

ADIRONDACK COMMUNITY COLLEGE
ADVENTURE SPORTS:
LEADERSHIP AND MANAGEMENT

COURSE: AVS 140 Foundations of Adventure Education

COURSE DESCRIPTION:

A comprehensive overview of the theoretical, philosophical and historical foundations of contemporary Adventure Education, students will examine history, growth and development, models, theories, patterns and trends, research and outcomes, resources and literature, contemporary issues, and professionalization of outdoor adventure education, recreation, and leisure services. This course will emphasize Adventure Program leadership through practical application of Adventure Education theoretical models.

PREREQUISITE: AVS 101

CREDIT HOURS: Lecture: 3 hrs. Credit: 3 hrs.

COURSE OBJECTIVE: Students will:

1. describe and define outdoor education, adventure education, environmental education, and experiential education
2. examine the history and development of adventure education
3. develop a comprehensive understanding of various theoretical frameworks to adventure education
4. evaluate theoretical models of adventure education for application
5. articulate and comprehend philosophical, social and historical foundations of adventure education
6. identify significant historical and contemporary contributions to adventure education
7. synthesize a philosophy of experiential education applicable to contemporary education
8. examine the historical and cultural relationship between human experience and the natural environment
9. examine the social and psychological implication of adventure education
10. articulate and comprehend contemporary standards of practice, issues and trends in adventure education

COURSE TEXTS:

Ewert, Alan. Outdoor Adventure Pursuits: Foundations, Models, and Theories. Columbus, OH: Publishing Horizons. 1989.

Warren, K., Sakofs, M., and Hunt, J. (EDs) The Theory of Experiential Education. Troy, OH: North American Association for Environmental Education. 1995.

COURSE CONTENT:

- I. Introduction to Adventure Education
 - A. What is:
 1. Outdoor Education
 2. Adventure Education
 3. Experiential Education
 4. Environmental Education

- II. Historical Foundations and Perspectives
 - A. Timeline
 - B. Contributors
- III. Philosophical Foundations
 - A. Timeline
 - B. Contributors
- IV. Theoretical Foundations
 - A. Timelines
 - B. Contributors
 - C. Models and Frameworks
 - 1. Education
 - 2. Recreation
 - 3. Therapeutic
- V. Cultural Foundations
- VI. Dewey, Hahn, Petzoldt and beyond
 - A. Research
 - B. Resources
 - C. Findings
- VII. Historical and Contemporary Issues and Trends
- VIII. Theoretical Applications of Adventure Education
 - A. Evaluate theoretical frameworks for application
 - B. Liability of Models
 - C. Appropriate Populations
 - D. Special Populations
- IX. Sociological Perspectives
 - A. Media and Culture
- X. Psychological Perspectives
- XI. Physiological Perspective
- XII. Risk Mitigation and Safety Management in Adventure Programs
 - A. Issues and Trends
 - B. Professionalization
 - C. Ethics
 - D. Resources
- XIII. Growth and Development Trends
 - A. Participation
 - B. Usage
 - C. Management Trends
 - D. Specialized Services
 - E. Challenges

ADDITIONAL RESOURCES:

Aristotle. The Nicomachean Ethics. New York: Oxford University Press. 1925.

Dewey, John. Experience and Education. New York, NY: Simon and Schuster. 1938/1997.

Freire, Paulo. Pedagogy of Freedom: Ethics, Democracy, and Civic Courage. New York: Rowman and Littlefield. 1998.

Freire, Paulo. Pedagogy of the Oppressed. New York: Continuum. 1995.

- Freire, Paulo. Teachers as Cultural Workers: Letters to Those Who Dare Teach. Boulder, Co: Westview Press. 1998
- Gass, M., Gillis, L. & Priest, S. Essential Elements of Facilitation. Tarrak Tech. 2005.
- Graham, John. Outdoor Leadership: Technique, Common Sense, and Confidence. Seattle, WA: The Mountaineers. 2003.
- Greene, Maxine. The Dialectic of Freedom. New York: Teacher's College Press. 1988.
- Heider, J. The Tao of Leadership: Lao Tzu's Tao Te Ching Adapted for the New Age. New York: Bantam Books. 1986.
- Hunt, J.S. Ethical Issues in Experiential Education. Dubuque, IA: Kendal/Hunt. 1990.
- Klint, K. & Priest, S. Experiential Evaluation. Tacoma, WA: Tarrak Tech. 2004.
- Plato. The Last Days of Socrates. New York: Penguin Books. 1969.
- Plato. The Republic. New York: Penguin Books. 1974.
- Priest, S., & Gass, M. Effective Leadership in Adventure Programming. Champaign, IL: Human Kinetics. 1997.
- Priest, S. & Hirsh, J. Essential Elements of Experiential Programming. Tacoma, WA: Tarrak Tech. 2005.
- Rousseau, Jean-Jacques. Emile. Translated by Allan Bloom. New York: Basic Books, 1974

ADDITIONAL INFORMATION:

With or without reasonable accommodation, all students must be able to:

- Navigate difficult and varying terrain in the mountain, aquatic, challenge course, and alpine environments.
- Lift and carry heavy loads that often exceed 50lbs. over difficult and strenuous terrain.
- Walk, paddle, climb, and hike long distances carrying substantial weight.
- Assist in rescue efforts which may include lifting, climbing and carrying substantial weight over difficult and varying terrain.

Under Section 504 of the Rehabilitation Act of 1973, a post-secondary student with a disability who is in need of academic accommodations or auxiliary aids is required to notify the College of the nature of the disability and to provide appropriate documentation which supports the request for reasonable accommodations or auxiliary aids.

Individuals who would like to self-identify with a disability (and have not already) or think they may have a disability and want to request accommodations should contact the Office of Accessibility Services directly in Warren Hall, or call 743-2282 / (TTY) 743-2323 for an appointment.