

## Tompkins Cortland Community College

### Master Course Syllabus

**Course Discipline and Number: RECR 284**

**Year: 2023-2024**

**Course Title: Outdoor Recreation Proficiency**

**Credit Hours: 1**

**I. Course Description:** This course is designed as an independent study, in which the student advances their outdoor recreation adventure skills and knowledge to a level beyond those learned in introductory activity classes such as backpacking, canoeing, snowshoeing, etc. The student selects an activity of their choice and, in consultation with the instructor; a customized learning plan is developed in order for the student to master standard proficiencies of the activity. Prerequisites: ENGL100; instructor permission. 1 Cr. (3 Lab.) Fall and spring semesters.

#### II. Additional Course Information:

1. RECR 284 meets the SUNY requirements for Applied Learning Experiences in the Field Study category.
2. This course satisfies the proficiency requirement within the Outdoor Recreation A.S. and will serve as an elective for Recreation Leadership majors. The wide range of outdoor recreation activities allows for a potentially unlimited amount of possibilities with regard to the content matter. Students will complete this course on an independent basis. Proficiency can include obtaining specific certifications (ACA, AMGA, NY State Guides License), a self-study, taking outdoor courses outside of TC3, and/or any other method as approved by the instructor.
3. Materials and equipment, required, supplied by the student, will be based on selected outdoor recreation activity.

#### III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Participate in and lead a selected outdoor recreation activity, meeting student-created proficiency goals.
2. Demonstrate self-sufficiency, self-reliance and proficiency in the selected outdoor recreation activity.
3. Describe the history, philosophy, and current trends of the selected activity.
4. Outline the importance of outdoor ethics and Leave No Trace in the selected activity.
5. Document improvement, including knowledge and skill/performance growth, in the selected activity.

#### IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

##### Tompkins Cortland ILOs N/A

Complete this section for "service" courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

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- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

### **Program Learning Outcomes**

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program

#### **Outdoor Recreation A.S.**

**PLO:** Describe/explain the history, development, impact, and value of leisure, recreation, and parks to individuals, society, and the environment.

3. Describe the history, philosophy, and current trends of the selected activity.

**PLO:** Design, implement, lead, analyze and evaluate services that facilitate targeted human experiences, recreation, and leisure requirements using technology and equipment appropriate for the leisure experience.

1. Participate in and lead a selected outdoor recreation activity, meeting student-created proficiency goals.

### **SUNY General Education Outcomes N/A**

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☐ **CRITICAL THINKING** - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- b. develop well-reasoned arguments.

☐ **INFORMATION MANAGEMENT** - Students will:

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate and synthesize information from a variety of sources.

☐ **GENERAL EDUCATION CATEGORY** - Area(s): **N/A**

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

## V. Essential Topics/Themes

1. Outdoor recreation professional growth needs assessment
2. Outdoor recreation goal development
3. History, philosophy, and current trends of an outdoor recreational activity
4. Creation, implementation, participation, and evaluation of professional growth in an outdoor recreational activity

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Outdoor recreation professional needs assessment	5-25%
2. Development of professional outdoor portfolio	0-25%
3. Documentation of individual activity skill and knowledge proficiencies (activity log and reports)	10-25%
4. Reports on the history, philosophy, and current trends of a selected activity	10-25%
5. Experiential educational activity experience	20-40%

## VII. Texts – ☐ Required    ☒ Recommended    ☐ Used for more than one course (list courses)

Texts will be determined by the instructor and program chair based on selected outdoor recreation activity.

## III. Bibliography of Supplemental Materials

1. Priest, S., and Gass, M. A. <i>Effective Leadership in Adventure Programming</i> . (2018). or latest ed.
2. Drury J. and Holmlund, E. <i>The Camper's Guide to Outdoor Pursuits: Finding Safe, Nature-friendly, and Comfortable Passage Through Wild Places</i> . Current ed. Sagamore Publishing.
3. Blanchard, J., Strong, M., and Ford, P. <i>Leadership and Administration of Outdoor Pursuits</i> . (2007) 3 <sup>rd</sup> ed. State College, PA. Venture Publishing.
4. Miles, J.C., and Priest, S. <i>Adventure Programming</i> . (1999) State College, PA. Venture Publishing.
5. Priest, S., and Gass, M. A. <i>Effective Leadership in Adventure Programming</i> . (2005) 2 <sup>nd</sup> ed. Champaign, IL. Human Kinetics.
6. Martin, B., Cashel, C., Wagstaff, M., and Breunig, M. <i>Outdoor Leadership: Theory and Practice</i> . (2006) Champaign, IL. Human Kinetics.
7. Goldenberg, M. and Martin, B. <i>Hiking and Backpacking</i> . (2008) Champaign, IL. Human Kinetics
8. Journal of Outdoor Recreation, Education, and Leadership.
9. Leave No Trace Center for Outdoor Ethics – Documents and research.

Editions listed are current as of date of syllabus. More recent editions may be used.

## IX. Other Learning Resources

**Audiovisual:** None specified

**Electronic:** None specified

**Other:** None specified

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*