

ADIRONDACK COMMUNITY COLLEGE
ADVENTURE SPORTS:
LEADERSHIP AND MANAGEMENT

COURSE: AVS 240 Adventure Program Management

COURSE DESCRIPTION:

A comprehensive study of adventure leadership and program management, this course prepares students for positions of leadership in the adventure and outdoor industry. This course will examine leadership theory, adventure program operations, policy and procedures, standard operating procedures, and standard administrative practices of accredited adventure programs. Emphasis will be placed on accreditation standards for adventure programs defined by the Association for Experiential Education.

PREREQUISITE: AVS 140

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

COURSE OBJECTIVE: Students will:

1. analyze and evaluate experiential theory for adventure leadership and program management
2. contrast standards and practices of national accrediting associations
3. analyze and evaluate adventure programming management skills \
4. understand organizational behavior and management theory
5. understand the legal and regulatory mandates related to adventure programs
6. evaluate instructor manuals, staff development, risk management and operational plans
7. contrast strategic plans, business plans, and marketing plans
8. evaluate risk management plans and protocol
9. evaluate adventure programming planning models process as it applies to organizational goals and objectives
10. evaluate standards of performance for adventure program personnel
11. understand personnel management of adventure programs
12. understand budgeting and fiscal management of adventure programs
13. utilize effective professional communication skills

COURSE TEXTS:

Ajango, Deborah. Lessons Learned: A Guide to Accident Prevention and Crisis Response. Boulder, CO: Association for Experiential Education. 2000.

Ford and Blanchard. Leadership and Administration of Outdoor Pursuits. State College: Venture Publishing, Inc. 1993

Garvey, D., Leemon, I., Williamson, J., & Zimmerman, W. Manual of Accreditation Standards for Adventure Programs. Boulder. CO: Association for Experiential Education. 1999.

New Zealand Mountain Safety Council, Inc. Outdoor Safety Risk Management for Outdoor Leaders. Wellington, New Zealand: New Zealand Mountain Safety Council, Inc. 2004.

Priest, S. & Hirsh, J. Essential Elements of Experiential Programming. Tacoma, WA: Tarrak Tech. 2005.

COURSE CONTENT:

- I. Introduction to Adventure Education Leadership and Program Management
- II. Adventure Leadership
 - A. Theoretical Foundations
 - B. Models and Frameworks
 - C. Technical, Safety, and Environmental
 - D. Instructional and Organizational
 - E. Ethics
 - F. Responsibility
 - i. Skills
 - ii. Equipment Limitations
 - iii. Environmental Elements
 - G. Judgment and Decisions
 - i. Problems, Options, Solutions, Plan
- III. Leadership Theory
- IV. Effective and Ineffective Leadership
 - A. Characteristics of Effective Leadership
 - B. Characteristics of Ineffective Leadership
 - C. Interpersonal Skills
- V. Management Theory
 - A. Scientific
 - B. Human Relations
 - C. Contemporary
- VI. Management
- VII. Organizational Design
- VIII. Fiscal Management
- IX. Personnel Management and Staff Development
- X. Marketing and Public Relations
- XI. Customer Service
- XII. Legal Foundations and Regulatory Mandates
- XIII. Accrediting Associations
 - A. AEE
 - B. PA
 - C. ACCT
 - D. NRPA
 - E. AALR
- XIV. Risk Mitigation and Safety Management
 - A. Risk Management Policy and Procedure
 - B. Standard Operating Procedures
 - C. Local Operating Procedures
 - D. Instructor Manuals
 - E. Standards of Care
 - F. Best Practice
 - G. Current Research
- XV. Metaskills
 - A. Leadership Style
 - B. Effective Communication
 - C. Experience-Based Judgment
 - D. Problem Solving
 - E. Decision Making
 - F. Professional Ethics

ADDITIONAL RESOURCES:

American Alliance for Health, Physical Education, Recreation and Dance. Journal of Physical Education, Recreation and Dance. Reston, VA.

Association for Experiential Education. Journal of Experiential Education. Boulder, CO.

Institute for Outdoor Learning. Journal of Adventure Education and Outdoor Learning. Penrith, Cumbria, UK.

American Alpine Club. Accidents in North American Mountaineering. Golden, CO: The American Alpine Club, Inc. 2003.

Ajango, Deborah. Lessons Learned II: Using Case Studies and History to Improve Safety Education. Boulder, CO: Association for Experiential Education. 2005.

Bechdel, Les and Ray, Slim. River Rescue. Boston: Appalachian Mountain Club Books 1997.

Cockrell, D. (ed.). The Wilderness Educator: The Wilderness Education Association Curriculum Guide. Merrillville, IN: ICS Books. 1991.

Covey, S. Principle Centered Leadership. New York: Simon and Schuster. 1992.

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.

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.

Jordan, D. Leadership in Leisure Services: Making a Difference. State College, PA: Venture Publishing, Inc. 2001.

Klint, K. & Priest, S. Experiential Evaluation. Tacoma, WA: Tarrak Tech. 2004.

Kraus, K., and Curtis, J. Creative Management in Recreation, Parks, and Leisure. New York: McGraw Hill. 2001.

Mosely, D., Pietri, P., and Meggison, L. Management: Leadership in Action. Haper Collins College Publishers. 1996.

National Recreation and Park Association. Journal of Leisure Research. Ashburn, VA.

O'Morrow G., and Carter, M. Effective Management in Therapeutic Recreation Service. State College: Venture Publishing. 1997.

Priest, S., & Gass, M. Effective Leadership in Adventure Programming. Champaign, IL: Human Kinetics. 1997.

Schon, Donald, A. The Reflective Practitioner: How Professionals Think in Action. New York: Basic Books, Inc. 1983.

Silberman, M. People Smart: Developing Your Interpersonal Intelligence. San Francisco: Berrett-Koehler Publisher, Inc. 2000.

Smith, Roland, Havens and Hoyt. The Theory and Practice of Challenge Education. Dubuque, IA: Kendall Hunt. 1992.

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

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.