques across the 19 studies made it extremely difficult to compare one program to another. This has made evaluation and comparing outcomes across programs nearly impossible. It was therefore important to identify critical components of the Adventure Education curriculum before beginning to compare program outcomes. As more program proposals are being considered, my intent is to create a chart of this information for existing Adventure Education programs which will be vital to synchronizing the field of Adventure Education.

Adventure Education Program Model

Priest and Gass (2005) provide the most comprehensive description of how Adventure Education works from foundational theories in Sociology, Psychology, and History, up through Technical Skills, then on to Instructional and Communication Skills, and finally peaking at Facilitation Skills and Decision-making Skills. The model can be taken one step further by aligning Adventure Education with the mission of a university by creating several co-curricular courses (especially in the early stages with Sociology, Psychology, and History). This model provides an outline for the implementation of Adventure Education course work into the curriculum by identifying the basic, foundational courses and how-to phase-in the upper-level courses.

The review of current literature provides a framework for this study by offering a compelling rationale (background) for the many benefits of an Adventure Education program. The literature supports the health and mental benefits such as engaging in physical activity, reducing stress, developing positive character traits, and learning career skills. However, there is no literature to guide the development and implementation of an Adventure Education program. Thus, the benefits of this study extend beyond my institution, by providing a guiding framework and consistent processes for developing Adventure Education programs that reach a greater student population, and lead to a lifetime of positive change.

Purpose Statement

The purpose of this project was to develop a proposal and implementation guide for an Adventure Education program. The expected outcome is an implementation guide that provides consistency and accessibility to administrators, and outlines the benefits for students and the curricular offerings. Specific Aim #1: Identify the scope and sequence of common curriculum components across existing programs in Adventure Education. Specific Aim #2: Identify the need, demand and feasibility of implementation of Adventure Education at Home University.

Methods

To address the purpose and aims, a mixed methods approach was used. This included research into existing literature for the rationale; data collection from existing Adventure Education programs; a survey of current students' attitudes towards Adventure

Education; interviews of Home University administrators; and a survey of Adventure Education program administrators.

Participants

Existing Adventure Education Programs. Institutions offering Adventure Education were identified using public websites. Fifteen schools were identified and included in the program chart used to describe current Adventure Education curricula. My objective was to use this information to develop a comprehensive outline of the current state of Adventure Ed. in the U.S. by providing an overview of current schools. Information was gathered from publicly available aggregation websites such as The Integrated Postsecondary Education Data System (IPEDS) and CollegeBoard.com as well as the individual school's public website and combined into a comprehensive report. Six schools were <1000 students, six were 1000-5000, three were >5000. The Program information (courses, travel requirements, internships, service-learning) also was available to the general public.

Students. Survey participants were undergraduate students at Home University across a variety of majors, enrolled in PE 101 Personal Health and Wellness (n = 211). PE 101 was chosen because it is primarily Freshman (62%) and gender is mixed. Students represented a variety of majors as PE 101 is a university requirement regardless of major. The students also represent a cross-section of Home University Students from all areas of the United States (75% North Carolina residents) and a variety of ethnic backgrounds (34% minority). Ten courses of 25 students each were surveyed to receive the 211 responses (94%). The sample was more than 60% freshman and 67% females.

The class-level of the participants decreased from freshman to senior primarily because PE 101 is a beginner-level course. There were 61 males, 142 females and one student to choose not to respond to the gender question. Participants included 131 freshmen, 57 sophomores, 14 juniors and 9 seniors. Of the 31 options for students' majors, Biology occurred most at 36 instances, followed by Nursing at 25 instances; these were by far the most prevalent majors.

Adventure Education Program Administrators. The administrators at 15 other schools were selected based on their roles in their Adventure Education programs. Ten out of the 15 program administrators responded to the survey (71.4%). Administrators included Program Directors (n = 4) and faculty members (n = 6) depending on the type of program offered. All were full-time employees of their respective schools.

Home University Administrators. Participants in the Home Administrator interviews were selected for their involvement in the curricular decision-making process. The four professionals were a dean, provost, program director and associate faculty member. The four have important roles in determining whether or not this department adds additional programming. The interviewees' experience at Home ranged from less than one year to over 15 years at the university.

Measures

Program Review. A program chart was created based on information from internet search engines (program websites). The chart included school demographics (undergraduate student population, graduation rates) and the Adventure Education program information (required courses, internship requirement, service-learning, and

travel components). Data regarding the student population, number of students in the Adventure Education program, and graduation/job placement rates were gathered and organized. Similar-type courses were grouped into categories such as Pedagogy, Skills, Ethics, Theory, and Management. I then reviewed and ordered the progression of the courses within the curriculum (Appendix A). The groupings and sequences were compared to the pedagogic progression of hard skills to theological skills created by Priest and Gass (2005).

Student Survey. The survey used in this study contained multiple selection, multiple choice, Likert-type scales (scale range was 1-5 wherein 1= most negative response, 5= most positive response), and open-ended questions. There were several student demographic questions included to determine class level, gender, and age. The questions on student interest followed a brief description of the program and its purpose. The questions included programmatic interests specific to Adventure Education (courses, internships, outdoor experiences) and conceptual interests related to Adventure Education (leadership, hardiness, and character development). Questions also included level of interest in the outdoors, the value placed on learning character traits, likelihood of enrolling in courses that focus on building character, and also asked specifically if they would change their area of study to Adventure Education and if Home University should add Adventure Education (Appendix B).

Program Administrator Survey. The survey asked questions on specific outcomes such as career placement and graduation rates in their Adventure Education programs. The questions also included hurdles they encountered, program design choices, and

program graduate outcomes. Specific questions included "What were your primary roadblocks when you were beginning this program? How many students enter as this major? How many students graduate as this major?" and "How long has this program existed at your institution?" Full program administrator survey is located in Appendix C.

Home Administrator Interview. The interview guide used for the Home University key personnel consisted of six open-ended questions. A brief introduction to the study and purpose of the interview was given and the six questions were asked in the same order to all four participants. The participants were allowed to expand on all answers or skip questions as relevant information was offered. The interviews were conducted in the participants' offices on campus. The interview request was sent via email as optional, voluntary, and non-incentivized. The primary questions asked were: 1. Are you familiar with Adventure Education in higher education today? What have you heard about it? 2. What do you consider when reviewing/evaluating/adding an academic program? 3. What are some of the barriers to beginning this program at Home? 4. What could you recommend to help Adventure Education be added as a concentration (cognate area) in Community and Commercial Recreation? 5. Do you think Home culture is conducive to including this concentration? Why or why not? (Appendix D).

Procedures

Pilot Study. I previously conducted an IRB-approved preliminary study on student attitudes towards, and knowledge of, Adventure Education. College students (n = 24), recruited from my Home University Introduction to Recreation and Leisure course, completed a survey regarding adding Adventure Education as a new program at the

institution. Student responses were largely positive in all aspects with no question garnering a response below “neutral.” Students were aware of the current state of the Community and Commercial Recreation (CCR) program and all but one student believed that there would be enough student interest in Adventure Education to justify adding it as a concentration. Eleven of the 24 responders actually stated that they would become a CCR major with Adventure Education concentration if offered. The survey also asked students if taking these courses would help develop character traits which Adventure Education develops. The survey link was provided by email and students were not required to complete the survey. The results pointed to a positive inclination to Adventure Education and at least a moderate willingness to consider adopting this concentration themselves.

Program Review. Once the pilot study was completed the preliminary search for other schools that had active Adventure Education programs began. The intent was to determine which other schools had a curriculum that could be used to gather common courses and course elements. Fifteen programs were identified and data gathered from those programs were used to create a program chart (Appendix A).

Student Survey. Next, the student survey was administered to 10 PE 101 courses (n = 225) by email during class time and received 211 out of a possible 250 responses. The surveys were anonymous and had received Institutional Review Board approval from both the University of North Carolina at Greensboro and Home University. Students were given the survey and provided the IRB-approved script in-person. The surveys were not required and had no bearing on the student’s grade.

Program Administrator Survey. Program administrators were identified via the university website from the 15 schools in the program chart as the most closely related to the Adventure Education program, starting with those in an upper-level role (Director, Dean, Program Chair) and moving on to full-time faculty, associate faculty, and assistant faculty who oversaw the program. Administrators were offered the voluntary survey by email and 10 responded.

Home University Administrators. Additionally, home administrators were interviewed to determine if adding this program fulfills a need among the department and our institution. Interviews with Home Administrators were in-person and held in the interviewee's office on campus. Interviews were non-incentivized and voluntary. Detailed interview notes were hand-written by the primary researcher, using pen and paper, during the interview.

Analysis

Program review involved collecting data from public program websites and organizing into a comprehensive chart. Data collected from student survey (n = 211) were analyzed descriptively for responses and ratings (means) as well as grouping common themes and similar responses for open-ended questions.

The student survey contained descriptive demographic statistics as well as items regarding the students' interest in Adventure Education. The same process was used for the surveys to other program administrators. Responses to the interview questions were reviewed for commonalities, themes and unique insights toward the implementation of Adventure Education at Home University.

Results

Results are presented in the following sections (program analysis, survey [Student and Program Administrator], and interview). The first specific aim of this study was addressed through the program review and program administrator surveys. The second specific aim of this study (to determine the feasibility of implementing Adventure Education at Home) was addressed through the student survey, program administrator survey, and Home Administrator Interviews.

Program Review Results

Table 1. Number and Type of Courses Offered at Each School

<u>Course Type</u>	<u>Number of Instances</u>
Skills courses	36
Program Facilitation	30
Leadership	22
Pedagogy	21
Internship/Practicum	20
Introductory/History	15
First Responder	11
Theory/Philosophy	6
Ethics	5
Risk Management	4
Psychology	1
Health	1
Research	1

Note. Course types can occur more than once per school.

As Table 1 shows, the most prevalent type of courses were the skills courses, ranging from Kayaking to Rock Climbing and various other “hard skills” (36 instances

across 15 schools). Program Facilitation courses had 30 instances and Leadership, Pedagogy, and an Internship (for credit) each had 20-22 instances. From there, the remaining course types were much more unique and provide a variety of options to tailor an Adventure Education program to the institution's academic plan.

Program Administrator in Adventure Education Survey Results

Results from the 10 program administrators are reported in full in Appendix E. Of the 10 schools, eight have had the program for more than 6 years. All 10 programs required an internship to graduate and in addition, eight of the 10 required a separate service-learning component as well. The graduation results from the survey were reported as graduate school and entering the career field. Four of the 10 schools reported less than 50% of their students entering graduate school while five of the 10 schools reported over 50% of those students entering graduate school. All 10 schools reported over 50% of their students enter the career field after graduation and eight of those schools reported over 70% of their students enter the career field.

The results of this survey indicate that slightly more students graduate with this major than enter the school with this major. The number of students who enter with this major ranges from 6-15 for six of the schools, whereas the number who graduate with this major jump to 11-20 students for six schools. Three schools indicated they have 26+ students enter with this major and only one school recorded 26+ students graduating this major. When asked if the program was recent or long established five schools indicated it had been long established, two were brand new programs, two were established for student training purposes, and one was established as a re-vamp of an existing program.

Regarding roadblocks to implementing their Adventure Education program the respondents were allowed more than one response. The types of roadblocks were grouped by type. The most common roadblock was Funding, followed by Staffing. Five schools left this question unanswered and one responded “No roadblocks were encountered.”

Student Survey Results

Table 2. Student Survey Responses

<u>Question</u>	<u>Response Frequency</u>					<u>Mean</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
1. How familiar are you with Adventure Education?	155	22	26	8	0	1.4
2. Do you enjoy being out in nature?	2	18	77	91	23	3.5
3. How familiar are you with the current Community and Commercial Recreation Major?	123	54	18	10	4	1.6
4. Do you believe there is enough student interest in Adventure Ed. to justify adding it as a concentration?	7	36	106	41	21	3.2
5. Are you interested in becoming a CCR major with Adventure Ed. concentration?	102	54	46	9	0	1.8
6. How important are courses that focus on "life skills/character development" Leadership, Communication, etc.?	2	4	36	64	105	4.3
7. Would you take courses focused on those same life skills/character traits?	1	14	56	81	59	3.9

Note. 1 = not at all, 5 = very much

Results of the student survey were much more mixed than in the pilot study. This sample (n = 211) was broader and represented a more varied set of majors at Home University (Appendix F). Of the questions on their opinions toward Adventure Education

the Likert-Type responses were on a scale of 1-5 with 1 being the most negative response and 5 being most positive. As table 2 indicates, the mean for the questions: How familiar are you with Adventure education/ current CCR major (1.4) and Are you interested in becoming a CCR major with Adventure Education concentration (1.8) were the lowest. The highest mean response was to the question asking if students feel it is important to have courses that teach “leadership, communication skills, character development, and life skills” (4.3). Most (92%) students did not answer the open-ended question; nine students thought it was a good idea and six needed more information to make a judgement.

Home University Administrator Interview Results

The responses were similar across the four respondents varying slightly based on their position at the university. All but one of the administrators had heard of Adventure Education prior to the interview. Three of the four administrators deemed there is just not enough interest or resources to devote to Adventure Education with other pressing needs at the university. Regardless of how valuable the program may be; they all came to the same conclusion that this program wasn't going to be a priority any time soon. The administrators in upper-level positions both agreed that there wasn't enough of a revenue draw. One interviewee alluded to sponsorships - that perhaps if there was some kind of sponsorship by outdoor outfitters or public companies to help provide equipment that there might be some feasibility in it. Another stated there are some good qualities to Adventure Education that all students should benefit from, and that perhaps I am thinking too small in adding just a concentration, but that the core outcomes that are evident in

Adventure Education (Leadership, communication, character development) should be incorporated into the general education curriculum. Another simply mentioned that bringing in Adventure Education as a concentration wouldn't produce any new revenue and therefore would cost more than it would earn. The line between the administration's focus on revenue and the faculty's focus on student experience was clearly drawn.

Discussion

Findings suggest a number of beneficial insights for presenting a proposal for an Adventure Education concentration at Home University. The program chart provided the necessary information for creating a comprehensive outline of Adventure Education programs across the US. The chart shows a representative overview of schools ranging in size from small to large and private and public. This shows that Adventure Education is not exclusionary on these two factors. This also directly related to achieving the first aim - to discover what common courses all Adventure Education programs were offering. Table 1 shows the number of instances of each of the types of courses that were gathered from the course listings of all 15 schools. Some schools had more than one representation of a type of course, which indicated a focal area within the program leading to the high number of skills courses, in particular. This table represents a descriptive foundation for both what is currently common among Adventure Education programs and the types of courses a school may want to offer.

The individual institution should also take into consideration the school's mission statement or strategic plan when planning the course inclusions (Appendix G). The biggest standout from this list is the number of skills courses and facilitation courses. The

implication is that schools are focusing on hard skills and tangible outcomes in training their students to be able to execute the skills and be able to facilitate a group with them. These findings, coupled with the theoretical framework for the Priest and Gass (2005) hierarchy help create a template and proposed curriculum outline for adding Adventure Education to the Community and Commercial Recreation program (Appendix H).

With the hierarchical outline provided by Priest and Gass (2005) I have created that curriculum outline for Home University (Appendix H). The university's required core curriculum is in green and works into the first few semesters. Community and Commercial Recreation required courses are in yellow, and Adventure Education concentration required courses are phased in in blue. The model provides a three-phase implementation plan allowing time for student and faculty adjustment and an elongated timeline for potential new hires. This allows for evaluation of the program before the full set of faculty would need to be hired.

The student survey results provide insight into current student demand for adding Adventure Education. Student scores were high for enjoying the outdoors, but low for those questions asked directly about adding Adventure Education. Scores were also high, however, on questions relating to the types of skills learned, and topics taught, in Adventure Education. The takeaway of this survey is that schools may want to consider offering courses that teach these skills and engage students in this same way- even if the degree isn't offered. The survey shows that students are still interested in learning these skills and find them important.

The responses to the survey to program administrators at other universities highlight several key components to the proposal process. First, there haven't been many new programs added lately. Only one school responded that their program was less than 6 years old. Only two schools did not include a service component which speaks to the nature of community engagement this program typically includes. Survey responses indicated that more students enter into career fields than graduate programs from this degree. No less than 50% entered a career at any given school while often less than 30% went on to graduate school. Funding, staffing, and facilities made up the largest portion of roadblocks to beginning the program pointing to the larger issue of budget constraints (Appendix E). The implications are that if one is to propose an Adventure Education program funding, facilities, and staffing are going to be issues to immediately address.

From the Home administration interviews one can gain the most insight into the likelihood of this program being adopted by the institution. It should go without saying that for one to propose Adventure Education at their institution they should get the feedback of the administration in charge of approving new programs to determine what metrics they must provide and what barriers they must address. Through the administrator interviews it was evident that though the program may look interesting on paper, it isn't feasible at Home University. Finances were brought up most often, three out of four administrators indicated it would cost too much to staff, teach, and house on campus. One even commented that it just wouldn't bring new revenue (students) to the campus and there are plenty of other programs that would. However, there came the idea that these courses should be offered "a la carte" as part of a universal curricular offering

that can apply to all majors. Courses that teach leadership, communication, and character through an experiential teaching method that also provides appreciation for nature are invaluable to all academic disciplines and should be more widely available. Thus, while the response was largely negative for the possibility for implementing Adventure Education at Home University, there was much more positivity and momentum toward offering these types of courses to an even greater, school-wide, audience.

CHAPTER II

DISSEMINATION

This work is designed to present the findings and implications for Home University Academic Administrators involved in reviewing new program proposals. The presentation is a guide for determining if it is feasible and rational to add Adventure Education as a concentration to Home University. The dissemination format will be a PowerPoint presentation with speaker notes (Appendix I). The goals of the presentation are to represent the state of Adventure Education in higher education today and to present a rational procedure for determining demand and feasibility for implementation of Adventure Education (in this case specifically at Home University)

PowerPoint Slide Presentation

Slide 1: Introduction

The purpose of this presentation is to highlight the value that Adventure Education brings to Home University. To do this we will look at some of its benefits to students (physically and mentally) as well as potential benefits for the school. Next, we will discuss the state of Adventure Education at institutions around the country to gain an understanding of the core courses. Finally, we discuss student and administrator views on Adventure Education to determine demand and feasibility at Home University.

Slide 2 & 3: Purpose and Expected Result

This process of outlining value, identifying core content, identifying demand and feasibility, and gaining practitioner insight into best practices has become a model template. Even schools other than Home University will be able to follow as they approach the possibility of implementing Adventure Education at their own institutions. With this process in place, I am hopeful that more schools will propose adding Adventure Education at more institutions across the country. I have created a common set of courses to Adventure Education programs across the country and I have designed a process for identifying if there is demand and feasibility at the institution.

Slide 4: Importance

In order to show how valuable Adventure Education is to students, I've gathered literature that supports the value of Adventure Education. It should come as no surprise that college students aren't as active as we'd like them to be, but the "college years" are also a formative time in their lives. Adventure Education accomplishes the goal of getting students more activity through the Experiential Teaching methods of "learning by doing."

To establish the current state of Adventure Education in the United States a compilation of current programs, schools, location, undergraduate population, program title, and course listings was created to provide the most common core courses in Adventure Education. Now we have a picture of what Adventure Education is at the course-level. To see how it fits at Home University we can compare Adventure Education's outcomes to the university's Strategic Plan. Adventure Education also has to align with the growth of Home's current Community and Commercial Recreation

program, which is expanding rapidly. Next, there needs to be an implementation plan to show how it would be phased into the Community and Commercial Recreation curriculum strategically. Finally, the current student population and key Home administrators were surveyed to determine the need.

Slide 5: Methods

The study was completed in three main phases. Phase I was the background stage wherein the literature review was conducted. Phase II was the program analysis using web studies of current Adventure Education Programs, the primary student survey of 211 Home students, and the survey of program administrators at other universities with Adventure Education. In this phase I also interviewed the four primary administrators. Finally, Phase III was the data analysis and information composition phase. The implementation plan was created, the tables and charts were created, and the proposal was compiled.

Slide 6: Results

The following is a description of the findings from the program chart, student surveys, existing program administrator surveys, and Home Interviews.

Slide 7: Program Chart Results

The program chart is a compilation of the various locations, sizes, and types of programs in Adventure Education around the country. There did not appear to be any size or geographic consistency to the schools. The biggest takeaway from the chart was the number of occurrences of course types among the programs. It was obvious that institutions around the country were using skills courses and Program Facilitation courses

most often. If a new Adventure Education program were to be developed it would benefit from adhering to this list to create focal points while making adjustments for their institution's Strategic Plan.

Slide 8: Student Survey Results

Aside from gathering the demographic data from students, there were two main takeaways from the student surveys. The answers to questions 5 and 6 asking students if they were interested in becoming this major and if they thought courses that taught character development were important. These were the two most extreme responses from the survey with number 5 scoring lowest and 6 scoring highest. This shows that while very few students were willing to switch to this major, many were interested in taking these types of courses. Anyone involved in the development of this program could take those responses and adjust their proposal to bringing these types of courses to a wider population of students.

Slide 9: Existing Program Administrator Survey Results

The responses from this survey gave insight into programs strengths as well as identify the areas their programs struggle with. For most programs it was clear that graduates of this major entered the career field more frequently than attending graduate school. This is important because it offers an outcome of the major which is career-centered. The survey also showed that all programs included an internship and all but two required a service-learning project as well. These are both key ingredients to an Adventure Education program. Anyone intending to develop their own Adventure Education program would benefit from the survey to gain insight into potential

roadblocks, including an internship/service-learning component, and to push career entry success after graduation.

Slide 10: Home Administrator Interviews

The Home Administrator interviews were very revealing as to the feasibility of adding Adventure Education to Home University. and It is recommended that anyone using this process as a proposal guide should include this interview as well. Interviewing key personnel gave insight on the various perspectives of faculty, deans, and the provost at the school and each had different insight. Not all was positive from the interviews but each had recurring themes of financial barriers and potential positives in course offerings. Revenue was most prevalent from upper-level administration while staffing was a bigger concern from the faculty. Potential came in the possibility of reaching more students with universally available courses which focus on leadership and character development. Other interesting insights were obtaining funding through sponsorships from local outfitters and offering student programming to get more students involved in Adventure programming to build awareness for Adventure Education courses.

Slides 11, 12, & 13: The Implementation Process

The implementation plan for Adventure Education would be as a concentration in the Community and Commercial Recreation Major. This would be added to the already required University-core courses, and the CCR-core courses. The following diagram shows the implementation in three phases. The phases are intended to allow for development of the curriculum, staggered faculty hiring, and evaluation on an ongoing basis to ensure the program is still meeting a need and demand. The courses in green are

the University-core courses, the courses in yellow are the CCR-core courses, and the blue are the Adventure Education courses.

Slide 14: Implications

A strategic plan for implementation has been developed using the literature, current program offerings, and best practices at current universities. The student survey and Home University administrator interview provided insight into the demand and feasibility of Adding Adventure Education. The current program administrator survey provided best-practices. With these elements, one can produce a practical, evidence-based proposal process for adding Adventure Education. Although Home University may not add Adventure Education in the near future, it may consider offering courses which develop leadership skills and character based on the principles of Adventure Education.

CHAPTER III

ACTION PLAN

The first step in the plan of action is to present the findings and proposal to the New Programs Committee at Home in the form of the PowerPoint presentation (Appendix I). The committee is made up of representatives from the academic discipline, the academic provost, and faculty members at Home University who oversee the proposals and introduction of new programs. This presentation will be accompanied by a handout that provides the necessary background literature as well.

General Education Courses at Home University

As a result of this proposal, this study has influenced academia at Home University by bringing to light the need for courses designed to teach leadership and character development. Therefore, step two is to present alternative options for general education course offerings. From the study it was apparent that Home University is not ready to adopt a full Adventure Education curriculum. However, alternate options are to offer courses in Interdisciplinary Teaching Pedagogy and Leadership Development in adventure settings. Home University requires at least ten courses which are considered “General Education.” I will propose the integration of these courses outlining their intended outcomes, and the learning objectives to match the university’s general education outcome guidelines. Once the proposal for general education courses is completed, I will present these course offerings to the curriculum board for approval. If

approved, I will design appropriate course guidelines and learning objectives with the guidance of the General Education Committee.

The next step is to gain interest in these programs. I will begin to work with the Outdoor Recreation and Adventure Club (ORAC) to sponsor hikes, camping trips, and on-campus activities to recruit students to Adventure-style engagement. This will be done through the university clubs and organizations system with heavy emphasis on the availability of these two new courses in the general education curriculum. Messiah College followed a similar path when their Adventure Club grew so large and so popular among students that academic administration found it necessary to include this field of study in their curricular offerings.

Local Professional Audience Presentations

One of the main results of this study is the compilation of the Adventure Education programs in the United States today. For an administrator planning on creating an Adventure Education program, this is a valuable resource to align their program with the common courses of existing programs. It is important to share this information with the professional audience of instructors in the field of Adventure Education, but also in Parks and Recreation as well. Schools without Adventure Education, but which do offer these other recreation programs may be interested in learning more about implementing Adventure Ed. An invitational afternoon workshop on the results and findings of this study may be an effective way to get interested program directors from other schools aware of the possibilities. I would begin with Home University's home state and expand to schools located in similar geographic markets. Advertising would be done through

social media, email and peer newsletters for public and private schools in the state. The event would be held on the campus of the interested schools. The presentation would be the presentation given at Home University (Appendix I) as it contains background and example study results. An instructional presentation would cover the purpose of Adventure Education, and train professionals how to evaluate their own institution to determining if this program is feasible. The benefit is that through designing the instruments and methods I have put them to practice by following through with this proposal myself.

Professional Conferences

The statewide Independent Colleges and Universities Conference is also a preferable venue for presenting these findings as a PowerPoint as most schools at the conference are of similar student population. The presentation would be similar to the one presented here in Appendix I for the proposal of the program, however, I would outline the instruments used in more detail. It is important to align the program to their school's unique mission, goals, and strategic plan to create an effective Adventure Education program which serves the students and the institution equally and successfully.

To bring these results (and this process) to professionals in the national field of Kinesiology I plan on presenting the findings at academic conferences, namely the National Society for Experiential Learning (NSEE) conference in September 2019. I will submit my application for presentation to their committee prior to the event and if selected, I would present this study as a PowerPoint presentation. The Adventure Education Conference in Asheville, NC and Wilderness Education Association (WEA)

Conference will both be included as presentation venues as well. Each of these conferences requires submission of the presentation proposal prior to the deadline for proposals. I will submit my presentation proposal as a study of the implementation of Adventure Education in higher education today. This presentation will include a brief overview of current programs, a detailed description of the instruments I used in the study, and the results of the study used at Home University. Finally, I will approach the National Center for Outdoor and Adventure Education to present my findings to their association. This will include presenting at their annual conference and submitting an article to their home website.

Publications

I will disseminate the findings through academic and professional publications such as journals, newsletters and websites. The target audience for these publications will be educators and those involved in higher education who believe that there is value in Adventure Education and are looking for more resources to help support their initiatives. The *Journal of Adventure Education and Outdoor Learning* (JAEOL) and the *Journal of Experiential Education* are two such options which offer peer-reviewed publication and regular reader newsletters. The *JAEOL* is “open select access” so the readership does not require a subscription. Its focus is to provide a place of reference for academic professionals regarding the publication and dissemination of research on adventure as a vehicle for learning. Through these publications, I hope to contribute to the growing body of knowledge in the field of Adventure Education by adding to the dialogue of using adventure and the outdoors to teach meaningful life-skills in higher education.

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APPENDIX A

PROGRAM REVIEW RESULTS

School, Program Title, and Population

<u>School Name and Location</u>	<u>Student Population</u>
School A- <i>Recreation Major- Outdoor Experiential Education Concentration</i>	16595
School B- <i>Wilderness Leadership and Experiential Education</i>	704
School C- <i>Adventure Education</i>	3590
School D- <i>Adventure Education</i>	600
School E- <i>Outdoor Adventure Leadership</i>	6221
School F- <i>Outdoor Recreation Management</i>	1991
School G- <i>Adventure Education</i>	2788
School H- <i>Outdoor Education- Minor in Adventure-Based Counseling</i>	766
School I- <i>Adventure Education</i>	4124
School J- <i>Adventure Education</i>	355
School K- <i>Outdoor Adventure Leadership</i>	478
School L- <i>Movement and Sports Studies major- Ad. Education Minor</i>	2114
School M- <i>Outdoor Education</i>	15188
School N- <i>Wellness and Adventure Education</i>	3549
School N- <i>Outdoor Leadership</i>	650

Note. Student Population refers to undergraduates only.

APPENDIX B

HOME UNIVERSITY STUDENT SURVEY

This survey to determine interest in adding an Adventure Education concentration to the Community and Commercial Recreation major at Home University.

Regardless of your current major, please take 1-3 minutes to complete this brief survey.

*An Adventure Education program focuses on challenge and leadership through classroom work, internships and field experiences. Adventure Education students explore the theories, philosophy, history, ethics, and risk management of Adventure Education through co-curricular program offerings. Careers include outdoor/adventure leadership, group facilitation, outdoor/adventure education, state and national park offices, therapeutic adventure, and environmental education and recreation.

Your response will be kept anonymous and your participation is optional.

1. How familiar are you with Adventure Education?

This is the first time I've heard of it *I'm familiar with it and understand it well*
1 2 3 4 5

2. What is your current academic classification?

Freshman
Sophomore
Junior
Senior

3. What gender do you identify with?

Female
Male
I chose not to respond
Other:

4. What is your current major?

Choose from List

5. Do you enjoy being out in nature?

No! Keep me indoors *I'd live in a tent if it were acceptable*
1 2 3 4 5

6. How familiar are you familiar with the current Community and Commercial Recreation (CCR) major?

Not at all familiar *Very familiar*
1 2 3 4 5

7. Do you believe there is enough student interest in Adventure Ed. to justify adding it as a concentration?

Definitely no

1

2

3

4

Definitely yes

5

8. Are you interested in becoming a CCR major with Adventure Ed. concentration?

Definitely no

1

2

3

4

Definitely yes

5

9. Select all of the courses you would be interested in.

Outdoor Leadership

Outdoor Program Administration

Risk and Administrative Management

Adventure Education Teaching Theories and Methods

Foundations of Adventure Education

Wilderness Expedition Management

Wilderness First Responder

Skills courses in rock climbing, kayaking, mountaineering, hiking

Leadership and Group Dynamics in Outdoor Pursuits

10. How important are courses that focus on "life skills/character development" such as leadership, facilitation, communication, hardiness, interpersonal dynamics, etc.

Not at all Important

1

2

3

4

5

Extremely Important

11. Would you take courses focused on those same life skills/character traits?

Definitely no

1

2

3

4

Definitely yes

5

12. What other information should be considered in deciding whether Home should add and Adv Ed concentration?

Your answer

13. Please any other thoughts or comments about a possible Adventure Education concentration at Home.

Your answer

SUBMIT

APPENDIX C

SURVEY OF PROGRAM ADMINISTRATORS

Adventure Education Survey

Greetings! This is an optional survey about your Adventure/Outdoor Ed. program to gain insight for an informative study on bringing a similar program to Home University in North Carolina.

Home is a small, private, four-year institution with a Recreation program and my intent is to gather data to support introducing an Adventure Ed. Concentration within the existing Recreation major.

Participation in the survey is optional, but I greatly appreciate any insight you may have to provide.

*All responses will be kept anonymous and participation is voluntary. Contact information is for potential future communication purposes only.

1. School Name

2. Does your school have an Adventure Education program (Major, minor, certificate or other degree offering type)? *"Adventure Education" could also be considered Wilderness Education, Outdoor Education, Outdoor Leadership, Outdoor Experiential Learning, etc. for the purposes of this study.

Yes

No

3. If so, what is the title of the program?

4. What degree types are offered in this program? Check all that apply.

Certificate/Licensure

Bachelor's

Master's

Doctorate

Other:

5. What department is it housed under?

6. Is it a concentration within another major?

Yes

No

If yes, which major?

7. How long has your school had this program?

0-3 years 4-6 years 7-9 years 10+ years

8. How many students enter their freshman year in this program?

0-5 6-10 11-15 16-20 21-25 25+

9. How many students graduate with this degree/concentration?

0-5 6-10 11-15 16-20 21-25 25+

10. Are there internship requirements?

Yes

No

If yes, please describe the requirements.

11. Are there service-learning components?

Yes

No

If yes, please explain.

12. What is the graduate success rate (entering into graduate school or related career fields) for your program? If not known, give your best estimate.

0-30% 31-50% 51-70% 71-90% 90%+

Graduate School

Career Field

Graduate School

Career Field

Program Creation

I'd like to know a little bit more about how your program was started.

13. Why did you begin the program? Did the program meet specific needs?

14. Please list any roadblocks or barriers in beginning the program (e.g., student interest, facilities, funding, physical space, etc.)

15. What advice would you give to someone starting an Adventure Education program? What arguments or rationales were/are your strongest?

16. If you are willing - please share a link to your program's website

17. What is one highlight of your program you would like to share?

APPENDIX D

INTERVIEW QUESTIONS FOR HOME ADMINISTRATORS

"Hello. I am interested in your views on Adventure Education and the possibility of implementing an Adventure Education concentration to the Community and Commercial Recreation program here at Home. An Adventure Education program focuses on challenge and leadership through classroom work, internships and field experiences. Adventure Education students explore the theories, philosophy, history, ethics, and risk management of Adventure Education through co-curricular program offerings. Careers include outdoor/adventure leadership, group facilitation, outdoor/adventure education, state and national park offices, therapeutic adventure, and environmental education and recreation.

1. Are you familiar with Adventure Education in higher education today? What have you heard about it?

2. What do you consider when reviewing/evaluating/adding an academic program?

Examples can be graduate school entry, career placement, program income, etc.

My hope is that Adventure Education courses can be co-curricular so that Psychology majors, Biology majors, and Business majors have these courses as options for their major-specific core requirements as well. This opens options for these students who may be running into barriers to getting the classes they need in the first four semesters.

3. What will I need to do with the curriculum offerings to make this possible?

4. What are some of the barriers to beginning this program at Home University?

5. What could you recommend to help Adventure Education be added as a concentration (cognate area) in Community and Commercial Recreation?

I'm conducting a survey of student interest to 200 of our first-year students. I have also contacted administrators of Adventure Education programs from around the country to determine what has worked for them and what hasn't worked for them.

6. Do you think Home's culture is conducive to including this concentration? Why or why not?

Is there anything else that you believe would be helpful to know at this time?

Would you be open to a follow-up survey as more information is collected?

Thank you for your time."

APPENDIX E

PROGRAM ADMINISTRATOR SURVEY RESULTS

Degrees Offered by Time the School Has Had the Program

<u>Schools and Degrees Offered</u>	<u>10+ years</u>	<u>4-6 years</u>
School A		
<i>Bachelor's</i>	1	
School B		
<i>Bachelor's</i>	1	
School C		
<i>Bachelor's, Minor in Adventure Education</i>	1	
School D		
<i>Bachelor's</i>		1
School E		
<i>Bachelor's</i>	1	
School F		
<i>Certificate/Licensure, Bachelor's</i>	1	
School G		
<i>Bachelor's</i>	1	
School H		
<i>Bachelor's</i>	1	
School I		
<i>Bachelor's, Master's, Doctorate</i>	1	
School J		
<i>Bachelor's</i>		1
Grand Total	8	2

Number of Programs Requiring
Internships and Service-Learning
Components

<u>Service Learning</u>	<u>Internship</u>	
	Yes	Total
No	2	2
Yes	8	8
Grand Total	10	10

Note. All ten programs required an internship experience

Number of Students Who Enter into Graduate
School and Number of Students Who enter into
Careers

<u>Entering Graduate School</u>	<u>Number of Schools</u>
0-30%	3
31-50%	1
51-70%	2
90% +	3
(blank)	1
Total	10
<u>Entering Career Field</u>	
51-70%	2
71-90%	5
90%+	3
Total	10

Type of Roadblocks Encountered by Each School
Starting Adventure Education

<u>Roadblocks Encountered</u>	<u>Number of Instances</u>
Staffing	2
Funding	3
Facilities	2
No Blocks	1
(Blank)	5
Grand Total	13

Note. Participants were allowed to cite multiple types of Roadblocks. Roadblocks were grouped by related types.

Number of Students Who Enter as Adventure
Education (Ad. Ed.) and Number of Students Who
Graduate as Adventure Education

<u>Entering as Ad. Ed.</u>	<u>Number of Schools</u>
0-5	0
6-10	3
11-15	3
16-20	1
21-25	0
26+	3
Total	10
<u>Graduate as Ad. Ed.</u>	
0-5	1
6-10	1
11-15	3
16-20	3
21-25	1
26+	1
Total	10

Responses to How the Program Began

<u>Response-Type</u>	<u>Number of Schools</u>
Long Established	5
Re-vamped Existing Program	1
Newer Program	2
Training Purposes	2
Grand Total	10

Note. Responses were grouped by similar type.

APPENDIX F

HOME UNIVERSITY STUDENT SURVEY RESULTS

Student Survey Demographic Results

<u>Gender</u>	<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>	<u>Total</u>
Male	50	13	2	3	68
Female	81	43	12	6	142
I choose not to respond		1			1
Grand total	131	57	14	9	211

Student Majors

<u>Major</u>	<u>Number of Instances</u>
Accounting	5
Athletic Training	12
Biology	36
Chemistry	3
Chemistry Business	1
Communications	9
Criminal Justice	13
Elementary Education	6
English	1
English Education	1
Environmental Biology	1
Exercise Science	7
Finance	3
Health and PE	1
History	1
Human Services	4
Management	7
Marketing	7
Mathematics Education	3
Music Education	1

Music Performance	1
Political Science	2
Pre-Medicine	8
Pre-Nursing	25
Pre-Pharmacy	5
Pre-Physical Therapy	2
Pre-Physician's Assistant	1
Psychology	13
Sports Management	9
Undeclared	20
Blank	3
Total	211

Student Open-Responses

<u>Other information to be Considered</u>	<u>Number of Instances</u>
Need more information on courses	8
"I Don't know"	6
Career preparation	5
Student interest	12
Faculty buy-in	1
Facilities	3
Physical benefits	2
Travel	1
Cost to run the program	4
Safety	1
Blank response	168
Grand Total	211

Note. This is an open-response question. Responses were grouped by type.

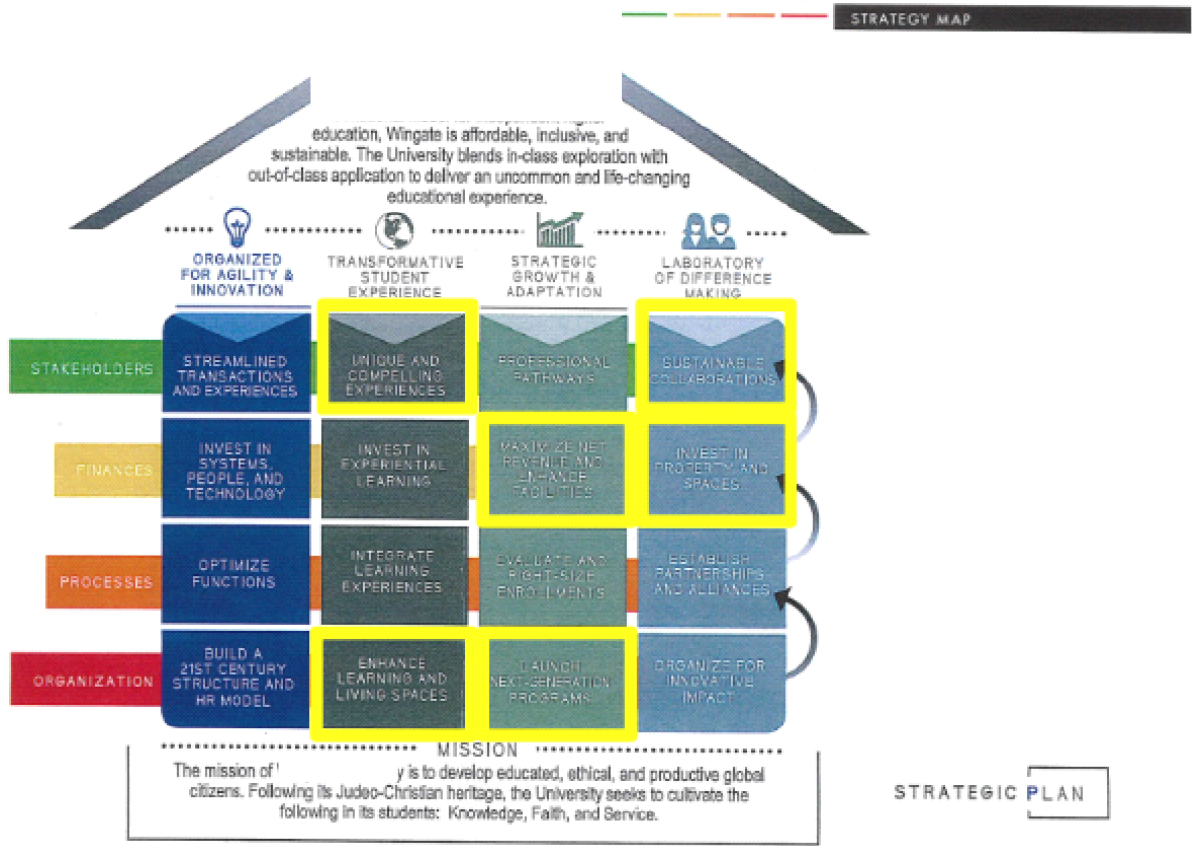
Student Open-Response

<u>Other thoughts.</u>	<u>Number of Instances</u>
Good idea	9
Bad idea	0
Need more information	6
Needs more options for people with disabilities	1
Blank/No response	194
Grand Total	211

Note. Students were not required to provide a response

APPENDIX G

HOME UNIVERSITY STRATEGIC PLAN



APPENDIX H

PROPOSED CCR CURRICULUM

1st Semester (15-16 hrs.)		Course Title	Term Offered	Prerequisites & Notes
1	GATE 101 (1)	Gateway to University Life	Fall	
3	ENG 110 (3)	University Writing & Research	Fall, Spring	If enrolled in ENG 100, 110 is still required
3	GPS 110 or 120 (3)	Global Perspectives	Fall, Spring	110 & 120 can be taken in any order
3	CCR 111 (3)	Introduction to Recreation Services	Fall	
3	SOC 101 (3)	Introduction to Sociology	Fall, Spring	
3	Fine Arts (3)	University Foundations	Fall, Spring	See Catalog for course options

2nd Semester (16 hrs.)		Course Title	Term Offered	Prerequisites & Notes
3	GPS 110 or 120 (3)	Global Perspectives	Fall, Spring	Enroll in the course not completed in the Fall
4	Laboratory Science (4)	University Foundations	Fall, Spring	See Catalog for course options
2	PE 101 (2)	Personal Fitness & Wellness	Fall, Spring	Required for University Foundations
3	CCR 212 (3)	Program Planning and Organization	Spring	
2	CCR 114 (3)	Outdoor Recreation	Spring	

3rd Semester (17-18 hrs.)		Course Title	Term Offered	Prerequisites & Notes
3	GPS 210 or 220 (3)	Global Perspectives	Fall, Spring	210 & 220 can be completed in any order
3 or 4	Science/Math (3-4)	University Foundations	Fall, Spring	BS degree only: Any Science (with or without lab) or Math (116+ level)
3	CCR 242 (3)	Leadership in Sport and Recreation	Fall, Spring	
3	COMM 101 or COMM 110 (3)	Public Speaking/Mass Communications	Fall, Spring	
3	AE 101 (3)	Introduction to Adventure Education	Fall	Humanities Credit
3	Foreign Language 101 (3)	University Foundations	Fall, Spring	*1

4th Semester (16 hrs.)		Course Title	Term Offered	Prerequisites & Notes
3	GPS 210 or 220 (3)	Global Perspectives	Fall, Spring	Enroll in the course not completed in the Fall
4	Science (4)	University Foundations	Fall, Spring	BS degree only: Any Science (with or without lab) or Math (116+ level)
3	CCR 306 (3)	Sport for Children and Youth	Spring	
3	PSYC 101 (3)	General Psychology	Fall, Spring	
3	Foreign Language 102 (3)	University Foundations	Fall, Spring	BS, BFA, BME degrees through 102; BA degree through 202

Phase 1

NOTES:

*1 BS, BFA, BME degrees require Foreign Language through 102, BA degrees through 202.

- Represents current university degree requirements.
- Represents current Community and Commercial Recreation (CCR) requirements.
- Represents Proposed Adventure Education Curriculum

5th Semester (16 hrs.)		Course Title	Term Offered	Prerequisites & Notes
3	Lit/Writing (3)	University Foundations	Fall, Spring	200+ level ENGL course
3	GPS 310 or 320 (3)	Global Perspectives	Fall, Spring	310 & 320 can be completed in any order
3	CCR 314 (3)	Outdoor Recreation	Fall	
3	CCR 305 (3)	Psychology of Sport and Exercise	Fall, Spring	
3	Add'l Math/Bio (3)			
1	PE Skill (1)			

6th Semester (15 hrs.)		Course Title	Term Offered	Prerequisites & Notes
3	GPS 310 or 320 (3)	Global Perspectives	Fall, Spring	Enroll in the course not completed in Fall
3	CCR 478 (3)	Internship Experience I	Spring	
3	CCR 410 (3)	Adapted Sport	Fall	
3	AE 290 (3)	Adventure Skills (Climbing, Challenge Course)	Fall	PE Skills Credit
3	Math 115 or Higher (3)	Math 209 preferred		

Phase 1

7th Semester (15 hrs.)		Course Title	Term Offered	Prerequisites & Notes
3	AE 310 (3)	Risk Management	Fall	300-level co-curricular credit
3	CCR 479 (3)	Internship Experience II	Summer	
3	AE 320 (3)	Adventure Leadership	Fall	
3	AE 350 (3)	Adventure Processing and Facilitation	Fall, Spring	
3	AE 380 (3)	Teaching Techniques in Adventure Education	Spring	

Phase 1

Phase 2

Phase 2

8th Semester (15 hrs.)		Course Title	Term Offered	Prerequisites & Notes
3	CCR 404 (3)	Legal Aspects of Sport and Recreation	Fall, Spring	
3	CCR 490 (3)	Special Topics	Fall, Spring	
3	AE 410 (3)	Adventure Program Design	Spring	AE 310 Leadership
3	AE 440 (3)	Organization and Administration of Adventure Ed.	Spring	
3	AE 470 (3)	Wilderness First Responder	Spring	
0	CCR 497	Exit Exam	Fall, Spring	

Phase 3

Phase 3

Phase 3

Total Credit Hours earned through University Foundations & Major =

Core & Major Graduation Requirements:

- 1 Must earn a minimum of 125 credit hours for graduation.
- 2 Must earn a minimum of 40 credit hours at 300+ level.
- 3 Must complete all Core and Major required courses.
- 4 Must maintain minimum cumulative GPA of 2.0 and minimum Major GPA of 2.0.
- 5 Must complete the last 30 credit hours of degree at Wingate University.
- 6 Must fulfill Lyceum requirement as outlined in Academic Catalog.

APPENDIX I

DISSEMINATION PRESENTATION OF FINDINGS

–
**Introducing Adventure
Education: An evidence-based
proposal guide.**


Nick DeLangie

Ed.D. in Kinesiology

Dissertation, 2015 Cohort

–

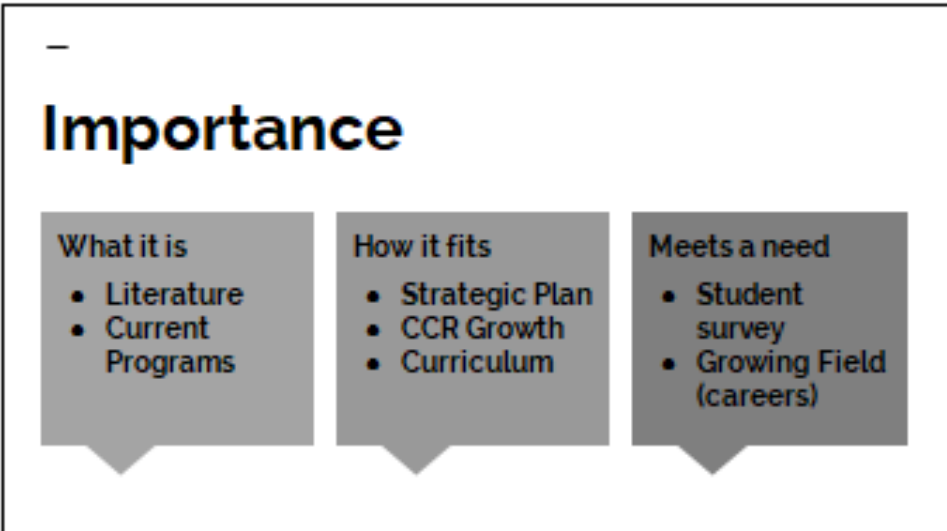
**The Purpose: To develop a compelling,
evidence-based proposal for an Adventure
Education Concentration at Wingate University.**



Expected Results.

I expect to establish a common set of courses across all Adventure Education Programs.

I expect to create a proposal guide to follow for adding Adventure Education at Wingate University.



Importance

- What it is**
 - Literature
 - Current Programs
- How it fits**
 - Strategic Plan
 - CCR Growth
 - Curriculum
- Meets a need**
 - Student survey
 - Growing Field (careers)

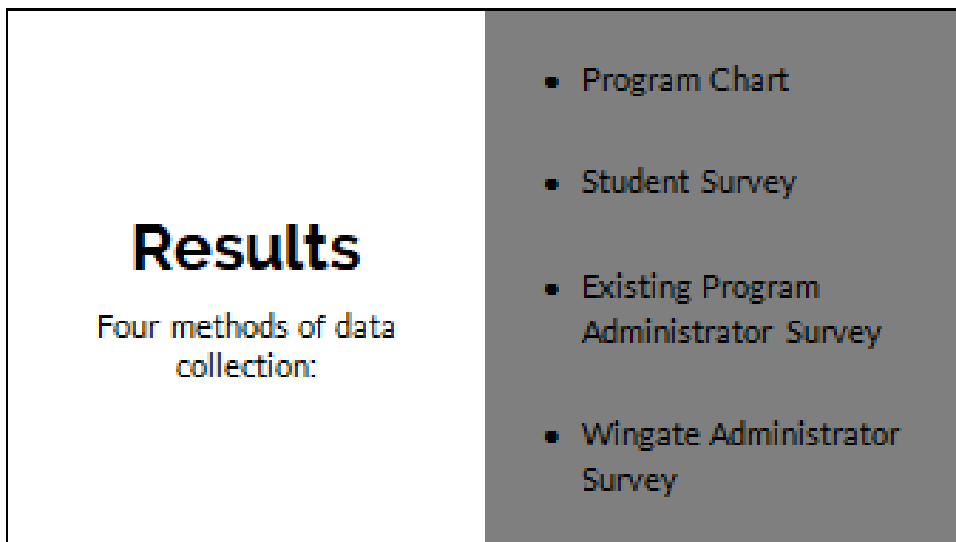
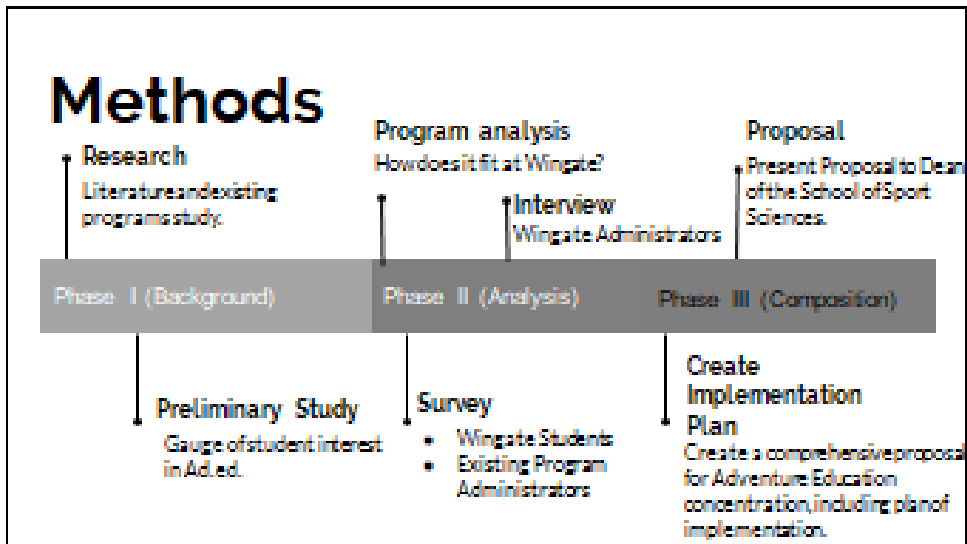


Table 12

<u>Course Type</u>		<u>Number of Instances</u>
Skills courses		36
Program Facilitation	30	
Leadership		22
Pedagogy		21
Internship/Practicum	20	
Introductory/History	15	
First Responder	11	
Theory/Philosophy	6	
Ethics		5
Risk Management	4	
Psychology		1
Health		1
Research		1

Note. Course types can occur more than once per school.

Program Chart

Student Survey

5. Are you interested in becoming a CCR major with Adventure Ed. concentration? Score: 1.8

VS

6. How important are courses that focus on "life skills/character development" such as Leadership, Communication, etc.? Score: 4.3

Administrator Survey

Table 8

Entering Career Field	
51-70%	2
71-90%	5
90%+	3
Total	10

Table 7

Service Learning	Internship
No	2
	0
Yes	8
	10
Total	10

Wingate Interviews

Biggest Hurdles: Finances
Staffing
Revenue

Biggest Potential: Common Required Courses
Experiential Teaching
Style
Sponsorships
Programming

Implementation:

A three-phase integration into current CCR major.

1st Semester (15-16 hrs.)	Course Title	Term Offered	Prerequisites & Notes	
1	GATE 101 (3)	Gateway to University Life	Fall	
3	ENG 110 (3)	University Writing & Research	Fall, Spring	If enrolled in ENG 100, 110 is still required
3	GPS 110 or 120 (3)	Global Perspectives	Fall, Spring	110 & 120 can be taken in any order
3	CCR 111 (3)	Introduction to Recreation Services	Fall	
3	SOC 101 (3)	Introduction to Sociology	Fall, Spring	
3	Fine Arts (3)	University Foundations	Fall, Spring	See Catalog for course options
2nd Semester (16 hrs.)	Course Title	Term Offered	Prerequisites & Notes	
3	GPS 110 or 120 (3)	Global Perspectives	Fall, Spring	Enroll in the course not completed in the Fall
4	Laboratory Science (4)	University Foundations	Fall, Spring	See Catalog for course options
2	PE 101 (2)	Personal Fitness & Wellness	Fall, Spring	Required for University Foundations
3	CCR 212 (3)	Program Planning and Organization	Spring	
2	CCR 114 (3)	Outdoor Recreation	Spring	
3rd Semester (17-18 hrs.)	Course Title	Term Offered	Prerequisites & Notes	
3	GPS 210 or 220 (3)	Global Perspectives	Fall, Spring	210 & 220 can be completed in any order or Math (110+ level)
3 or 4	Science/Math (3-4)	University Foundations	Fall, Spring	
3	CCR 342 (3)	Leadership in Sport and Recreation	Fall, Spring	
3	COMB 101 or	Public Speaking/Mass Communications	Fall, Spring	
3	AE 101 (3)	Introduction to Adventure Education	Fall	Humanities Credit
3	Foreign Language 101 (3)	University Foundations	Fall, Spring	
4th Semester (16 hrs.)	Course Title	Term Offered	Prerequisites & Notes	
3	GPS 210 or 220 (3)	Global Perspectives	Fall, Spring	Enroll in the course not completed in the Fall or Math (110+ level)
4	Science (4)	University Foundations	Fall, Spring	
3	CCR 306 (3)	Sport for Children and Youth	Spring	
3	PSYC 101 (3)	General Psychology	Fall, Spring	
3	Foreign Language 102 (3)	University Foundations	Fall, Spring	

Phase 1

NOTES:
 *1. BS, BFA, BME degrees require Foreign Language through 102. BA degrees through 100

5th Semester (16 hrs.)		Course Title	Term Offered	Prerequisites & Notes	
3	LA Writing (3)	University Foundations	Fall, Spring	200+ level ENGL course	
3	GPS 310 or 320 (3)	Global Perspectives	Fall, Spring	310 & 320 can be completed in any order	
3	COE 304 (3)	Outdoor Recreation	Fall		
3	COE 305 (3)	Psychology of Sport and Exercise	Fall, Spring		
3	Adult Man/Wo (3)				
1	PE Skill (3)				
6th Semester (15 hrs.)		Course Title	Term Offered	Prerequisites & Notes	
3	GPS 310 or 320 (3)	Global Perspectives	Fall, Spring	Enroll in the course not completed in Fall	
3	COE 478 (3)	Internship Experience I	Spring		
1	COE 430 (3)	Adapted Sport	Fall		
3	AE 290 (3)	Adventure Skills (Climbing, Challenge Course)	Fall	PE Skills Credit	Phase 1
3	Math 110 or Higher (3)	Math 200 preferred			
7th Semester (15 hrs.)		Course Title	Term Offered	Prerequisites & Notes	
3	AE 310 (3)	Risk Management	Fall	300-level co-curricular credit	Phase 1
3	COE 479 (3)	Internship Experience II	Summer		
3	AE 310 (3)	Adventure Leadership	Fall		Phase 2
3	AE 365 (3)	Adventure Processing and Facilitation	Fall, Spring		Phase 2
3	AE 380 (3)	Teaching Techniques in Adventure Education	Spring		Phase 2
8th Semester (15 hrs.)		Course Title	Term Offered	Prerequisites & Notes	
3	COE 404 (3)	Legal Aspects of Sport and Recreation	Fall, Spring		
3	COE 400 (3)	Special Topics	Fall, Spring		
3	AE 410 (3)	Adventure Program Design	Spring	AE 310 Leadership	Phase 3
3	AE 440 (3)	Organization and Administration of Adventure Ed.	Spring		Phase 3
3	AE 430 (3)	Wilderness First Responder	Spring		Phase 3
3	COE 497	Field Exam	Fall, Spring		

Total Credit Hours earned through University Foundations & Major = 125

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Proposal Guideline Implications:

- Strategic plan for curriculum implementation has been developed.
- Student survey and Wingate interviews provide demand and feasibility insight.
- The program administrator survey provided current best practices.