

Georgia College and State University Outdoor Education

Student Handbook

Fall 2008



**Outdoor Education Academic Programs &
The Georgia College Outdoor Education Center are accredited by:**



Table of Contents

| | |
|---|-----------|
| OUTDOOR EDUCATION ACADEMIC MISSION..... | 3 |
| DEGREE INFORMATION..... | 3 |
| PROGRAM GOALS & OBJECTIVES: B.S. IN OUTDOOR EDUCATION | 3 |
| PROGRAM GOALS & OBJECTIVES: M.ED. IN HEALTH & PHYSICAL EDUCATION WITH EMPHASIS IN OUTDOOR EDUCATION ADMINISTRATION | 5 |
| ADMISSION | 7 |
| UNDERGRADUATE | 7 |
| GRADUATE | 7 |
| OUTDOOR EDUCATION STUDENT EXPECTATIONS | 8 |
| COMMUNICATION ABILITIES | 8 |
| EMOTIONAL STABILITY | 8 |
| SENSORY ABILITIES..... | 9 |
| GROSS & FINE MOTOR SKILLS | 9 |
| PROFESSIONAL CONDUCT..... | 9 |
| DEGREE REQUIREMENTS..... | 10 |
| COURSEWORK | 10 |
| ADDITIONAL DEGREE REQUIREMENTS | 10 |
| PROFESSIONAL DEVELOPMENT TRAINING AND CERTIFICATION | 10 |
| PROFESSIONAL EQUIPMENT..... | 11 |
| EXIT EXAM REQUIREMENTS..... | 12 |
| INTRODUCTION..... | 12 |
| COMPREHENSIVE EXAM | 12 |
| PROFESSIONAL PORTFOLIO..... | 13 |
| GOALS..... | 13 |
| PROCEDURES..... | 13 |
| PROFESSIONAL BEHAVIOR | 15 |
| CLASS BEHAVIOR..... | 15 |
| ETHICAL BEHAVIOR | 15 |
| LEGAL VIOLATIONS | 16 |
| STUDENT PERFORMANCE REVIEW | 17 |
| STUDENT PERFORMANCE REVIEW | 17 |
| REVIEW PROCESS | 17 |
| RE-ADMISSION TO THE OUTDOOR EDUCATION PROGRAM..... | 18 |
| APPENDIX A: EXIT EXAM QUESTION POOL | 19 |
| APPENDIX B: PROFESSIONAL PORTFOLIO EVALUATION RUBRIC | 22 |
| APPENDIX C: STUDENT PERFORMANCE ASSESSMENT | 23 |
| APPENDIX D: STUDENT PERFORMANCE REVIEW SUMMARY..... | 24 |

Professional outdoor education training requires high standards of academic, personal, and professional conduct to prepare students for successful careers. The Outdoor Education faculty reserves the right to maintain academic standards for admission and retention above and beyond compliance with the academic standards of Georgia College & State University (GCSU). This handbook supplements GCSU policy contained in the honor code¹, current graduate and undergraduate catalogs², and the current GCSU Student Handbook³.

Outdoor Education Academic Mission

Outdoor education academic programs in the Department of Kinesiology in the School of Health Sciences include the B.S. in Outdoor Education, the M.Ed. in Health and Physical Education with emphasis in Outdoor Education Administration, and the minor in Outdoor Education.

The Department of Kinesiology offers outdoor education academic programs in accordance with the mission and principles of Georgia College & State University. The Department is a learning community of caring, committed faculty and students dedicated to excellence in teaching, scholarship, and service within the liberal arts tradition. Its innovative curricula focus on the interactions among movement, personal growth, and wellness. Faculty and students work with diverse populations in a variety of settings in order to empower others to lead healthy lifestyles and to function more effectively in society.

Outdoor education academic programs support the mission of the Department of Kinesiology by seeking to develop students who are prepared to make professional contributions to a variety of recreation, education, training and development, and therapeutic settings. Outdoor education programs and services are used in these settings to achieve movement skills, personal growth, and wellness within diverse populations.

We serve graduate and undergraduate students, graduate assistants, and faculty through academic courses and related opportunities for professional development and service learning. We also serve the Association for Experiential Education Accreditation Program through compliance with accredited standards and interaction with the network of accredited organizations.

We are committed to teaching and learning that integrates respect for human diversity and the natural world; service to local, national and global communities; experiential learning; and professionalism. We offer programs of study that challenge students to become excellent professional outdoor educators.

Degree Information

Program Goals & Objectives: B.S. in Outdoor Education

Goal 1: Outdoor education students will be prepared to provide safe, environmentally sound, and effective outdoor education programs and services.

¹ http://www.gcsu.edu/student_affairs/Student_Handbook/honor/honor.html (retrieved December 18, 2005).

² <http://rome.gcsu.edu:8090/catalog> (retrieved December 18, 2005).

³ http://www.gcsu.edu/student_affairs/Student_Handbook/ (retrieved December 18, 2005).

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

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

1. Students will complete a set of nationally recognized training programs.
2. Students will provide supervised leadership in selected outdoor pursuits to a range of client groups.
3. Students will maintain currency with specific industry standards.

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

1. Students will design and implement group development activities aimed at attaining client goals.
2. Students will process experiences using basic and advanced facilitation techniques;
3. Students will develop and assess personal facilitation goals.
4. Students will assess and manage group dynamics.
5. Students will know and use theoretical constructs associated with primary outcomes for group development activities and outdoor pursuits such as communication, respect for diversity, team effectiveness, shared situational leadership, problem solving, and trust.
6. Student will work effectively in cooperative learning groups in class.

Goal 4: Outdoor education students will be prepared to model and promote environmental stewardship.

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

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

1. Student will complete 15 hours per semester in the major in relevant service learning.
2. Students will implement GCSU accredited policy associated with service learning.

Goal 6: Outdoor education students will be prepared to practice outdoor education in recreation, education, training and development, or therapeutic settings, or to make successful application to graduate school.

1. Students will have a command of theory and research associated with the field of outdoor education and the specific setting in which they wish to practice;

2. Students will apply comprehensive knowledge of the field to a range of professional issues and functions.
3. Students take courses that will position them to apply to graduate school in outdoor education or related disciplines.

Program Goals & Objectives: M.Ed. in Health & Physical Education with emphasis in Outdoor Education Administration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Admission

Undergraduate

Admission requirements and applications to GCSU can be obtained from the Office of Admissions⁴. All students are accepted to the institution as pre-outdoor education majors and will apply to the Department of Kinesiology for consideration as an outdoor education major. Applications to the outdoor education major are completed in conjunction with ODED 2120 "Introduction to Outdoor Education". Admission criteria normally include completion of the general education core, completion of core Area F, a minimum GPA of 2.5, and selection of a minor or second major in the cognate specialization. Cognate specializations include; the therapeutic use of adventure, management, and environmental education. Application forms are available in the Department of Kinesiology office in Centennial Center (#228).

Students who are admitted to GCSU as pre-outdoor education majors are assigned a faculty advisor. It is strongly recommended that students intending to apply to the outdoor education major consult with the advisor throughout the general education core to ensure that pre-requisites to upper level courses are taken.

Graduate

Applications to GCSU graduate programs can be obtained from the Office of Admissions⁵. Requirements for general admission are sent directly to the Office of Admissions. Additional requirements for admission to the graduate program in outdoor education include a letter of application, two reference letters, a current resume, copies of relevant training and certification documents, and an interview. Requirements for specific admission are sent to the Coordinator of Outdoor Education Programs. More detailed information about specific admission requirements may be obtain by contacting the Coordinator of Outdoor Education Programs.

For information contact:

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| phone: 478-445-1218/4072 email: jude.hirsch@gcsu.edu fax: 478-445-1790 URL: http://hercules.gcsu.edu/~jhirsch/ | phone: 478-445-0947/4072 email: jeff.turner@gcsu.edu fax: 478-445-1790 URL: http://hercules.gcsu.edu/~jturner/ |

⁴ <http://www.gcsu.edu/admissions/> (retrieved December 18, 2005). 478-445-1284

⁵ http://www.gcsu.edu/acad_affairs/grad_school/admissn.html (retrieved December 18, 2005). 478-445-1284

Outdoor Education Student Expectations

The Outdoor Education academic program at Georgia College & State University is a rigorous and intense program that places physical, emotional, intellectual, and social demands on students. These demands are commensurate with the essential competencies considered necessary for students admitted to this program to be successful in the field of outdoor education and to meet expectations set for by program's accrediting agency, The Association for Experiential Education⁶.

Successful applicants to outdoor education programs will be expected to comply with the following expectations. Noncompliance may result in a student being asked to leave the program temporarily or permanently.

Candidates for selection to Outdoor Education academic programs will be required to verify they understand and can meet these expectations, and, if applicable, clarify what constitutes reasonable accommodations. The office of Student Support Services will evaluate requests for accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

Students who are able to meet the expectations of the Outdoor Education academic programs with a reasonable accommodation are eligible to participate in the programs. However, requested accommodations that would change the nature of outdoor education professional development education, or jeopardize instructor or student/client safety, may be denied as unreasonable. Outdoor education professional development education includes in class and out-of-class experiences, field experiences, and service learning as required or elected for graduation.

Communication Abilities

- read and understand documents written in English (policies, procedures, etc.).
- interpret written directions accurately;
- convey information clearly through writing;
- effectively present information orally to individuals or groups (teaching explaining procedures, giving oral reports);
- interact with others in a non-confrontational manner;
- obtain and document information accurately by computer.

Emotional Stability

- monitor and manage own emotions appropriately (stress, frustration, fatigue, etc.);
- provide clients with appropriate emotional support;
- remain flexible in adapting to unexpected, stressful situations;
- perform multiple responsibilities concurrently;
- able and willing to change behavior when it interferes with productive relationships;
- use safe judgment.

⁶ <http://www.aee.org/customer/pages.php?pageid=12> (retrieved December 18, 2005).

Sensory Abilities

- have tactile sensitivity to vibrations, temperature, surface conditions, etc;
- have hearing at 20 decibels (with correction if needed);
- have visual accuracy at 20/60 (with correction if needed).

Gross & Fine Motor Skills

- move comfortably across uneven terrain;
- carry up to 50 lbs over long distances (i.e. three miles) and 100 lbs over short distances (i.e. one-half mile);
- safely bend, lift, and twist;
- work comfortably and competently at heights, in confined spaces, and on water;
- possess manual dexterity to safely grasp and manipulate small objects.

Professional Conduct

- interact productively, cooperatively, and in a collegial manner with individuals of differing personalities and backgrounds;
- be punctual and perform work in timely manner;
- to learn and abide by professional and ethical standards of practice.

Degree Requirements

Coursework

Students are expected to complete coursework as detailed in the current program of study at the time of their acceptance into Outdoor Education programs. In addition to required coursework in the major, undergraduate students are required to complete 27 credit hours in a selected cognate area. Students elect a minor or second major in a discipline related to 1) Therapeutic Use of Adventure, 2) Management, or 3) Environmental Education. Coursework in the cognate area is selected and approved in conjunction with the student's second major/minor advisor and the Outdoor Education advisor. Graduate students select electives in conjunction with the Outdoor Education advisor.

Additional degree requirements

In addition to coursework listed in the program of study, Outdoor Education students are required to complete the following degree requirements as outlined in the current catalog:

1. Students are required to complete a swim proficiency test. The swim proficiency test is held in conjunction with ODED 3120/5550. Students are required to swim 200 yards using at least 2 different strokes, maintain a self-help/rescue position for four minutes in deep water, and remove and don a PFD in deep water. Students may show evidence of current Lifeguard or WSI certification to meet the swim proficiency requirement. Students who are unable to pass the swim proficiency requirement will be required to take Adult Learn to Swim classes before participating in water components of technical cohort classes.
2. Students are required to hold a current Wilderness First Responder (WFR) certificate prior to approval for taking ODED 4908/6903. WFR certificates from Wilderness Medical Associates (WMA), Wilderness Medical Institute (WMI) and Stonehearth Open Learning Opportunities (SOLO) are accepted for this requirement. The GCSU Outdoor Education provides a WFR course option in Maymester.
3. Students are required to complete 15 hours per semester of professional service during the four semesters in which they are taking major courses. Students must log service hours on the appropriate form and submit them to the Coordinator of Outdoor Education Programs by the final day of classes each semester. In some cases, service hours are stipulated in conjunction with academic courses.
4. Graduate students are required to complete 80 hours in direct facilitation of outdoor education programs and facilitate one outdoor pursuit expedition. Facilitation hours are completed after successful completion of the graduate technical cohort. All facilitation hour experiences must be pre-approved by the student's advisor and organization sponsor.
5. In order to graduate, students must fulfill other academic requirements specified in the Graduation Requirements section of the catalog.

Professional Development Training and Certification

Several professional training workshops comprise requirements for ODED courses. These may vary across programs of study and course syllabi to comply with industry standards and vendor costs. A list of training requirements for the technical cohort is published at the beginning of

each semester. Training fees are distributed to students at the beginning of courses that have associated training costs. Additional costs for transportation, food, and accommodation associated with training may be included in training fees.

It is recommended that students attend at least one professional conference during their tenure at GCSU. Many students attend both national and regional conferences in a variety of specialized and general areas associated with professional interests. Students are often able to volunteer for “service crews” that waive part or all of the conference fees for working a specified amount of time at a conference. Scholarships or travel expenses may be available from professional organizations or the GCSU Student Government Association for students accepted to present workshops or educational sessions at conferences. See your advisor and other students for recommendations about conferences to attend.

Professional Equipment

Outdoor Education students are expected to own professional equipment that is suitable for the demands of the program and future employment in the field. The Outdoor Education program offers students a professional equipment acquisition program to students, faculty, and staff. Students are expected to comply with vendor guidelines for purchasing equipment and to demonstrate stewardship toward personal equipment and equipment that is owned by GCSU. A personal equipment list is distributed to students at the beginning of courses that have associated equipment requirements.

Exit Exam Requirements

Introduction

Georgia College is Georgia's public liberal arts university with a strong emphasis on transformative, active learning experiences in and out of the classroom and a focus on student outcomes, with particular attention to the development of:

- Strong communication skills (oral and written)
- Critical and analytical thinking skills
- A broad understanding of global issues
- An appreciation for diversity
- An ability to integrate information across disciplines
- Application of knowledge
- A foundation for making moral and ethical decisions
- Civic responsibility

Outdoor education programs at Georgia College support these principles of a liberal education. To ensure that all students graduating from the M.Ed. in Outdoor Education Administration and the B.S. in Outdoor Education meet the above standards as well as the Board of Regents requirement for an exit exam, all students will complete the following exit exam requirements no later than the semester of their final Outdoor Education course (excluding the required internship). The exit exam consists of two parts: a written comprehensive examination and a professional portfolio. Each student must pass both parts to successfully complete the exit exam requirement. Each part is described further below. Additional information pertaining to exit exam requirements may be obtained from your academic advisor.

Comprehensive Exam

The comprehensive examination will consist of eight essay questions of which each student will select five to write, chosen from a much longer list of possible questions available from your advisor. Each of the Outdoor Education core courses will have questions devoted to it on the list of possible exam questions. (see Appendix A) All questions will require the student to demonstrate an understanding of important concepts and principles, rather than emphasizing the recall of less important facts or details. Answers should be essay in nature and should use outlines, graphs, and/or diagrams where appropriate and should provide proper citations using APA 5th edition style as necessary.

Undergraduate students are required to take the comprehensive exam during the semester of their final Outdoor Education course (excluding internship). Graduate students will complete the requirements of the comprehensive exam as part of ODED 6700. The course syllabi will detail the date and time of the examination.

Each question written by the student will be graded by one or more faculty members with expertise related to the question topic. Each question will be graded on a scale of 0 to 10, with scores averaged if evaluated by more than one faculty member. In order to pass the exam the student must not score below 6.0 on any question and must average at least 7.5 over all the questions. If the student fails this exam, the student's advisor will coordinate arrangements for

re-testing. These options include, but are not limited to, an oral interview with faculty members, rewriting specific questions, rewriting the entire exam, or waiting a semester to re-take the exam.

Professional Portfolio

The professional portfolio is a comprehensive collection of information that exemplifies the principles mentioned above that is structured according to the goals of outdoor education academic programs. It is intended to provide employers and others a clear indication of professional preparation in outdoor education in this liberal arts environment.

Goals

- i. create a comprehensive professional portfolio for future use;
- ii. develop web page design and development skills;
- iii. develop new and revise existing professional artifacts that exemplify professional development, philosophies, and experience;
- iv. reflect on outdoor education programs of study at GCSU.

Procedures

- i. attend technical training about web page development as scheduled by outdoor education faculty during spring of the first year of the major;
- ii. create a system for saving, revising and updating artifacts;
- iii. develop image, structural, and content guidelines for the web portfolio;
- iv. create artifacts for assessment in conjunction with outdoor education classes as per syllabi requirements;
- v. post and up date existing artifacts each semester;
- vi. submit the URL to jude.hirsch@gcsu.edu and jeff.turner@gcsu.edu in accordance with due dates for specific course assignments and on December 1st and April 15th of the year you will graduate for evaluation as part of the exit requirements for graduation.

Contents and Organization

The professional portfolio is divided into five key areas: professional development, scholarship, service learning, leadership, and environmental stewardship. This document includes a list of required artifacts for each area of the professional portfolio; however you are welcome to add to these. This web portfolio is a degree requirement that is to be organized according to this list. Artifacts should be well organized under each area, attractive, clearly titled, and embedded in the portfolio (option for a print version may be included). The accompanying list indicates the ODED class for which the artifact is a graded assignment.

Service Learning

- Class service project reports/reflections (Tech Cohort, ODED 4500/6570, ODED 4520/6560)
- Service hour record (Program Requirements)
- Service Log (ODED 4520/6560)

Environmental Stewardship

- Environmental education program design and leadership reflection (ODED 3210)
- Lesson plans (Tech Cohort)
- Land use ethic (ODED 4500/6570)

- Environmental education teaching philosophy (ODED 4500/6570)
- Leave No Trace lesson plans (ODED 4500/6570)

Leadership

- GD Activity design and reflection comments (ODED 3010)
- Leader of the day reflection comments (Tech Cohort)
- Instructorship philosophy (Tech Cohort)
- Co-leadership report (ODED 4703/6530)
- Leadership development plan (ODED 4703/6530)
- Diversity statement (ODED 4520/6560)
- Challenge Course Facilitation Log (ODED 4520/6560);
- Video clip of self in action & reflection comments (PSYC 6950)
- Formal Teaching (overview of roles, responsibilities, and reflection on graduate facilitation hours (includes teaching in Tech Cohort; Program Requirements)

Scholarship

- Educational philosophy statement (ODED 2120)
- Academic writing and PP samples (ODED 5500)
- Task Team lesson plan and PPP (ODED 4703/6530)
- Research reports or presentations (ODED 4803/6803/6503; PSYC 4090, 6950.)
- Project examples (ODED 4803/6803/4920/6503)
- Article critiques (ODED 6700)
- Research project proposal (EDFS 6230 or cognate specialization research class)

Professional Development

- Resume (ODED 4906, 6903)
- Wellness plan (includes fitness test results and exercise/nutrition plan; Tech Cohort)
- Internship Report Section #4, ODED 4906/6903)
- Equipment record (ODED 4540/6640)
- GCSU Outdoor Education Program (Course catalog descriptions and program goals; Program Requirements-Exit Exam)

Assessment

Each student's Professional Portfolio will be formally assessed at three distinct points in the academic degree program. First, each student will receive a formal written evaluation of their portfolio at the end of the spring semester during the first full year of study within the major. This evaluation is viewed as fully formative and is usually in the form of an email. Additional evaluations will take place at the end of the fall and spring semesters of the second year of full-time study. These will also contain written formative comments, but will also contain a grade using the attached rubric as a guide. (see Appendix B) To successfully complete this aspect of the exit exam, an average score of 80% or better must be obtained on these final two evaluations. Students who score less than the required amount during the final evaluation will be required to meet with their academic advisor to determine a process to remediate problems that exist with the professional portfolio prior to approval being granted for internship and, ultimately, graduation.

Professional Behavior

Students represent the GCSU Outdoor Education program through their actions both across campus and in professional settings. Students should exhibit behavior that represents the outdoor education profession and GCSU in an exemplary fashion in class and out-of-class.

Class Behavior

Outdoor Education student performance is assessed by faculty in each course according to criteria set forth in syllabi. In addition, classroom behavior deemed necessary by the faculty to be successful in Outdoor Education professional settings includes the ability to effectively and respectfully relate others, think critically, and exhibit personal and professional behavior that is respectful of the learning environment. Classrooms are interpreted as any location in which a regular class session or field experience is held. Assessment criteria include:

1. turns assignments in on time;
2. articulates thoughts clearly and in an appropriate manner;
3. presents oneself in an appropriate manner in front of groups;
4. makes appropriate contributions to class discussions and activities;
5. works effectively in groups and organizations;
6. relates to peers and colleagues in a professional manner;
7. takes leadership roles;
8. demonstrates physical and emotional functional skills for the profession;
9. demonstrates the ability to facilitate outdoor education activities;
10. processes multiple, complex concepts;
11. makes reasonable professional and personal decisions;
12. understands accepted practices for the profession.

Ethical Behavior

Students enrolled in Outdoor Education courses are bound by the University policies and regulations related to personal and professional conduct for students at Georgia College & State University in the Student Handbook and Catalogs. Outdoor Education students are also bound by policies and procedures in the current Outdoor Education Policy & Procedures Manual and Challenge Course Facilitator Handbook. Students specializing in the Therapeutic Use of Adventure are bound by the American Psychological Association Professional Code of Ethics.

Outdoor Education students who display inappropriate behavior that could interfere with performing professional duties or potentially threaten the well-being of clients, students, faculty, staff, or colleagues shall be asked to leave the setting and will not be readmitted without clear evidence of behavioral change. Inappropriate behavior includes, without limitation, violent or repeated confrontational behavior, behavioral indications of substance abuse, or behavioral indicators of physical or psychiatric disorders. The Outdoor Education faculty will determine if sufficient change in the student's behavior warrants re-admission to classes, activities, field instruction and/or continuation in the Outdoor Education Program.

Legal Violations

Students charged with fraud, malpractice, or a felony or misdemeanor may be refused admission or continuation in outdoor education programs without prejudice until an official determination has been made regarding the offense. Students convicted of a felony or misdemeanor for conduct that may provide a threat to the well-being of clients, students, faculty, staff or colleagues shall not be admitted to classes, activities and field instruction until there is clear evidence of rehabilitation. For this purpose serving a sentence alone does not necessarily constitute evidence of rehabilitation. Following such conviction, the student will be informed in writing by outdoor education faculty of the criteria that will constitute rehabilitation criteria.

Student Performance Review

Review Process

The student performance review process is intended to provide performance feedback to outdoor education undergraduate and graduate students about concerns related to the expectations and degree requirements set forth in this manual. The process includes four steps including:

1. Outdoor education faculty will review students in outdoor education programs at the conclusion of each semester based on the criteria listed on the *Student Performance Assessment* form (see Appendix C). A student for whom faculty identify one or more concerns will be invited in writing to meet with the faculty advisor to review the performance assessment and develop a plan to address and monitor improvement outcomes. The advisor will place copies of correspondence and a summary of this meeting in the student file.
2. In the case that a student is not able or willing to improve or a concern is apparent that warrants immediate attention, the faculty advisor or course instructor will complete the *Student Performance Assessment* form to be forwarded to the academic advisor. The advisor will invite the student in writing to meet to review the summary. The advisor will document the student perspective on the *Student Performance Review Summary* form (see Appendix D). The advisor may elect to develop a plan to address and monitor improvement outcomes or initiate a formal review by the Department of Kinesiology. The advisor will place copies of correspondence and a summary of this meeting in the student file.
3. The formal review includes:
 - a. The Coordinator of Outdoor Education Academic Programs, together with the Chair of the Department of Kinesiology, will form a Review Committee. The Committee will consist of the Coordinator of Outdoor Education Academic Programs (or designate), one faculty member in the Department of Kinesiology (Committee Chair), the Chair of the Department of Kinesiology, and at least one student in the outdoor education program. Additional Committee members may be added as appropriate.
 - b. The Coordinator of Outdoor Education Academic Programs will inform the student in writing of the review process and schedule a Review Committee meeting with the student. The student will be informed of their right to bring to the attention of the Review Committee relevant information concerning the facts, or offer other information that the student wishes the committee to consider.
 - c. The outdoor education faculty member who initiated the review process will be invited to speak to the Review Committee.
 - d. The Review Committee will take one of four actions to be determined by consensus:
 - i. continued status as an outdoor education major without conditions;
 - ii. continued status as an outdoor education major with conditions imposed as outlined;
 - iii. terminate status as an outdoor education major with conditions for reapplication as outlined;
 - iv. terminate status as an outdoor education major.

- e. The Chair of the Review Committee will write a summary report of the deliberations of the Committee and action taken, including documents related to the review process, for submission to the Chair of the Department of Kinesiology.
- f. The Chair of the Department of Kinesiology will notify the student by certified mail and the Dean of the School of Health Science of the Review Committee action. The student will be directed to university support services as appropriate.
- g. Students may appeal the decision of the Review Committee in accordance with the Student Academic Appeals Process as set forth in the Undergraduate and Graduate Catalogs.

Re-admission to the Outdoor Education Program

Students may apply for re-admission to outdoor education academic programs by notifying the academic advisor of intent to apply to the program. Outdoor education faculty will evaluate the subsequent application to the program, other documents related to the review process, and conditions set forth by the Review Committee. The Coordinator of Outdoor Education Academic Programs will notify the applicant of the decision in writing. Students readmitted to the program are required to complete degree requirements at the time of re-admission.

Appendix A: Exit Exam Question Pool

Philosophy/Ethics

- What would adventure education be like without challenge by and of choice and behavioral contracting? Discuss their impact on group dynamics, team effectiveness, and program quality.
- Discuss the meaning of the following statement: “Effective outdoor leaders should remind themselves that the experience possesses the resources to be more powerful than their best efforts.”
- Kurt Hahn developed Outward Bound partly from William James’ challenge to find a “moral equivalent of war”. What did James mean by this and was Hahn successful? Do adventure education programs today provide an answer for James’ challenge?
- How do risk and challenge combine to produce an adventure experience that enhances the likelihood that participants will reach their goals?

History/Trends

- What future directions do you expect the field of outdoor education to take? Link your opinion to a brief account of the history of outdoor education.
- Compare and contrast the development of three of the following organizations: the Association for Experiential Education, Outward Bound, the National Outdoor Leadership School, the Wilderness Education Association, and Project Adventure.
- List the “historical” 8 events that have most informed the outdoor education profession today. Defend your answers.

Foundations

- Discuss how the concepts of risk, uncertainty, challenge, and mastery support the premise of adventure programming.
- Discuss the relationship between the following terms: outdoor education, adventure education, environmental education and experiential education.
- Use the swimming pool analogy to explain how outcomes associated with adventure programming deepen across settings.
- Use examples of your own experiences in the GCSU outdoor education program to explain the three types of transfer of learning – specific, non-specific and metaphoric.
- Coleman describes the difference between “Information Assimilation” and “Experiential Learning”. Develop an example of one concept, idea, or skill that can be taught using these models. Describe when it would be best to use one model over the other.
- What is experiential education and how does it relate to outdoor education? Use the experiential learning cycle and context specific examples of outdoor education in the response.

Administration

- What is a risk management plan and why is it important? Discuss models for accident assessment, legal implications, and risk management policy to answer the question.

- Discuss the purpose of “forms” in an outdoor education program. Provide examples of different types of forms and their place in a comprehensive approach to administering outdoor education programs and services.
- What is program evaluation and how might an outdoor education administrator use evaluation data to make decisions? Provide examples of several types of decisions that might be informed program evaluation.
- You are the administrator of an outdoor center that offers a range of adventure programs. What would you take into account when hiring, training, and supervising staff to ensure that your programs are compliant with industry standards?
- Develop a set of facilitation guidelines that you would use to train and supervise adventure-programming staff.
- The courts consider supervision, conduct of the activity, and environmental factors when assess negligence. Explain this statement using outdoor education examples.

Environment

- Outdoor educators have the potential to help people understand and appreciate the need for a sustainable society. Discuss why this statement is important and how you might achieve this goal.
- What is the relationship between Leave No Trace practices and principles and the interdisciplinary definition of Environmental Education that includes the study of ecosystems, human impact on ecosystems, and how to live lightly on ecosystems.
- Attitudes are comprised of behaviors, knowledge, and values. Why is it important to change attitudes toward the environment and how can outdoor educators contribute to positive environmental attitudes in populations they work with?

Processing

- Select a specific client and a primary outcome. Generate three realistic behavioral goals. Discuss how processing an experience will maximize client learning in the primary outcome selected. Include specific examples of processing strategies that will enhance outcome achievement.
- How do Gass’ six generations of processing relate to the four program settings: recreation, education, training and development, and therapeutic?
- Discuss the relationship between program design and participant outcomes. Use the terms *assessment*, *sequencing*, *processing*, and *activity selection* in your discussion.
- Discuss the relationship of the following terms to processing experience: isomorph, parallel structures, co-creation, metaphor, and transfer of learning. Provide specific examples.
- How does a facilitator gain and use knowledge of individuals, groups and group leadership to maximize learning in experiential education?

Technical/ Expedition Leadership

- What would you tell someone who has no idea what a challenge course is to convince him or her that an organization or group should consider it as a worthwhile experience.
- Discuss the value of sound judgment as a trait of a competent outdoor educator. Provide examples of how sound judgment is developed and applied.

- Discuss the importance of planning to the delivery of safe, environmentally sound and effective outdoor education programs and services.
- Select an adventure activity from the following list: rock climbing, canoeing, coastal kayaking, backpacking, or challenge course. Provide examples of how each of the following factors – client population, client goals, and environmental conditions --might change specific technical skill competency.
- Select an adventure activity from the following list: rock climbing, canoeing, coastal kayaking, or backpacking. Provide examples from the activity that highlight its potential for enhancing interpersonal and intrapersonal outcomes?
- Describe the relationship between stages of group development and leadership style using examples from a specific outdoor pursuit.
- What would you include in a staff training session about expedition planning?
- Discuss the “expedition” as a metaphor for group development.

Research

- How does outdoor education research influence the future of the profession? Provide actual or potential examples to support your discussion.
- Discuss the role of outdoor education research in providing safe, environmentally sound and effective outdoor education programs and services. Provide actual or potential examples to support your discussion.
- Discuss the relationship between outdoor education research and accepted professional practice and industry standards. Provide actual or potential examples to support your discussion.
- Discuss the relationship between outdoor education research and program quality, funding, and marketing. Provide actual or potential examples to support your discussion.

Appendix B: Professional Portfolio Evaluation Rubric

| Criteria | Exemplary (x5) | Proficient (x4) | Partially Proficient (x3) | Incomplete (x0) | POINTS |
|--------------------------------------|---|---|---|--|--------|
| Artifacts Included (x2) | All required and additional artifacts are included in the portfolio. | All required artifacts are included in the portfolio. | Most required (all but 2-3) artifacts are included in the portfolio. | Many required (more than 3) artifacts are missing from the portfolio. | |
| Artifact Descriptions (x1) | Each artifact is accompanied by a Caption, Reflection or Explanation that articulately explains the importance of that particular work. | Most of the artifacts are accompanied by a Caption, Reflection or Explanation that articulately explains the importance of that particular work. | Some of the artifacts are accompanied by a Caption, Reflection or Explanation that articulately explains the importance of that particular work | None of the artifacts are accompanied by a Caption, Reflection or Explanation that articulately explains the importance of that particular work. | |
| Text Elements (x1) | The portfolio is easy to read with appropriate visual organization of information using fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings. | The portfolio is generally easy to read with appropriate visual organization of information although a few minor format changes would improve readers' accessibility to the content. | The portfolio is often difficult to read due to inappropriate visual organization of information with some formatting tools under- or over-utilized which decrease the readers' accessibility to the content. | The portfolio is difficult to read due to inappropriate visual organization and layout of information. Many formatting tools are under- or over-utilized and decrease the readers' accessibility to the content. | |
| Layout (x1) | The background and colors enhance the readability of text. All of the photographs, graphics, sound and/or video enhance reflective statements, create interest, and are appropriate examples. | The background and colors enhance the readability of text in most places. Most of the photographs, graphics, sound and/or video enhance reflective statements, create interest, and are appropriate examples. | The background and colors are distracting in some places and decrease the readability of text. A few of the photographs, graphics, sound and/or video are inappropriate, do not enhance reflective statements, or detract from the content. | The background and colors are distracting and decrease the readability of text. The photographs, graphics, sounds, and/or videos are inappropriate, do not enhance reflective statements, or detract from the content. | |
| TOTAL POINTS | | | | | /50 |

Comments:

Appendix C: Student Performance Assessment

Student name: _____

SS#: _____

Prepared by: _____

Date: _____

This form is completed by the faculty advisor when a student who is not able or willing to improve after an initial meeting to discuss concerns about non-compliance with expectations listed in the Outdoor Education Student Handbook or by the course instructor when there is a concern that warrants immediate attention.

| |
|---|
| <p><u>SC = some concern</u> Student exhibits behavior that may negatively influence professional development and/or have potential impact on regular and consistent functioning. Behavior has been noted by at least one person, however it is not pervasive.</p> |
| <p><u>MC = major concern</u> Student exhibits behavior that negatively impacts professional development and has an impact on regular and consistent functioning. Behavior has been noted by more than one person and appears pervasive.</p> |

| Student Performance Criteria | Level of Concern |
|---|------------------|
| 1. This student turns assignments in on time. | |
| 2. This student articulates thoughts clearly and in an appropriate manner. | |
| 3. This student presents oneself in an appropriate manner in front of groups. | |
| 4. This student makes appropriate contributions to class discussions and activities. | |
| 5. This student works effectively in groups and organizations. | |
| 6. This student relates to peers and colleagues in a professional manner. | |
| 7. This student takes leadership roles. | |
| 8. This student demonstrates physical and emotional functional skills for the profession. | |
| 9. This student demonstrates the ability to lead and facilitate outdoor education activities. | |
| 10. This student processes multiple, complex concepts. | |
| 11. This student makes reasonable professional and personal decisions. | |
| 12. This student understands of accepted practices for the profession. | |

Comments:

Appendix D: Student Performance Review Summary

Student name: _____

SS#: _____

Prepared by: _____

Date: _____

This form is completed by the faculty advisor, in consultation with the course instructor and the student. It provides detailed information about potential non-compliance with expectations listed in the *Outdoor Education Student Handbook*.

1. Academic Performance:

2. Personal & Professional Performance:

3. Actions to Date:

4. Outdoor Education Faculty Recommendations:

5. Student Comments:

Signatures

Student: _____

Date: _____

Faculty Advisor: _____

Date: _____