

George Mason University
College of Education and Human Development
School of Sport, Recreation, and Tourism Management

RMGT 316 – 001 – Leadership and Outdoor Education
3 Credits – Fall 2023

Fridays 10:30 am - 1:10pm – Colgan Hall 204, Science & Technology Campus

FACULTY

Instructor: Ivan Levin M.S.
Office: 213 Krug Hall (School of Sport, Recreation, and Tourism Management)
Office Hours: By Appointment
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PREREQUISITES: None

UNIVERSITY CATALOG COURSE DESCRIPTION: Focuses on promotion of lifelong health and fitness via noncompetitive and informal outdoor activities. Introduces safety, skills, and leadership techniques. Covers sustainable use, conservation, and stewardship of natural resources. Offered by School of Sport/Rec/Tour Mgmt. Limited to three attempts. Equivalent to PRLS 316.

COURSE OVERVIEW: This course introduces and immerses students in three essential strands of leadership in outdoor education: environmental, experiential, and adventure-based education. We will go outside as much as weather permits, and we will engage directly in several outdoor activities, with a goal of students experiencing several different teaching models so that they may lead an outdoor lesson themselves by the end of the course. These activities do not lend themselves to makeup work, and as such, attendance each day is crucial.

Course Policies:

- a. **Attendance:** Because student contributions are so crucial to this course, all are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments.
- b. **Late Work:** Assignments are due on the specified date due and time. Assignments received after due dates will be considered late and receive a 11% deduction in points per 24-hour period. In cases of an emergency or participation in a pre-approved university-sponsored function, there may be some exceptions. However, please discuss these with me prior to the due date to be considered for exception. I recommend backing up copies of assignments to avoid losing data.
- c. **Syllabus:** You should consider this syllabus as your contract for the course. You must follow the directions for each assignment and ensure that you submit your work on time. This class can be successfully completed if you manage your time effectively, come to class prepared, and turn in high quality work on time.
- d. **Electronic Devices:** While in class, turn off all electronic devices and store them away unless instructed to do otherwise. Misuse of electronic devices or using electronic devices without permission of the instructor will result in a deduction from your participation grade.

- e. **Open door policy:** The instructor is open to your comments, questions, suggestions, and feedback on the course at any time. Feel free to email the instructor or see them before or after class, to discuss your ideas and concerns.

COURSE DELIVERY METHOD: This course will be delivered using a combination of experiential lecture and seminar format.

LEARNER OUTCOMES/OBJECTIVES: This course is designed to enable students to do the following:

1. Discuss the need for outdoor education/recreation in American society today by:
 - a. Understanding the history of leisure in American culture.
 - b. Identifying the psychological benefits of outdoor recreation and education.
 - c. Collecting and documenting current articles relating to leisure, health, and outdoor recreation trends.
 - d. Identifying the differences among national, regional, and local conservation agencies and their roles in outdoor recreation/education.
 - e. Identifying ways outdoor recreation activities benefit youth in schools to become self-motivated learners.
2. Learn the essentials of group building and team building by:
 - a. Participating as a class in Group Initiative activities.
 - b. Identifying and defining the theories that support the educational benefits of experiential education.
 - c. Being involved in and learning a variety of team building activities to incorporate into classroom learning or classroom activities to promote mutual respect, support for others, and cooperative participation.
3. Develop and plan an outdoor recreation lesson for school aged youth by:
 - a. Converting course material and field experience into an Outdoor Recreation lesson plan which incorporates Fairfax County Program of Studies for Physical Education (<https://www.fcps.edu/node/44308>).
 - b. Teaching an activity from your lesson plan to fellow students through an in-class presentation.
4. Learn a variety of outdoor skills and develop an appreciation for the outdoors by:
 - a. Developing a Leave No Trace land ethic through direct involvement in outdoor recreation activities.
 - b. Practicing and participating in hands-on outdoor recreation and outdoor education activities.

PROFESSIONAL ASSOCIATION STANDARDS: Upon completion of this course, students will meet the following professional standard from the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT):

7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

REQUIRED TEXTS: Gilbertson, K., Ewert, A., Siklander, P., & Bates, T. (2022). *Outdoor education: Methods and strategies* (Second). Human Kinetics.

SCHOLASTIC DISHONESTY: Scholastic dishonesty means plagiarism; cheating on assignments or examinations, including the unauthorized use of online learning support and testing platforms; engaging in unauthorized collaboration on academic work, including the

posting of student-generated coursework on online learning support and testing platforms not approved for the specific course in question; taking, acquiring, or using course materials without faculty permission, including the posting of faculty-provided course materials on online learning and testing platforms; ..."

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms: they cannot be used for course assignments except as explicitly authorized by the instructor. The following actions are prohibited in this course:

- Submitting all or any part of an assignment statement to an online learning support platform.
- Incorporating any part of an AI generated response in an assignment.
- Using AI to brainstorm, formulate arguments, or template ideas for assignments.
- Using AI to summarize or contextualize source materials.
- Submitting your own work for this class to an online learning support platform for iteration or improvement.

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me. If you use these tools, your actions would be considered academically dishonest and a violation of George Mason's Honor Code.

COURSE PERFORMANCE EVALUATION: Students are expected to submit all assignments on time on Blackboard, hard copy, or in-class presentation as outlined per assignment. Please follow APA guidelines.

ASSIGNMENTS AND EXAMINATIONS:

Journal Assignments	20%
Class Participation (includes in-class discussions and field trips)	20%
Class Assignments (includes Historical Presentation, Field Trip Pres, Facilitation Pres, & StrenghtsFinder)	40%
Final Lesson Plan	20%
TOTAL	100%

GRADING POLICIES:

Unless otherwise noted, assignments must be printed and will be due at the beginning of class on the specific due date. All electronic papers are to be submitted in WORD (.doc or .docx).

Papers received after the beginning of class will be considered late and receive a 20% deduction in points per 24-hour period. If you encounter extreme emergencies or are participating in a pre-approved university-sponsored function, exceptions may be made;

however, these must be discussed with me to determine if they fall in this category. I strongly encourage you to make a back-up copy of any work submitted since computers have been known to crash at the most inopportune times.

GRADING SCALE:

A+ = 98-100	B+ = 88-89	C+ = 78-79	D = 60-69
A = 94-97	B = 84-87	C = 74-77	F = 0-59
A- = 90-93	B- = 80-83	C- = 70-73	

PROFESSIONAL DISPOSITIONS: Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>.

TENTATIVE COURSE SCHEDULE:

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

WEEK	Location	TOPIC	READINGS/ASSIGNMENTS
Week 1 8/25	CH204	Welcome and Introduction to class objectives and goals, review course materials and introduce assignments	READ: Course materials, including Journal assignment (on Blackboard)
Week 2 9/01	CH204	Introduction to Outdoor Education -Purpose and value -Introduce Facilitation Assignment	READ: Chapter 1 and additional readings posted on Blackboard DUE: Journal Article #1 (Intro)
Week 3 9/8	CH204	Trends in outdoor education and recreation -Intro StrengthsFinder Assignment	READ: On Blackboard - Outdoor Recreation Trends and Economics
Week 4 9/15	CH204	Environmental Education and Activities -Introduce Field Trip Assignment	READ: Chapter 3 & Rachel Carson's "Help Your Child to Wonder" DUE: Journal Article #2 (RC)
Week 5 9/22	GMU Outdoor Adventures (Fairfax Campus)	FIELD TRIP - Stand Up Paddling	READ: Instructions on how to take StrengthsFinder assessment DUE: Complete and submit top 5 Strengths to Blackboard
Week 6 9/29	Park	ON YOUR OWN TEAM FIELD TRIP	READ: TBD DUE: Journal Article #3 (SUP Reflection & Sense of Wonder Map)
Week 7 10/06	CH204	Participant Learning & Environment -Debrief SUP Outing -Discuss StrengthsFinder Results -Field Trip Presentations -Facilitation Presentations #1 & #2	READ: Chapters 4 & 5 DUE: Field Trip Share Group Presentations & Assignment
Week 8 10/13	CH204	Learning Environment & Lesson Design -Intro Historical Leadership Assignment -Facilitation Presentations #3 & #4	READ: Chapters 6 & 7 and TBD
Week 9 10/20	GMU Outdoor Adventures (Fairfax Campus)	FIELD TRIP – ACTIVITY TBD	READ: Chapters 8-10
Week 10 10/27	CH204	Debrief Chapters 8-10 Lesson Planning -Facilitation Presentations #5 & #6	READ: Chapter 11
Week 11 11/3	CH204	Leadership Theory Final Presentation Day Selection -Historical Leadership Presentations -Facilitation Presentation #7	READ: Reading Posted on Blackboard DUE: Historical Leadership Presentations

Week 12 11/10	The EDGE	The Edge Challenge Course Outing	MAKE SURE YOU HAVE YOUR RISK ACKNOWLEDGEMENT FORM
Week 13 11/17	CH204	The Edge Debrief -Final Project Sneak Preview -Facilitation Presentation #8	DUE: Journal Article #4 (Edge) DUE: Lesson Plan Rough Draft
Week 14 12/1	CH204	LESSON PLAN PRESENTATIONS	DUE: Final Presentations & Lesson Plans
Exam Day 12/12	CH204	LESSON PLAN PRESENTATIONS	DUE: Final Presentations & Lesson Plans

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU POLICIES AND RESOURCES FOR STUDENTS:

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological](#)

[Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

