

# COURSE APPROVAL DOCUMENT

Southeast Missouri State University

**Department:** Health, Human Performance and Recreation

**Course No.:** RC 371

**Title of Course:** Challenge Course Administration and Facilitation

**New:** Fall 2015

**I. Catalog Description (3 credit hours):** Introduction to fundamental theory and programming. Focus on developing facilitation skills, learning fundamental administrative and risk management practices.

**II. Co- or Prerequisite(s):** None

### **III. Purposes or Objectives of the Course:**

1. Familiarization with the challenge course industry and all professional associations and standards related to the industry.
2. Examine current administrative practices and critical issues within the challenge course industry.
3. Develop basic facilitation skills to lead team-building activities using low elements and initiative activities.
4. Improve basic facilitation skills to promote intrapersonal development within clients using high elements.
5. Conduct an in-house safety inspection of a challenge course.
6. Identify the student's knowledge of acceptable construction standards within the challenge course industry.
7. Apply risk management principles associated with challenge course experiences.
8. Design challenge course experiences for diverse populations.

### **IV. Student Learning Outcomes:**

1. The student will identify a conceptual definition of the challenge course industry and all professional associations and standards related to the industry.
2. The student will identify administrative practices and critical issues within the challenge course industry.
3. The student will identify and explain different facilitation skills to promote intrapersonal development within clients using high and low challenge course elements.

### **V. Course Content or Outline:**

	<b>Hours</b>
A. Challenge course philosophy and theory	7
1. Adventure education theory	
2. Challenge theory	
3. Adventure leadership theory	
B. The challenge course industry	6
1. History of challenge course development	
2. Professional Associations	
3. Accreditation and certification issues	
C. Leadership/Facilitation development	8

- 1. Game and initiative facilitation
- 2. Low element facilitation
- 3. High element facilitation
- D. Challenge course facilitation 8
  - 1. Managing groups in a challenge course environment
  - 2. Orienting and monitoring a group
  - 3. The phases of a challenge course experience
  - 4. Activity progression theory
  - 5. Facilitator risk management practices
- E. Challenge course as a physical facility 8
  - 1. Construction standards
  - 2. Hardware nomenclature
  - 3. Physical properties of equipment and design
  - 4. Course design
  - 5. Inspecting a challenge course
- F. Risk Management 8
  - 1. Industry standards
  - 2. Monitoring safety
  - 3. Accidents and incidents in the industry

**Total: 45**

**Please see attached copy of class syllabus and schedule as an example**

Chair Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Dean Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Southeast Missouri State University**  
**Dept. of Health, Human Performance and Recreation**  
**RC 3XX: Challenge Course Administration and Facilitation (3 hrs)**  
**Fall 2015**

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**Instructor:** Dr. Tom Holman

**Email:** [tholman@semo.edu](mailto:tholman@semo.edu)

**Office Phone:** (573)651-2462

**Office:** Parker Hall Room 211A

**Office Hours:** M 11-12, T 1-2, W 12-1 or by appointment

*All questions regarding this class should be addressed to the instructor. If the student has further queries or if their concerns are not addressed to their satisfaction they should contact the HHPR Department Chair Dr. Joe Pujol, (573)651-2197.*

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### **Course Description**

The overall purpose of this course is to introduce students to the fundamental theory and practices of challenge course programming. The content centers on developing facilitation skills and learning fundamental administrative and risk management practices.

### **Course Objectives**

1. Familiarization with the challenge course industry and all professional associations and standards related to the industry.
2. Examine current administrative practices and critical issues within the challenge course industry.
3. Develop basic facilitation skills to lead team-building activities using low elements and initiative activities.
4. Improve basic facilitation skills to promote intrapersonal development within clients using high elements.
5. Conduct an in-house safety inspection of a challenge course.
6. Identify the student's knowledge of acceptable construction standards within the challenge course industry.
7. Apply risk management principles associated with challenge course experiences.
8. Design challenge course experiences for diverse populations.

### **Student Learning Outcomes**

- A. The student will identify a conceptual definition of the challenge course industry and all professional associations and standards related to the industry.
- B. The student will identify administrative practices and critical issues within the challenge course industry.
- C. The student will identify and explain different facilitation skills to promote intrapersonal development within clients using high and low challenge course elements.

### **Required Text**

Rohnke, K., Rogers, D., Wall, J., & Tait, C. (2007). *The Complete Ropes Course Manual*. 4<sup>th</sup> Edition, Kendall Hunt Publishing Company. ISBN#: 978-0-7575-4032-5 (For sale in the Southeast Missouri State University Bookstore)

*\*Additional readings in the library or as handouts – may be assigned.*

## **Course Format**

My approach to teaching is grounded in participatory and shared learning. Classes will be conducted using a variety of teaching methods, including multiple opportunities for discussion, group work, and class activities. Guest speakers, site visits and presentations will be utilized where appropriate. There will be times throughout the semester that you will be required to attend class workshops or work in small groups outside of the classroom. While lectures, class activities and discussions will cover the general topics; material covered in class and the reading material are meant to complement each other rather than repeat each other; thus, attendance is critical.

## **IMPORTANT INFORMATION:**

- Students with disabilities needing physical or academic accommodations should inform the instructor of needs during the first week of class.
- Students are expected to read assigned course material before coming to class.
- All assignments must be typed (12 point font, double space, and 1 inch margins). Handwritten papers WILL NOT BE GRADED – unless otherwise specified.
- Assignments are to be turned in at the beginning of the class period the day that they are due or in the dropbox on the course website at the designated time/date they are due.
- **LATE ASSIGNMENT POLICY:** Late assignments will be deducted 10% for each day received late. Assignments that are turned in after I have already graded the other students' material and passed it back to the class will not be accepted without prior discussion with me.
- *Unscheduled quizzes or assignments* CANNOT be made up. There will be no group project or exam make-ups.
- **EXAMS:** If you will miss a scheduled exam, you should set up a time to take the exam PRIOR TO the scheduled exam time.
- **ATHLETES** and members of other student organizations: Advance notice of absences due to University sponsored events (athletics, etc.) should be given. Please supply a copy of your travel schedule including the departure and return times for each event DURING the FIRST WEEK OF CLASS.
- Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to <http://www6.semo.edu/judaffairs/code.html>

## **Course Requirements**

Student performance will be appraised using a number of evaluation methods; a brief description of these methods follows:

**CLASS INVOLVEMENT**– involvement is an important part of the learning process. This involvement has two components:

1. **Reading**-it is essential that assigned readings be completed **prior** to class in order to facilitate participation in class discussions and activities. During the semester a brief homework assignment drawn from the assigned reading may be given.
2. **In Class Participation**-As the instructor of this course I believe that active engagement is a critical component for learning to take place. Therefore, in order for you to get the most out of

this course, you not only must attend regularly, but you must also join into the class discussions and experiential learning opportunities designed to enhance the material covered in this course. I will assign you a participation grade at mid-term and at the final. You will be evaluated on YOUR participation in the activities and discussions in the class. Both attendance and speaking up are important aspects of participating fully. OUTSTANDING participation is marked by outstanding attendance, regularly asking appropriate questions, answering questions posed by the instructor and classmates, and adding appropriate comments that “bettered” the flow of information about the given topic.

### **GRADING CRITERIA: 100 points**

**A (Outstanding!)** = 90-100 points = Continued class involvement including regular class attendance; frequent, voluntary, and relevant verbal participation in class discussion, positive reaction & enthusiasm for class activities; demonstrated ability to give examples, integrate course material & reflect upon learning within class discussion.

**B (Above Average)** = 80-90 points = Continued class involvement including regular class attendance; voluntary and relevant verbal participation in class discussion, positive reaction and enthusiasm for class activities and creation of learning environment.

**C (Average)** = 70-80 points = Continued class involvement including irregular/regular class attendance; verbal responses to instructor questions during class discussion, participation in class activities.

**D (Below Average)** = 60-70 points = Irregular attendance and/or infrequent verbal participation in response to instructor questions and prompts during class discussion; negative or apathetic reaction for class activities and little contribution to the creation of comfortable learning environment.

**F (Unsatisfactory)** = 0-50 points = Irregular attendance & infrequent verbal participation in response to instructor questions and prompts during class discussion; negative or apathetic reaction for class activities; negative contribution to the creation of a comfortable learning environment.

### **Facilitation Experience: (100 points)**

This assignment is a chance to practice your group development skills while guiding a specific population through the low ropes experience. Students will have the opportunity to lead a low element exercise for the class. The class will be divided into groups and be assigned a population to work with. Instructor will provide feedback based on observations. (see handout for more information)

**Industry Overview: (100 points)** Students will be required to develop a paper based on the following:

- Common accidents and injuries that have occurred in the industry
- Current accreditation and certification standards
- Current trends in risk management
- Benefits of a challenge course experience
- Program examples

### **Skills & Equipment Analysis:(100 points)**

Throughout this course you will be required to learn basic challenge course skills to do the

various activities in class as well as knowing what the basic equipment or parts of equipment used. You will be expected to know these skills and equipment by the end of the semester. A handout will be given as to what skills and equipment should be learned. You will learn this by participating in class.

### **CHAPTER READING/WRITING ASSIGNMENTS (20pts each x 5 = 100 points):**

After reading each chapter in the text students will be required to write a one page paper over the content of the chapter as well as their opinion of the chapter. These assignments will be due in the dropbox at midnight on the day that they are due. The paper will be one-page in length, 12 point font and double space with your name on it. One page per 2 chapters or ½ page per chapter.

You should address the following in your paper (one paragraph for each):

1. A brief introduction/summary to the Chapter- what was the chapter about, what ideas/concepts about challenge course facilitation were covered, what facilitation styles were covered, equipment or safety procedures, what was the overall content of the chapter?
2. What stood out to you the most?- if you were to have a highlighter in your hand while reading this what things would you have highlighted and why?
3. What is your opinion of the chapter and how do you plan to apply it to your life as person, how might this help you in the future? **(Make this paragraph be the majority of your paper, I want to know your reactions, thoughts, and opinion)**

**Accessibility Statement:** Southeast Missouri State University is committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. Students may obtain official information about disabilities from Learning Assistance and Disability Support Services, located at:

<http://www.semo.edu/cs/services/lec.htm>.

**Academic Honesty Statement:** The Undergraduate Bulletin defines academic dishonesty as "...those acts which would deceive, cheat, or defraud so as to promote one's scholastic record...", and states that "violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the university". Students are expected to understand and abide by the rules governing academic honesty. The official statement about academic honesty, including plagiarism, may be accessed at:

[http://www.semo.edu/bulletin/pdf/2009 Bulletin.pdf](http://www.semo.edu/bulletin/pdf/2009%20Bulletin.pdf). Additional information may be accessed at:

<http://www6.semo.edu/judaffairs/>. Penalties for academic dishonesty range from failing the assignment and/or failing the course to expulsion from the University.

**Civility Statement:** "Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others as well as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system." (From the preamble of the Statement of Student Rights and Code of Student Conduct, revised January 8, 2004, Southeast Missouri State University)

**TENTATIVE COURSE SCHEDULE:** *any changes to this schedule will be announced in class*

Meeting locations may vary throughout the semester; locations will be announced, so check your email.

<b>WEEK #</b>	<b>DATES</b>	<b>TOPIC</b>	<b>Assignment/Readings</b>
1		Introductions, Course overview No Class	<b>Read Ch. 1 &amp; 2</b>
2		No Class No Class	<b>Read Ch. 1 &amp; 2</b>
3		Ch. 1 Ropes Course Overview No Class	<b>Ch. 1/2 Writing Assignment due</b>
4		Equipment & Knots No Class	<b>Read Ch. 3 &amp; 4</b>
5		Risk/Emergency Management No Class	<b>Read Ch. 3 &amp; 4</b>
6		Maintenance & Inspection No Class	<b>Ch. 3/4 Writing Assignment due</b>
7		Program Design & Planning No Class	<b>Read Ch. 5 &amp; 6</b>
<b>Weekend Challenge Course Experiential Learning Opportunity (Sat/Sun all day at SEMO ropes course)</b>			
8		Facilitation & Debriefing No Class- SEMO Fall Break	<b>Read Ch. 5 &amp; 6</b>
9		Facilitation & Debriefing No Class	<b>Ch. 5/6 Writing Assignment due</b>
10		Facilitation & Debriefing No Class	<b>Read Ch. 7 &amp; 8</b>
11		Group Presentations No Class	<b>Read Ch. 7 &amp; 8</b>
12		Group Presentations No Class	<b>Ch. 7/8 Writing Assignment due</b>
13		Group Presentations No Class	<b>Industry paper due Read Ch. 9 &amp; 10</b>
14		NO CLASS – THANKSGIVING BREAK NO CLASS – THANKSGIVING BREAK	<b>Read Ch. 9 &amp; 10</b>
15		Final Debrief <i>No Class- Compensated for Trip</i>	<b>Ch. 9/10 Writing Assignment due</b>
16		<i>No Class- Compensated for Trip No Class- Compensated for Trip</i>	<b>Phil. of adv. Ed. paper</b>

**\*\*\*\*\* Final Exam – Thursday, Dec 19<sup>th</sup> at 2:00 – 3:50 pm - Final Exam \*\*\*\*\***