Course Information

Instructor: Jeremy Jostad
Office: PEC 243
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Office Hours: Learning about you and your professional goals are important to me! Please take the time to visit my office hours at least once in the quarter. If you cannot make any of my office hours please let me know. I would be more than happy to make time to meet with you.
Monday: 9:00 – 10:30 AM & 12:30 - 2:00 PM; Tuesday 10:30 AM – 12:30 PM; Wednesday: 9:30 – 10:30 AM; or by appointment
Class meets: Monday, Wednesday & Thursday 11-11:50 AM
Locations: PC 109
Credits: 3
Prerequisites: None

Course Description

In this course, students will gain a theoretical and applied understanding of outdoor adventure programming within the field of Outdoor Recreation. Students will have the opportunity to explore program planning and preparation, and activity implementation through individual and collaborative learning experiences. The class sessions will emphasize activity selection, methods of programming, leadership techniques, and risk management in outdoor environments. Upon completion of this course, students will have a Program Plan that reflects the theoretical and logistical elements that comprise programs in Outdoor Recreation.

Jeremy's approach to this class: Outdoor adventure activities are defined by the location in which these activities take place (out of doors) and by the level of risk (physical, social, emotional) involved (both perceived and real risk). My goal is for students to understand the advantages and outcomes that outdoor adventure activities might provide, while also learning how to minimize real risk. This class consists of three primary components: 1) Students will first explore the conceptual foundations of outdoor adventure programs; 2) Students will learn how to effectively design a day-long outdoor adventure program by creating an outdoor adventure program plan; and 3) Students will synthesize course information, knowledge and skills by implementing their outdoor adventure program within the local community.

Field Time

Students will be expected to work in small groups (~8 students) to develop an outdoor adventure program that will be implemented for at least 8 participants. This will be a multi hour event that will need to take place on a weekend toward the end of the semester. More details will be provided.

Text
All required text will be provided via Canvas. Students are expected to have read the material prior to each class session and be ready to discuss, analyze, and theorize about the concepts in the reading!

Learning Objectives (meet COAPRT accreditation standards 7.01, 7.02, and 7.03)
By the end of this course, the student should be able to:
1. Understand the foundational concepts and theories that drive various program delivery models and program outcomes within outdoor adventure programs.
2. Apply theories of outdoor adventure programming, leisure experiences, participant behavior, and needs assessment to create an overall program plan
3. Demonstrate essential skills for organizing and conducting outdoor recreation programs through an applied field learning experience.
4. Demonstrate the ability to conduct a needs assessment and utilize information to plan and develop outdoor recreation programs and resources.
5. Adapt and modify outdoor recreation activities and services as client's needs require.
6. Demonstrate the ability to conduct a program evaluation and report to be utilized for program improvement purposes.

Assignments
Participation
Learning is a collaborative effort from everyone in the classroom. In order to learn most effectively you need to attend class. Students are able to miss three class sessions without any penalty, but will lose 10 points per absence thereafter. Students are also expected to contribute to class discussions and exercises. Please be ready to engage with others and the material throughout class.

Knowledge Check-in's
Every week students will be expected to complete a "knowledge check-in" on Canvas. The purpose of a knowledge check-in is to ensure students understand the main premises of the material that is covered. These check-in's are much easier if students complete all of their reading and are attentive in class. ***Knowledge check-in's can be found on Canvas and should be completed before 8 AM every Friday. These are the only assignments that cannot be turned in late.*** Fulfills learning objectives 1-4.

Student Engagement Activities
Students learn best when they are actively engaged with the content they are learning. Student engagement activities are intended to have students apply and personally experience the issues/concepts we are learning. In groups of three, students will complete an assignment that asks them to engage with the content in some particular way. This may include attending particular events, contacting community organizations, watching movies, etc. These assignments should be written as a group with everyone contributing to the ideas and thinking. Students will complete these every other week and turn them in on Monday mornings by 8 AM. Fulfills learning objectives 1-4.

Outdoor Adventure Program ID
There are numerous types of outdoor adventure recreation programs in the Northwest. This assignment will have you identify a program of interest (ideally in your major area) and research the types of activities it provides, the developmental outcomes that it seeks, and skills you might need for an entry level position with this organization. This assignment can be completed in groups of two. Further details of the assignment will be provided via Canvas. Fulfills learning objectives 1-2.

Program plan drafts
As we move through the content of the course, students will need to turn in drafts of their program plan. Feedback will be provided on these drafts and subsequent revisions should be made. Further details of the drafts will be provided via Canvas. Fulfills learning objectives 1-6.

Program Plan
Students will work in a group (~8) and develop a program that they will implement with family, friends, or others. Each group needs to have a minimum of eight participants at their program and it should last for a MINIMUM of 6 hours.
In order for students to receive points for their program plan, they MUST implement the program and be able to show how it was implemented. Fulfills learning objectives 1-6.

Program Presentation
In order to learn from one another and share what we have been working on throughout the semester, each group will present their program to the class in some visual format. Students can make a video of their program that explains their program. Students can also make a slide show and verbally explain their program. Fulfills learning objectives 1-6.

Grading Breakdown

Participation	100 points
Knowledge Check-in's	100 points
Student Engagement Activities	240 points
Adventure Program ID	60 points
Program Plan Drafts	100 points
Program Plan	300 points
Program Presentation	100 points
Total	1000 points

Grading and Evaluation Procedures
Criteria for evaluation in this class include ordinary standards of good writing (clear expression; accurate punctuation, grammar, and spelling; well organized) and meeting specifications of individual assignments. Assignments must be handed in on or before announced deadlines. Assignments must be typed (12 point font) and double-spaced. Late assignments will be handled as outlined under "Course Procedures and Policy." All required assignments must be completed to earn a course grade of 2.5 or higher.

Grades will be assigned according to normal university standards, (which includes an assumption of basic literacy in English)

95%	4.0	86%	3.3	77%	2.7	68%	1.9
94%	3.9	85%	3.2	76%	2.6	67%	1.8
93%	3.8	84%	3.1	75%	2.5	66%	1.7
92%	3.8	83%	3.1	74%	2.5	65%	1.6
91%	3.7	82%	3.0	73%	2.4	64%	1.5
90%	3.6	81%	3.0	72%	2.3	63%	1.4
89%	3.5	80%	2.9	71%	2.2	62%	1.3
88%	3.4	79%	2.8	70%	2.1	61%	1.2
87%	3.4	78%	2.8	69%	2.0	60%	1.1

Course Policies

Attendance
Each class period contains substantial and pertinent information for your success in this class. Students are expected to be in class from the beginning until the end of class. To be excused from class for university sponsored events (music, sports, conferences, etc) you must present written documentation **BEFORE MISSING CLASS**. A student who anticipates missing a class for excused absences is required to discuss this issue with the instructor during the first week of classes to determine the possible solutions or consequences.

Graded Work
Grades are generally posted within 2 weeks of their due date on Canvas. When rubrics are used they will be posted on Canvas.

Late Work
All assignments are due at the time listed on the assignment. Late assignments will be reduced 10% beginning the minute it is late, and continue to increase by 10% deduction per day including Saturday and Sunday (this does not apply to Knowledge check-in's). **Assignments will not be accepted after one week.** It is your responsibility to see that your assignment has been received. If work is not turned in by the class period due and turned in on that day, it will be counted as one day late.

Extra Credit
No extra credit is available. Please be aware of all assignment expectations and due dates.

Papers
All reports and papers must be neatly typed using an acceptable word processor or converting the document to a readable format (i.e., ".doc" ".wpd" ".rtf" or ".pdf"). Grades will be lowered due to poor quality, organization, composition, grammar, and/or spelling. All work must be original (your own) unless cited by references.

References and Citations for Papers
Quotes and concepts taken from other people's work must be cited and referenced, using a standard and consistent format (APA). Examples of appropriate forms are available in an APA Manual.

Academic Integrity

1) Violations of academic integrity will not be tolerated. Examples of academic dishonesty include misrepresenting others' work as your own, failure to provide proper citations in written text, stealing or destroying material intended for the use of other students, using notes or cell phones during exams, taking photographs of exams, assisting others during exams, copying someone else's work, letting his or her work be copied. ***Any*** violation of academic integrity for any assignment in this class may result in an XF grade ***for the course as a whole.*** An XF grade indicates that you failed the course for violating EWU's policy on academic integrity. For additional information regarding this issue, refer to the following link http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/Academic-Integrity.xml.

2) Any form of academic dishonesty will be documented and reported to the Vice Provost for Undergraduate Affairs. A student who cheats on a test, quiz or homework assignment (copying someone else's work, letting his or her work be copied, talking or sharing a calculator during an exam and other forms of cheating) will receive a zero on the assignment or assessment. Another incidence of cheating may result in a grade of XF for the quarter. (XF on a transcript indicates that a student received a 0.0 because he or she cheated.) For additional information regarding this issue, refer to the following link http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/Academic-Integrity.xml.

3) EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation for a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. The university supports the faculty in setting and maintaining standards of academic integrity. Charges of academic dishonesty are reviewed through a process that allows for student learning and impartial review. EWU's academic integrity policy is available online at: http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/Academic-Integrity.xml

4) **Statement on plagiarism and academic fraud**: Broadly speaking, plagiarism occurs when an author uses the words, ideas, and/or phrasing of another author (either directly or in paraphrase) without proper attribution. Cutting and pasting sentences, paragraphs, or entire articles written by someone else into your essay and then submitting it as your own is the obvious example. However, academic fraud is broader than this. For example, if you use the words of another author but fail to put quotation marks around them, that's plagiarism. Or if you put quotation marks around them but fail to provide a citation, that's plagiarism too. Using the notes or class materials of another student in the completion of an exam or other assignment (whether it's an in-class or take-home exam), is cheating. If you *provide* your notes/class materials to another student who then uses them to complete an assignment, that could be defined as cheating too.

EWU's academic integrity policy is available online at: http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/Academic-Integrity.xml

Disability Support and ADA
Eastern Washington University is committed to providing support for students with disabilities.
If you are a student with physical, learning, emotional, or psychological disabilities needing an
accommodation, you are encouraged to stop by Disability Support Services (DSS), TAW 124
and speak with Kevin Hills, the Manager of DSS, or call 509-359-6871.

Equal Opportunity/Affirmative Action
No person shall, on the basis of age, race, religion, color, gender, sexual orientation, gender
identity, national origin or disability, be excluded from participation in, or be denied the benefits
of, or be subjected to discrimination under any program or activity of Eastern Washington
University. Eastern Washington University adheres to affirmative action policies to promote
diversity and equal opportunity for all faculty and students.

Student Conduct
Students are subject to the University's Student Conduct Code, which has been promulgated as a
chapter in the Washington Administrative Code (WAC) at Ch. 172-120. This code protects the
interests of the University in providing an atmosphere supportive of student learning. In this
class, students are expected to treat other individuals with respect and to engage in the learning
activities assigned. Distractive, disruptive, irrelevant or inappropriate behavior will not be
tolerated.

Withdrawal/ Incomplete
If it becomes necessary for you to withdraw from the course, it is your responsibility to do so. To
receive an incomplete (X), a student must be passing the course when a verifiable documented
emergency occurs after the last withdrawal date.

Syllabus Disclaimer
This syllabus has been created as a guide to the class and is as accurate as possible. However, all
information is subject to be modified as class needs change. Any changes will be posted and
documented on the Canvas Announcement page.

Course Schedule

Week	Dates	Topic	Assignments
1	9/23	Course and student introductions/expectations	Read syllabus thoroughly; Become familiar with Canvas
	9/24	Experiential Education and adventure education	Knowledge Check-in #1
2	9/28	History of adventure programs	
	9/30	Philosophy and outcomes of adventure programs	
	10/1	Outside Experience	Knowledge Check-in #2
3	10/5	The psychology of adventure	Adventure Program ID
	10/7	The psychology of adventure (continued)	
	10/8	Population needs/development	Knowledge Check-in #3
4	10/12	Foundational Overview	Student Engagement Activity #1
	10/14	Developing a program plan	
	10/15	Program philosophy, goals and objectives	Knowledge Check-in #4
5	10/19	Writing goals and objectives	
	10/21	Developing a needs assessment	
	10/22	No Class: AEE conference	Knowledge Check-in #5
6	10/26	Developing a logic model	Student Engagement Activity #2
	10/28	Developing a logic model (continued)	

	10/29	Flex Day	Program Draft #1 Knowledge Check-in #6
7	11/2	Program operations and promotion	
	11/4	Inclusion	
	11/5	Flex Day	Knowledge Check-in #7
8	11/9	Evaluation Techniques	Student Engagement Activity #3
	11/11	No Class: Veterans Day	
	11/12	Flex Day	Knowledge Check-in #8
9	11/16	Risk Management	
	11/18	Risk Management (continued)	
	11/19	Flex Day	Knowledge Check-in #9 Program Draft #2
10	11/23	Flex Day	Student Engagement Activity #4
	11/25	No Class: Happy Thanksgiving	
	11/26	No Class: Happy Thanksgiving	
10	11/30	Preparation for programs!	
	12/2	Preparation for programs!	
	12/4	Preparation for programs!	Knowledge Check-in #10
11	12/?	Final Class Meeting	Program Presentations Program Plan