

**PERCEPTIONS OF VALUE OF FACULTY TOWARD DOCTORAL
PROGRAMS IN OUTDOOR ADVENTURE EDUCATION**

Dissertation

By

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Doctoral Programs in Outdoor Adventure Education

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ABSTRACT

The researcher's purpose for this dissertation was to determine how and why doctoral programs in outdoor adventure education (OAE) related fields (which included, leisure studies, park, recreation, tourism, and therapeutic recreation) operated, how the programs were financed, what the value of the programs were, and what makes the programs unique. The researcher conducted a detailed review of the literature. Then the researcher surveyed and interviewed doctoral program chairs in OAE related programs.

Fourteen schools were identified by the researcher as having OAE related doctoral programs. The researcher solicited survey responses from the doctoral program chairs of the schools' and received feedback from nine of them. Of those nine, five were willing to participate in interviews. The researcher transcribed, searched for meaning, and coded the interviews and surveys.

The participants' responses along with the review of literature provided insight into how doctoral programs in OAE are unique, valuable, and why. Conclusively, jobs are the most critical aspect of OAE programs. For sustainability an OAE program must provide leadership, passion, and students. The overarching perspective was that OAE programs demand safety first. Funding was inconsistent due to the non-mandatory status of OAE programs. Program development was equal to time and commitment. OAE programs are always non-mandatory and subject to the whims of administrators and politicians. It's all about jobs. Jobs lead to student attraction to the program. Jobs are the answer to program completion. Therefore, jobs create, sustain, and reward student participation.

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL PAGE	ii
ACKNOWLEDGMENTS	iii
CURRICULUM VITAE	v
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
CHAPTER 1: INTRODUCTION	2
Definition of Terms	8
Statement of Problem	9
Significance of the Problem	9
Research Question	9
Conceptual Framework	9
Importance of the Study	10
Procedures	11
Limitations/Delimitations	14
Summary	15
CHAPTER 2: REVIEW OF RESEARCH AND RELATED LITERATURE	16
History	16
Outward Bound	17
Other OAE Programs	18
Benefits of OAE	19
Personal Growth	19
Flow	20
Passion	24
Freedom	24
Confidence	25
Fear and Control	25
Risk	27
Development	30
Identity	31
Growth of OAE	32
Spirituality	32
Stress	33
Challenge	34
Physical Activity	35
Leisure	35
Life Enhancement	36
Retention	37
Wilderness	38
Negative Aspects of OAE	40
Injury and Liability	40
Value	41
Measures	42
Higher Education Costs	45

Funding	46
Theoretical Framework	48
Summary	50
CHAPTER 3: METHODOLOGY	52
Introduction	52
Research Design	52
Setting	54
Subjects and Participants	55
Procedures and Data Collection Methods	56
Validity, Reliability, Dependability, Bias, and Equity	57
Analysis of Data	58
Summary	59
CHAPTER 4: REPORT OF DATA AND DATA ANALYSIS	60
Introduction	60
Research Question	62
Research Design	62
Respondents	63
Findings	63
Survey of Respondents	64
Interview of Respondents	77
Data Analysis	120
Response to Research Question	127
Summary of Findings	127
Summary	128
CHAPTER 5: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	129
Summary	129
Analysis of Research Findings	130
Discussion of Research Findings	132
Relationship to Research	132
Conclusions	135
Implications	137
Recommendations	139
Dissemination	140
Concluding Thoughts	140
REFERENCES	141
APPENDECIES	156

LIST OF TABLES

Table I: Conceptual Framework of This Study.....	10
Table II: Outcomes of Major OAE Related Studies	49
Table III: 14 Institutions with OAE Related Doctoral Programs	61
Table IV: Applicants Who Applied to OAE Doctoral Programs in Fall of 2015-Spring 2016	64
Table V: Applicants Who Were Admitted to OAE Doctoral Programs in Fall of 2015- Spring 2016.....	65
Table VI: Gender Breakdown of Admitted Applicants to OAE Doctoral Programs in the Fall of 2016.....	66
Table VII: Years OAE Doctoral Programs Had Been in Existence	67
Table VIII: The OAE Doctoral Candidate Average Age Range	68
Table IX: The OAE Doctoral Faculty Average Age Range	69
Table X: Establishing Curriculum	71
Table XI: Curriculum Rating Responses by Doctoral Program Faculty	72
Table XII: Goals and Objectives of an OAE Doctoral Program	74
Table XIII: Should the Main Emphasis of an OAE Doctoral Program be Placed on Teaching, Research, or Public Service	75
Table XIV: 15 Items That Were Perceived to be Themes by the Researcher	77
Table XV: Outcomes of Major OAE Related Studies Compared to This Study.....	133
Table XVI: Research Framework	136

CHAPTER I

INTRODUCTION

The problem with starting an outdoor adventure education (OAE) program at an institution is that in order to increase funding the program facilitators need to show that the program may aid in student satisfaction, recruitment, learning, and retention (A.C. Reese, personal communication, April 3rd, 2015). The researcher examined universities that have doctoral programs in OAE to show reasons as to why an OAE program was important and how administrators were able to maintain successful funding. Lindholm (2006) mentioned that OAE programs assist the whole person, meaning that the advantages of an OAE program helped students holistically in more ways than one. Scutton and Beames (2013) noted that the social and personal development of participants is the goal of OAE. These programs helped students become more mature and help with their self-understanding (Astin, 2004).

The purpose of the higher education system is to produce holistic or well rounded students (Dewey, 1938; Thelin, 2004). OAE comes from the experiential education philosophy of Dewey. OAE programs had been shown by researchers to demonstrate many benefits to the holistic student (Lewis, 2011). OAE activities may include rock climbing, white-water rafting, kayaking, hiking, mountaineering, scuba diving, base jumping, and many others (Pain and Pain, 2005). Outdoor recreation is similar to OAE because both usually take place outdoors with a small group participating in a challenging setting. The two approaches are significantly different because in OAE “physical, psychological, spiritual, and cognitive” (Ewert & Sibthorp, 2014, p. 34) growth and development are the clear and intended outcome. Outdoor recreation may

have the same growth and development occur but it is not the explicit outcome, as the goal may be specifically relaxation or entertainment.

Tagg (2003) suggested institutions had lofty goals centered on learning but made decisions based more on economic reasons rather than educational reasons. As a result, college had not been structured to develop the whole holistic student (National Association of Student Personnel Administrators, 2004). Because of financial pressure institutions had to focus on being tuition-driven and place emphasis on recruitment and retention rates of enrolled students, as well as national college rankings such as those conducted by the U.S. News and World Report (Bok, 2008). The focus on grades also mitigated against a holistic education approach as seen by the emphasis placed on transcripts and grade point average (Tagg, 2003). According to the National Association of Student Personnel Administrators, the primary motivation of students is to get good enough grades to graduate to get a job or get into graduate school, which often diminished the desire for personal learning and development.

The quest for adventure goes back in to ancient civilizations. For example in Sparta, the ancient city-state of Greece, boys would go horseback riding, hunting, and mountain climbing, because Spartans believed these activities “were ways to physically and emotionally strengthen young people for their eventual roles as citizens and soldiers” (Ewert & Sibthorp, 2014, p. 18). Educators like Aristotle, Plato, and more recently Comenius, Rousseau, and Pestalozzi emphasized using all the senses in learning for experiential modes of education and connected the mind and body in the learning process (O’Keefe, 1989).

The founding of the United States was filled with adventure and outdoor living (Uhlendorf, 1988). Learning to live outdoors and explore new lands helped build the founders of our nation's character. In our modern era, adventure had become extinct in normal daily living in the United States. We no longer had to deal with the survival concerns of our ancestors and were free to spend our time worrying about other things. There was still a desire to feel the rush of those outdoor adventures of years past. There was a niche of activities in the outdoors that universities could help train as leaders in those fields. Uhlendorf concluded that Americans continued to place greater value on leisure and outdoor adventure experiences. A number of significant historical events in the United States have supported the development of OAE including the organized camping movement starting in the early 1800s, the establishment of the first national park at Yellowstone in 1872, the founding of the Parks and Recreation Association of America in 1906, the establishment of the Boy Scouts of America in 1910, the first university courses offered in recreation at New York University, establishment of Outward Bound USA in 1962, and the launching of the National Outdoor Leadership School in 1965 (O'Keefe, 1989).

The roots of experiential education can be traced back to John Dewey. Dewey was born in 1859, and, by 1949, he had published 45 volumes in experiential education a concept that now has an international following (Ewert & Sibthorp, 2014). In 1896, Dewey founded the University of Chicago and emphasized motivating students through experimentation, learning by doing, learning in the context of a social environment, challenging students to use their creativity to arrive at a solution, and recognizing that each student had individual gifts and strengths that needed to be nurtured. Dewey

believed effective education was the answer to building a democratic, just, and humane society (Dewey, 1938). In the early 20th century in the United States, traditional school systems used the rationalistic approach emphasizing ideas, facts, and the transmission of knowledge from the teacher to the student. The system used memorization of facts and did not make connections between classroom learning and the world or the lives of students. Interests of the students, context, history, and motivation were not taken into account in the rationalistic approach. Dewey noted that students were passive, docile, and unmotivated to learn using the traditional approach. Dewey developed a progressive approach to education based on a continuum of experiences that included service-learning, living learning communities, and outdoor education.

Dewey (1938) proposed that while primary experiences of gathering data and direct observation were important, they were only the starting point. Secondary experiences were necessary to take the data provided and make sense of it by making meaning in the context of their lives. Dewey's view of effective education is one where how students learn is as important as what students learn. For Dewey, growth was characterized by healthy physical, intellectual, and moral development. In this way, Dewey was a proponent of the development of the whole person. Dewey stated, "A primary responsibility of educators is that they not only be aware of the general principle of shaping of actual experience by the environing conditions, but that they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth" (Dewey, 1938, p. 40).

Not only is reflection in OAE analogous to the critical reflection and ethical thinking taught by Dewey, but it also aligns with the notion of deep learning (Tagg,

2003). Deep learners are characterized by active involvement in massaging, processing, and integrating facts and data with their lives, other constructs, and the world. Deep learners are meaning-makers (Tagg).

Heitmann (1984) mentioned OAE can be useful in teaching skills, attitudes, and knowledge necessary to cope with daily life risks (e.g., water-immersion emergencies, escaping from a fire, and falling safely). Moore (1986) noted that elementary schools were even implementing OAE programs using a noncompetitive atmosphere and challenging situations. OAE programming was designed to increase skill and ability while mitigating and manipulating potential risk (Priest, 1999).

OAE instruction should be considered a great resource to improve overall student performance because of the impact OAE classes have been previously shown to have on confidence, development, identity, spirituality, stress, life enhancement, physical activity, and personal growth, among other attributes (Pain & Pain, 2005). OAE classes include white water raft guiding, rock climb and belaying kayaking, scuba diving, sky diving, and backpacking and hiking, amongst others (Pain & Pain). There were many opportunities for students to learn how to become more self-confident, self-aware, spiritual, and become leaders from an OAE program (Brymer, 2010).

Another purpose of higher education is to educate citizens to have morals and behave as democratic citizens as well as to prepare students for the workforce. Students are wondering if higher education is even worth the time and money (Renn & Reason, 2013). A university that is able to show that students are landing jobs after graduating and continue to have success in their career is vital in gaining new students.

An objective of higher education is to prepare students for the job market, teach marketable skill sets, and be used as an instrument for social change or moral development. Higher education should accomplish all of the above in student development (Renn & Reason, 2013). Student development that results from higher education should involve an increased capacity for complexity, not only from maturation (Renn & Reason). Getting students to become capable, able to control their feelings, become confident in who they are, and move beyond thinking there are only two ways of doing things are important tasks that can be accomplished from higher education (Renn & Reason). Enough time should be spent on both training college students for the job market as well as developing a meaningful philosophy on life (Renn & Reason). “Leisure scholars are interested in deriving objective laws and in defining general, abstract patterns. The driving force for managers (and management trainers) is to learn from experience and to interpret experience on the basis of personal or agency values” (Renn & Reason, p. 156). In OAE there are diverse demands so academics who live in the world of thought and theory and professionals who live in the world of action and experience may see the same problems from different viewpoints (Renn & Reason).

Students who became white water raft guides have shown the ability to lead a group of individuals down a certain class of rapids. Confidence gained through OAE programs typically helped with other aspects of the students’ lives. Team work in a raft, canoe or while belaying can be translated to the job market and work force (A.C. Reese, personal communication, April 3rd, 2015). The job market showed that education outside the classroom is as valuable as inside the classroom. OAE programs exposed opportunities much like students going on study abroad trips do (Reese). Leaders will

then seek out opportunities to perform as leaders and have a higher self-worth (Markus, Cross, & Wurf, 1990).

Definition of Terms

- Outdoor Adventure Education (OAE): An activity to promote learning that is leisure in nature and takes place in a natural environment outdoors or simulating the outdoors where the results are thought of as uncertain (Priest, 1999).
- Unique: particularly special, unusual, remarkable, or unlike anything else (Lewis, 2011).
- Value: worth, importance, or usefulness, to be of benefit (Lewis, 2011).
- Well-being: Holistic concept of mind, body, and spirit, not simply the absence of disease or distress (Lewis, 2011). The pursuit of one's true potential and personal growth, feeling alive, engaged, and determined (Lewis, Zullig, Kimiecik, Ward, & Horn, 2010).
- Holistic: The whole person, taking into account the parts of something as intimately interconnected (Priest, 1999).
- Flow: The complete focus to the task at hand and living in the moment (Newburg, Kimiecik, Durand-Bush & Doell, 2002).
- Spirituality: A sense of connection to something bigger than ourselves, and involves a search for meaning in life. As such, it is a universal human experience—something that touches us all (Lewis, 2011).
- Leisure: Designed or intended for recreational use; time or opportunity for ease, relaxation (Lewis, 2011).

- Eustress: Moderate or normal psychological stress interpreted as being beneficial for the experiencer (Priest, 1999)
- Distress: Mental or physical suffering or anguish (Priest, 1999).

Statement of Problem

To what extent are the doctoral programs in outdoor adventure education in the United States unique, valuable and why has been unexplored since David Harding's 1983 dissertation titled *Guidelines For A Doctoral Program In Leisure Studies/Recreation* done at Florida State University. What was known was the research on positive and negative outcomes of OAE programs. What were unknown were the content, context, and outcomes of doctoral programs in OAE.

Significance of Problem

Learning how to start a doctoral program at a university required using the data from current doctoral programs in OAE. This was the first comprehensive study of doctoral programs in OAE in the United States the researcher could find since 1983. The purpose was to determine how these doctoral programs operate, were financed, and their value.

Research Question

1. To what extent are the doctoral programs in outdoor adventure education in the United States unique, valuable, and why?

Conceptual Framework

Table I on the following page showed the relationship between the participants, outdoor adventure education, and doctoral programs.

Table I

Conceptual Framework of This Study

Participants		
Outdoor adventure education	This study	Perceptions of value of OAE by doctoral program faculty in OAE related fields

This study was filling in the gap where outdoor adventure education and doctoral programs intersect that had not been studied since 1983 (Harding). OAE had been studied and the perceptions of value of OAE by doctoral program faculty in OAE related fields were around but this study focused on bridging that gap in the literature.

Importance of Study

This study was important because there was no research on doctoral programs in OAE since 1983. The doctoral program administrators may use this information to help secure more funding in the future or possibly to make updates in curriculum. The students in these doctoral programs may use this study to help explain their value and attributes to potential employers. Educational leadership professionals may use this study to compare and contrast OAE to their specific subjects and see how they can implement

some of the positive findings to their educational organizations and/or the benefit of society.

This study was important to the researcher because if the researcher could show how doctoral programs in OAE are operated, maintained funding, recruited, retained, satisfied, and helped students learn than the researcher would gain the experience and knowledge necessary to start a program at another institution. This study is unique because no one has studied doctoral programs in OAE in a comprehensive manner since 1983 (Harding). The researcher wishes to accomplish a thorough review of the benefits of OAE. The researcher would also like to provide a comprehensive review of OAE including the history as well as some of the perceived negatives of this field. This way when presenting a new program to administrators the researcher can use unbiased research and past findings to help validate an argument. Beneficiaries of this study are other researchers who want to start OAE doctoral programs or even masters or baccalaureate OAE programs, administrators who need information on decisions for current OAE programs, students who need information on deciding if they want to study OAE programs and potentially work in outdoor related fields (which includes, leisure studies, park, recreation, tourism, and therapeutic recreation).

Procedures

“No rule of thumb exists to tell a researcher precisely how to focus a study. The extent to which a research or evaluation study is broad or narrow depends on purpose, the resources available and the interests of those involved. ... These are not choices between good and bad but choices among alternatives, all of which have merit” (Patton, 2002, p. 228).

The researcher used both qualitative research techniques and quantitative statistical analysis to perform a mixed methods descriptive study. The researcher sent out a survey to doctoral chairs, professors, and doctoral students at fourteen United States doctoral granting institutions in OAE related fields (which includes, leisure studies, park, recreation, tourism, and therapeutic recreation) which were Clemson University, Colorado State University, Indiana University, Michigan State University, North Carolina State University, Oklahoma State University, Pennsylvania State University, Prescott College, Texas A&M University, University of Arkansas, University of Florida, University of Illinois at Urbana Champaign, University of Northern Iowa, and the University of Utah. The researcher compared the results of that survey quantitatively. The researcher also conducted interviews of people who were doctoral chairs, professors, and one doctoral student in OAE doctoral programs. The doctoral student was referred by the doctoral program chair of the university due to the student's expertise and passion in the field. The researcher recorded these interviews and transcribed the results.

The researcher chose two methods to get a better understanding and make sure the results from the survey matched the results from the interviews. Surveys are good for measuring attitudes and eliciting other content from research participants (Maxwell, 2013). Interviews are useful for exploring ideas, allow the researcher to further expand participant's responses, and allow for more probing questions (Maxwell). "Varying beliefs dictate a range of structure and interpretation of interviews... a researcher who is primarily interested in a particular phenomenon through the voice of those who lived it would have less structure" (Lewis, 2011, p. 46). Surveys and interviews are efficient for financial and time management reasons (Maxwell).

Maxwell (2013) mentions “some qualitative researchers believe that, because qualitative research is necessarily inductive, any substantial prior structuring of the methods leads to a lack of flexibility to respond to emergent insights, and can create methodological tunnel vision in make sense of your data” (p. 88). All research today must show a relationship between the causal and outcome variables thanks to Hume who used deductive methods to show the relationship is not necessarily provable (Maxwell). Mill used inductive methods to build on the criterion of systematically ruling out all rival explanations for any presumed causal relationship (Maxwell).

“Qualitative analysis and writing involve not just making sense of the world but also making sense of our relationship to the world and therefore discovering things about ourselves even as we discover things about the phenomenon of interest” (Patton, 2002, p. 432). The researcher was interested in how doctoral programs in OAE operate and are financed. Therefore, this investigation was guided by the fundamental question of are the doctoral programs in outdoor adventure education in the United States unique, valuable, and why? Patton reminds, “There are no rules for sample size in qualitative inquiry. Sample size depends on what you want to know, the purpose of the inquiry, what’s at stake, what will be useful, what will have credibility and what can be done with available time and resources” (p. 244).

“Qualitative analysis transforms data into findings. No formula exists for that transformation... the challenge... lies in making sense of massive amounts of data... reducing the volume of raw information, sifting trivia from significance, identifying significant patterns, and constructing a framework for communicating the essence of what the data reveal” (Patton, 2002, p.432).

Analysis is greatly influenced by the purpose of the study (Patton, 2002). The decisions that I made have been to gain understanding. I created verbatim transcriptions to further examine the focus groups stories. Verbatim transcription is “the essential raw data for qualitative analysis” (Patton, 2002, p. 441).

Limitations/Delimitations

The researcher will attempt to remain unbiased to increase validity. The researcher is a white water raft guide instructor, kayak instructor, rock climbing instructor, stand up paddleboard yoga instructor, and outdoor trip leader. We cannot study a subject from another’s point of view because we have our own senses, but we can attempt to stay unbiased by providing only facts and not opinions (Maxwell, 2013).

Maxwell (2013) proposed there is one reality or one universal truth, but people see it from different perspectives. Everyone wants to feel love, freedom and justice but it is hard to see others point of view (Maxwell). We can study this single reality from our own point of view and try to tell it to others (Maxwell). We can use as many techniques to make valid arguments but at the end of the day it will always be from our own point of view (Maxwell).

Context-free and time-free generalizations are almost always impossible, except for the idea that we all want love (Maxwell, 2013). That seems to be the only thing that is wanted 100% of the time (Maxwell). Everything else seems to change by time and circumstance (Maxwell).

A delimitation would be that in the year 2017 we are able to use the phone, internet and email to help conduct studies efficiently without having to travel all over the

country. The researcher plans on using these resources to help conduct a survey and interviews.

Summary

The question of whether the doctoral programs in outdoor adventure education in the United States were unique, valuable, and why had been largely unexplored since 1983. This study was filling in the gap where outdoor adventure education and doctoral programs intersect. The researcher used both qualitative research techniques and quantitative statistical analysis to perform a mixed methods descriptive study. The researcher chose two methods to get a better understanding and make sure the results from the survey matched the results from the interviews. What was known was the research on positive and negative outcomes of OAE programs. What were unknown were the content, context, and outcomes of doctoral programs in OAE. This study was important because there was no research on doctoral program in OAE since 1983.

Preparing students for the job market, teaching students a marketable skill sets, and using education as an instrument for social change or moral development may be considered objectives of higher education. Producing holistic or well-rounded students may be considered the purpose of the higher education system. A problem with starting an outdoor adventure education (OAE) program at an institution is that in order to increase funding the program facilitators need to show that the programs help with student satisfaction, recruitment, learning, and retention.

CHAPTER II

REVIEW OF RESEARCH AND RELATED LITERATURE

Dewey (1938), who was thought of as the modern father of experiential education, supported an educational philosophy that placed importance on the student's experience in the learning process instead of an educational system that only focused on information transmission. "Experiential education represents a commitment to holistic educational approaches that align with current research espousing the creation of learning environments in and out of the classroom as a key ingredient for maximizing student development," (Kuh, Schuh, & Whitt, 2005, p. 11).

Evaul (1980) suggested OAE programs could be used in curriculum to foster the skills of cooperation and courage. According to Evaul, students should be given problems to solve with progressively more dangerous activities designed to gradually increase confidence.

Taylor (1980) used OAE programs for the skills of social interaction and discipline. Taylor's style used activities that range from low risk to high risk including canoeing, hiking, rock climbing, camping, and skiing.

The researcher presented the history, benefits of OAE, and negative aspects of OAE in the sections below. Then, the researcher presented the theoretical framework and summary of the chapter.

History

Outward Bound was one of the most notable organizations to first recognize the positive impact of adventurous activities. Originally founded in Europe, Outward Bound

began its first school in North America in 1962 by Joshua Miner (Miner & Boldt, 1981). The school was for-profit but did have scholarship opportunities.

Possibly the most well-known school based OAE program was Project Adventure which was created in 1971 in Massachusetts by several faculty members who used to participate in Outward Bound (Rohnke, 1986).

Outward Bound

Outward Bound was created by Kurt Hahn (Miner & Boldt, 1981) in order to cultivate compassion, growth, and confidence (Ewert & Sibthorp, 2014). The first Outward Bound School was in Aberdovey, Wales in 1941 and brought to Colorado in the United States in the 1960s (Ewert & Sibthorp). It was designed around using experiential education theory and the natural environment to teach students. Outward Bound's OAE can be based on the philosophic roots of Dewey, Rousseau, and others (Rillo, 1984).

In addition to Outward Bound, ski areas, parks, and campgrounds started offering leisure activities as commodities around this time in North America (Ibrahim & Crodes, 2008). Burton (1981) reviewed 73 Outward Bound programs and found only 2% had negative outcomes. Twenty-six reported some positive outcomes and 38% reported mostly positive outcomes. Burton (1981) found positive impacts on self-perceptions, self-assertion and personality from the Outward Bound programs.

The general stated objectives for the Outward Bound program in this study were to provide a learning environment which:

1. improves confidence, increases self-esteem and develops maturity;
2. develops teamwork, co-operation, effective communication, and understanding;
3. stimulates interpersonal skills and leadership development;
4. focuses resourcefulness, initiative, self-reliance and capacity to adapt to change;
5. encourages continuing personal development and goal-setting;

6. challenges the individual to cope with change, overcome difficulties, and build on their strengths;
7. creates real life experiences which complement and reinforce the learning from within the classroom; and
8. develops a rapport between staff and students not readily attainable in a school environment. (Outward Bound Australia, 1994)

Over 40 Outward Bound schools around the world have provided programs to more than 200,000 students (Outward Bound International, 2006). “To help people discover and develop their potential to care for themselves, other and the world around them through challenging experiences in unfamiliar settings” (Outward Bound International, p.2) is the Outward Bound mission. Outward Bound used an outdoor challenge based platform to promote development both socially and personally. Hahn called Outward Bound “a new kind of school where the world of thought and action will no longer be divided” (Neill, 2004, p.23).

Outward Bound programs typically have a multi-activity focus, with such activities as hiking, camping, water based expeditions (e.g., rafting, canoeing, kayaking), rock climbing, sailing, and caving (Neill, 2008). Gassner and Russell (2008) found Outward Bound used the natural environment, small group settings, periods intended for deep thinking, and physical experiences to create lasting positive impacts.

Other OAE Programs

In 1965, 547 people ran the Colorado River through the Grand Canyon. Just seven years later by 1972, over 16,000 people ran that same stretch (Ford & Blanchard, 1985). Wilson (1977) suggests that a cause of this may be dissatisfaction with excessive technology and urbanization of modern American life. A return to a simpler, albeit more rough and self-reliant way of living, and escape from the fast passed lifestyle may also contribute to people wanting to participate in outdoor adventures.

The faculty members of Project Adventure integrated Outward Bounds educational concepts into public education (Rohnke, 1986). Project Adventure and Outward Bound are both designed to promote confidence by integrating risk taking and problem solving in the curriculum.

Benefits of OAE

Kellert (2005) concluded that play in nature through OAE programs, especially during the important time of childhood, seemed to positively impact the development of problem-solving skills, the use of imagination, and emotional and logical growth. A benefit of play in nature included the aspects of raised social aptitudes, decreased anxiety, and fewer occurrences of violent behavior (Kellert).

OAE programs helped facilitate relationships and potential future adventure opportunities (Lewis, 2011). The researcher presented these and other benefits of OAE in the sections below. These sections include person growth, flow, passion, freedom, confidence, fear and control, risk, development, identity, growth of OAE, spirituality, stress, challenge, physical activity, leisure, life enhancement, retention, and wilderness.

Personal growth

Ryff (1989) and Compton (2005) both recognized that personal growth is how a participant can live to one's potential, and OAE programs can aid in providing a setting necessary for personal growth. OAE is specifically designed to promote the personal and social development of its participants (Scrutton & Beames, 2013). Waterman (1993) argued that hedonistic enjoyment was different than the pleasure gained from personal growth. Personal growth was about striving to be your best true self (Waterman). Hedonistic enjoyment was pleasure fulfillment and satisfying one's desires (Waterman).

Compton (2005) suggested, pleasure satisfaction does not last long and does not leave one feeling as if he or she has grown personally. Waterman, Schwartz, & Conti (2008) hypothesized that when making life choices hedonic enjoyment is less durable and less rewarding than making decisions based on personal growth.

According to Arcand, Durand-Bush and Miall (2007), a rock climber found reflecting intentionally delivered improved self-awareness and alertness. The climber identified self-doubt as a feeling that was holding him back. Thoughts of past failures kept the climber from making it to the next hold. In order to hold on to the next hold the climber had to let go of his self-doubt (Arcand et al., 2007).

Flow

Csikszentmihalyi (1975, 1997) studied what was referred to as flow. Flow involved intense concentration on the task at hand (Lewis, 2011). Flow can be considered that feeling of being in the zone. Csikszentmihalyi studied basketball players, dancers, chess players, and rock climbers. For the participants in the study, when a challenge was too easy it was boring. When a challenge was too hard it made people anxious. The happy medium was where the challenge was the appropriate level for the participants skill level which required total engagement and participants experienced flow (Csikszentmihalyi, 1997).

For a participant to experience flow the main mechanism needed was a challenge (Nakamura & Csikszentmihalyi, 2002). The participant would have a clear goal in the challenge and a way to obtain instant feedback (Nakamura & Csikszentmihalyi). The person would then use the feedback to expand their abilities (Nakamura & Csikszentmihalyi).

OAE guides reported a feeling of control where action and awareness combined (Lewis, 2011). “Guides are able to immediately and accurately process feedback,” (Lewis, p.62). Focusing on the task at hand creates a loss of self-consciousness and often a loss of sense of time (Lewis).

Intrinsically motivated people often like goals that require effort because they can expect more positive outcomes in the long run (Nakamura & Csikszentmihalyi, 2002). The OAE activity, however, had to be believed to be within the person’s abilities to avoid disaster (Priest, 1992). The knack for knowing what was in one’s perceived ability comes with experience (Priest). Therefore the more experience OAE guides have, the greater the chance for flow to occur (Lewis, 2011). Lewis suggests that early OAE experiences generate a drive within participants that causes a preference for personal, intrinsically motivated growth pursuits that may require a lot of effort at first but be beneficial in the long run rather than hedonistic, short term desires.

Goal setting also improved the chances of experiencing flow (Lewis, 2011). Goal setting motivated intrinsically, provided a sense of accomplishment, and propelled the flow cycle both in the pursuit of the goal and the goal itself (Lewis).

According to Csikszentmihalyi (1990), autotelic people are internally driven. Autotelic people were characterized as having a sense of purpose and curiosity. This was opposed to people who are externally driven by things such as comfort, power, celebrity, or currency. OAE programs are great ways for people to pay attention to their sense of purpose and curiosity and stop worrying so much about external rewards (Lewis, 2011).

Csikszentmihalyi (1975) contended “the analysis of rock climbing shows how flow activities can serve as models for societal transformation and provide experiences

that motivate people to implement change” (p. 74). People gained self-fulfillment by developing skills to meet new challenges (Waterman, 1993). People used challenges and how they overcome them in other parts of their lives (Kleiber, 1999). Using OAE programs may be a great tool as a nontraditional activity outside normal schooling (Duerden, Widmer, Taniguchi & McCoy, 2009). One can develop a theory of self through OAE activities (Kleiber).

Pohl, Borrie and Patterson (2000) suggested OAE programs helped participants with slowing down and becoming involved with everything around themselves in the moment. OAE programs can leave participants with a clear mind, understanding of the world, and heightened mental awareness (Pohl, Borrie, & Patterson). Nakamura and Csikszentmihalyi (2002) added that when a participant focused the participant was better able to experience flow because the participant concentrated so intensely that there was no room for any other emphasis.

Lewis (2011) added to Csikszentmihalyi’s (1990) flow model clear goals and the transformation of time. Clear goals helped eliminate confusion and wasted time that could impact the flow experience. Lewis (2011) concluded that, ironically, the easiest way to tell if someone had been experiencing flow in an optimal experience was if the participant’s perception of time was disoriented. Time standing still, losing track of time and ‘time flies when you are having fun’ are recognizable features of the flow experience (Lewis).

A participant may have experienced flow when they were so immersed in an action that they no longer have self-doubt, inhibitions, or self-judgement (Lewis, 2011). Suspending judgement of one’s self and loss of self-consciousness were other aspects of

flow (Lewis). The participants acted and reacted freely without thinking of what others may be thinking because the participants were so devoted and engaged to the task at hand (Lewis). Feedback was processed precisely and instantaneously when experiencing flow (Lewis). Flow can be thought of as a dance with incoming stimuli, where the participant was able to respond to the environment in control of situations normally perceived as chaotic (Lewis). Csikszentmihalyi (1990) concluded flow was felt in inherently pleasing activities and could not be replicated in obligated activities, which shows that participants experiencing flow were doing the task at hand because they were intrinsically motivated.

OAE guides had a lifestyle with access to flow opportunities (Lewis, 2011). OAE guides had potential flow experiences beyond normal (Hattie, Marsh, Neill & Richards, 1997). Filho suggested flow can work together in leisure and work and can be transferred to other aspects of life. Lewis looked at flow for OAE guides and how guides can transfer those experiences of full engagement to a holistic purpose and way to live life.

According to Nakamura and Csikszentmihalyi (2002), struggling required intense focus, which helped promote the feeling of experiencing flow during the adventure cycle. Csikszentmihalyi (1975) suggested flow was such an enjoyable state that individuals would design their lives around it.

Focusing on the task at hand helped make participants determined, appreciative, and intrinsically motivated (Ryan & Deci, 2000). Concentrating on the moment of complete engagement may have nurtured long lasting enjoyment (Lewis, 2011).

Leberman and Martin (2004) explored the importance of reflection in the outdoor environment. Leberman and Martin concluded that integrating a post-experience reflection into outdoor adventures was important and Newburg et. al (2002) found that in

OAE activities post-experience reflection would be most useful when participants pay close attention during instances of complete engagement, such as when participants experience flow.

Passion

Vallerand and Miquelon (2007) suggested the concept of harmonious passion, which motivates one to engage willingly and free of internal or external compulsion. When a participant tuned in to how they felt, the participant better connected with their own true self (Lussier-Ley & Durand-Bush, 2009).

Some OAE guides have found a way to marry their passion for the outdoors to their need for an income (Lewis, 2011). Guides had the motivation of having a job or career that gave them pleasure and enjoyment. According to Filho (2010) and Puchan (2004) guides found work and a career when fully immersing themselves in their favorite activity and sought no separation from work to pursue something more desirable. Reducing the distinction between work and play may have helped integrate OAE work holistically into one's life (Lewis). OAE work presented opportunities to learn new skills and engage in novel outdoor experiences (Lewis).

Freedom

Brymer and Schweitzer (2013) demonstrated that OAE programs helped people feel liberated. People who participated in OAE programs often came away with the feelings of being freed and unbound from society and civilization (Brymer & Schweitzer). Feeling freed may have been positive for participant's emotional well-being and physical health (Brymer & Schweitzer). Willig (2008) found that there are health benefits to OAE programs, including mental health benefits. The feelings people

experienced from OAE programs can attribute to improvements in overall health (Willig).

Confidence

There were many other benefits to an OAE program as well. Dealing with insecurity, danger, and the natural elements helped students become leaders (McCall, 2010). OAE programs had students face adversity in a new setting. Students possessed the knowledge necessary to reduce risks and respond to emergencies after taking classes like Wilderness First Aid and Wilderness First Responder (Bell et. al, 2010). Studies have demonstrated that allowing people a greater sense of autonomy directly enhances intrinsic motivation (Ryan & Deci, 2000).

Overcoming adversity tended to give students confidence that can carry over to other aspects of their lives. Their confidence then aided the students to become leaders who felt like they had higher self-worth (Markus, Cross, & Wurf, 1990). One of higher education's main priorities was developing leaders who then seek out to lead in other aspects of their lives (Markus, Cross, & Wurf). In a case study of instructors from the National Outdoor Leadership Schools (NOLS), findings revealed that transferable learning occurred through an instructor's traits and behaviors, such as role modeling, providing feedback, and fostering a supportive learning climate (Ewert & Sibthorp, 2014).

Fear and Control

Brymer and Schweitzer (2013) reported that maintaining the ability to remain in control even when everything else is out of control helped with the phenomenon of experiencing fear, or lack thereof. When participants participated in OAE programs, the participants often felt like they were out of control. Fear may be transcended when most

people would normally lose control but the OAE participant maintained control (Brymer & Schweitzer). This ability to remain in command allowed OAE participants to look back at their experience and realize they never felt fear because they perceived that they were in charge. This balance of being in a control and not being in control can have the effect of feeling free; freedom is sensed when letting go (Brymer & Schweitzer).

Brymer explained OAE activities as, “[including] BASE (Buildings, Antennae, Space, Earth) – jumping, extreme skiing, waterfall kayaking, big wave surfing, high-level mountaineering, and climbing without ropes or ‘free solo’ climbing” (Brymer, 2010, p.1). Brymer focused on participants of OAE programs by which the most likely outcome of a mismanaged mistake or accident is death. OAE participants acknowledged that the potential outcome of a mismanaged mistake or accident could be death. However, according to Brymer accepting this potential outcome does not mean that participants searched for risk. Brymer alleged that participating in activities that involved a real chance of death, fear, and the realization that nature in its extreme is far greater and more powerful than humanity, triggered positive life changes and an eco-centric standpoint (Brymer, 2009). Eco-centric viewpoints were just one of the many positive effects of OAE programs (Brymer, 2009).

Personal significance and a challenging life were embraced while ease and shelter were abandoned when an OAE participant faced these fears (Brymer & Schweitzer, 2013). Brymer (2009) concluded that fear helps keep you alive. OAE participants aren’t just adrenaline junkies with a death wish (Brymer).

Boniface (2006) recognized participants in OAE programs increased individuality, an unrestricted spirit, forfeiture of self-consciousness, thankfulness of

exploration, and the abilities to cope and transform fear. Brymer (2010) found that in the United Kingdom the death rate for free-solo climbers (meaning climbing without a rope) was 1:4000 which compared favorably against motor cycle riding where the death rate was 1:500. Walking across the street or driving a car had high death rates as well but many times the perceived risk is a lot lower. Often time's people would be willing to drive with someone to go skydiving but would not actually go skydiving. My next question would be that since fatality is 100% and we are all going to eventually die, why are people afraid of anything in the first place? As one of the BASE jumpers in Brymer's study said, "You know that life is 100 percent fatal condition... everyone is going to die... you have to die... you know... and one of the problems of this society is that we don't pay enough attention to that fact" (p. 10, Brymer). As death is a certainty, the real risk is ignoring this fact and missing out on opportunities because of fear (Brymer).

Risk

Nature can provoke a range of distressing emotional reactions including dislike, fear, disgust, and psychiatric symptoms (Neill, 2008). Ultimately, engagement with nature can cause disablement or death (Neill). However, Ewert and Sibthorp (2014) noted, "Where we once accepted risk in order to survive, we now pursue risk in order to thrive-to feel as though we are making the most of our lives" (p.5).

Studies were done to help reduce the risk of some OAE programs. A report like the one done by Soreide, Ellingsen, & Knutson (2007) helped OAE participants determine how much risk they were subjecting themselves to on a continual basis. This report used statistical evidence to show that base jumping is much more dangerous than skydiving (Soreide, Ellingsen, & Knutson). Since that study, more training and classes were implemented at the area the study was conducted Kjerag Massif, Norway, a high

volume base jumping site, which helped increase the amount of safety precautions and lower the risk (Soreide, Ellingsen, & Knutson).

In *Exploring The Motivations Of Base Jumpers: Extreme Sport Enthusiast* Allman et. al. (2009) found that OAE programs are not about the search for risk or the need to take risks but about many other factors. Some participants acquired a new skill and overcame fear as well as had a sense of accomplishment, sense of belonging, felt personal/spiritual emotion, and felt fun and enjoyment of life (Allman et. al.).

Brymer (2010) found that participants attribute much of their passion for their OAE activities to reasons other than risk taking. Brymer challenged the stereotypical view of base jumpers as daredevils. Instead, the OAE participant's personal motivations were congruent with findings from previous studies in which OAE participants deliberately took perceived risks as a means of becoming positively transformed (Brymer, 2009).

An extreme rock climber that Brymer (2010) interviewed described how learning about herself and developing partnerships with others in the natural environment are more appropriate reasons for participating in OAE programs than a desire for risk. Brymer suggested the traditional focus on risk taking pointed toward a desire to participate in an activity where outcome uncertainty is vital. However, participants in this study suggested that outcome uncertainty is not part of the experience. Preparation and control seemed to be of the utmost importance to the participants interviewed. According to participants in Brymer's study, OAE activities are not about the search for risk or the need to take risks but about many other factors including developing partnerships with others in a natural environment. Extreme OAE participants liked to be in control and had

everything laid out before even taking on the event (Pain & Pain, 2005). Brymer concluded that OAE programs are not about the need to take risks - instead, OAE programs are about the positive aspects felt such as freedom, humility, given them an excitement for life and the sense of calm in nature.

Martin and Priest used the Adventure Experience Paradigm to describe the correlation between risk and ability (Priest, 1992). The potential for physical, mental or financial loss can be defined as risk (Priest, 1999). How able, skilled and competent someone was versus how much potential negative impact the challenge they were attempting results in a balance (Priest, 1992). The peak adventure was a mix of ability and risk where you are pushing yourself to your limit, but not past (Priest, 1999).

Priest (1999) stated each person had a different ability so every adventure and challenge had different amounts of risks involved. OAE programming was designed to increase skill and ability while mitigating and manipulating potential risk (Priest). “Adventures are personally specific and situationally specific... An adventure for one person, in a particular place, at a given time, may not be adventure for another, or for the same person in a different place or time” (Priest, p. 160). When a participant’s competence was congruent to the amount of risk they were taking the participant experienced their peak adventure (Priest).

Individual’s abilities varied so the perception of risks varied (Lewis, 2011). Compared to a peak adventure, with the same amount of competence but less risk the participant may experience exploration or experimentation (Priest, 1999). With the same amount of competence but more risk the participant may experience misadventure or devastation and disaster (Priest).

Csikszentmihalyi (1975) determined that OAE programs such as rock climbing were done using intrinsic motivation with no external reward even though there was a presence of danger. The balance between an individual's competence and how much risk they were exposed to mirrored the balance between challenge and skill (Csikszentmihalyi, 1990). According to Csikszentmihalyi's (1990) Adventure Experience Paradigm, participants can experience peak adventure at any skill level by manipulating the amount of challenge/risk.

Development

Sibthorp (2003) recognized that OAE programs learned hard (technical) skills as well as soft (life) skills through experience of interacting in groups as well as being alone and isolated. OAE programs helped students cultivate skills that are essential to their development and help them achieve a sense of teamwork (O'Keefe, 1989). OAE learning took place in a cyclical process of experiencing, reflecting, thinking, and acting (Kolb & Kolb, 2005).

Controlling environments like the confines of a classroom as opposed to being out in nature have been shown to inhibit learning by limiting intrinsic motivation (Ryan & Deci, 2011). Puchan (2004) makes the point that participation in OAE programs may be desired by people who are looking for a new way to break away from a more and more controlled, structured, and sanitized method of existing. According to Merriam and Clark (1993), taking time out to reflect upon the exercise was the best way for participants to learn from a life experience. Participants spending time and expending energy in to recalling the event to reproduce it in their minds was a beneficial practice (Merriam & Clark).

Identity

The OAE experience did positively impact identity development in a study conducted by Duerden, Widmer, Taniguchi, and McCoy (2009). Hiller (2005) stated that OAE programs might achieve a larger impact on identity shifts than non-outdoor programs. Students seemed to become more self-confident and some seemed to find their purpose in life after participating in OAE programs (Hiller). Although Kleiber (1999) mentioned that our chosen OAE leisure activities have not been adequately studied or taken in to account when looking at identity formation, Duerden et al. (2009) suggested more research be conducted on self-identity development and OAE. According to Breunig, Todd, Anderson, and Young (2010) sense of community was greatly increased in college students after a thirteen day outdoor education course.

Lewis (2011) wrote that “independence and inter-dependence are other consistent features of the outdoor adventure experience; connecting with others and experiencing peace and solitude while seemingly contradictory need not be considered contradictory features” (p.15). Ryan and Deci (2000) suggest being able to relate or “the need to feel belongingness and connection with others,” (p.73), is needed to foster motivation. Similarly, Boniface (2006) found that women value sharing the outdoor adventure experience with others due the sense of connection with others.

Growth of OAE

Even with risks being associated with some of these OAE programs, over the last two to three decades, OAE activities have outpaced any other indoor sporting activity in terms of growth (Pain & Pain, 2005). According to a study by Bell et. al. (2010), over

300 colleges in the United States had an OAE program and the numbers are increasing. University and college budgets were increasing for OAE programs because more students were being taught how to administer first aid, perform proper risk management, and lead trips as student leaders (Bell). Also, more students were becoming trained in wilderness medicine as Wilderness First Aid and Wilderness First Responders technicians (Bell).

Spirituality

Daniel (2003) asserted for students to develop spiritually it was important for students to experiment and explore some of nature's greatest wonders. Daniel found that allowing students to engage in separation from the group for a period of time for rest and reflection (a solo experience) was beneficial. Students began contemplating how vast the world was when they saw huge natural formations like the Grand Canyon and other natural formations that are like works of art which help humble individuals. Seeing these huge natural formations made students wonder about the origin of the world and contemplate their place in life. OAE programs aided in helping students in their exploration of their own spirituality (Daniel). OAE is often a voluntarily chosen activity but OAE may also be a holistic way of living and a spiritual experience (McLean, Hurd and Rogers, 2008).

Astin (2004) argued that contemplation is a key practice that should be introduced more intentionally into the college student experience to enhance spirituality. Loeffler (2004) found that participants experienced a new sense of self and OAE programs helped participants experience peace and solitude that contributed to a spiritual connection to the outdoors. Thelin (2004) noted that "holistic student learning intent on equipping students for the common good was a primary focus for the first American colonial colleges, including Harvard, Yale, and Princeton" (pg. 102).

Stress

Outcomes are created during OAE because of the inherent challenges OAE activities present (Lewis, 2011). OAE programs are often challenge by choice. An effective OAE program pushed students to change and adapt to stress. Seyle (1976) and Suedfeld (1997) reiterated that when coping is effective, such programs will lead to eustress (moderate or normal psychological stress interpreted as being beneficial for the experiencer). Eustress may lead to strengthening of one's coping repertoire and capability. If the coping response was ineffective, distress proceeded (Seyle, Suedfeld). Going beyond what a person expected of themselves may foster enjoyment (Csikszentmihalyi, 1990) and a sense of personal growth (Lewis, 2011).

Daniel (2003) found that placing someone in a stressful situation such as tough/bad climate/weather changed one's perception of himself or herself. Daniel also found that having previous experience in the outdoor setting impacted how many positive meaningful experiences a participant reported and possibly diminished the significance of the experience. The experience often solidified values, either positive or negative, that participants already placed on OAE. Challenge is utilized to create optimal dissonance. Too little challenge in the environment will leave students comfortable, safe, and perhaps even satisfied, but with no impetus for change. However, too much challenge will overwhelm students, creating paralysis and an inability to change (Daniel).

Challenge

Pohl, Borrie, and Patterson (2000) found that a key aspect of OAE programs was the challenge it presented the participant. Facing uncertainties in natural and remote environments added new talents and abilities that the participants may not have previously possessed (Pohl, Borrie, and Patterson). Participants were constantly facing

their fears, whether perceived or real, and were challenged to overcome both mental and physical obstacles (Pohl, Borrie, and Patterson). Beames (2004) wrote that self-sufficiency and a physically demanding program are key components to an OAE expedition that produce positive outcomes. Intrinsic motivation to extend one's capacities, to explore, and to learn is perhaps the most impressive qualities of human beings (Ryan and Deci, 2000). There appears to be an innate psychological desire within humankind to achieve competence, and OAE provides ample opportunity for creating the conditions in which participants can accomplish a task well, whether it is hiking a summit, cooking a meal, setting up camp, sharing feelings, or demonstrating support to another participant (Ryan & Deci).

Lewis (2011) also talked about the feelings of euphoria when completing an exhilarating and tough adventure challenge. Part of the joy for the participant was learning what the participant was capable of (Lewis). OAE programs were also a confidence builder that changed the way a participant thought and what the participant wanted to accomplish in life (Lewis). The OAE challenge was a learning agent that improved self-knowledge (Lewis). An OAE program provided a chance to fail and in failure comes the chance to improve (Lewis). Failure was a large component of the process because people learned from their mistakes and learned about themselves through failure (Priest, 1992).

According to Lewis (2011), OAE programs built community and even inspired members to participate in suffer fests where the participants tried to complete very demanding adventures, either physically or mentally, and relied on others to help get each

other through. Lewis went on to talk about the unspoken bonds participants formed when going through an extremely intense scenario together.

Physical activity

Kimiecik (2005) looked at enjoyment in exercise and physical activity such as OAE programs. According to Kimiecik, envisioning one's potential, loss of self-consciousness, pursuit of goals, and energy that originates from the self all contributed to the enjoyment of a physical activity such as OAE programs. Shellman (2003) found out that learning by active experimentation was the preferred method for university students aged 18 to 20.

Dustin, Bricker, and Schwab (2010) mentioned that people do not live in environments that make physical activity or outdoor recreation easily accessible without effort. Csikszentmihalyi (1997) said, "it takes energy to achieve optimal experiences, and all too often we are unable, or unwilling, to put out the initial effort" (p. 33).

Leisure

While Edginton, Hudson and School (2005) admitted there was no one definition of leisure in regards to OAE programs, four standard characterizations arise: intrinsic motivation, perceived freedom, positive affect, and perceived competence. McLean, Hurd and Rogers (2008) defined leisure as being happy and in the moment, being able to freely choose how to meet one's needs for looking back at their past, creating ways to improve their future, and letting go of any tension or worries.

Kleiber (1999) stated that work, school and family obligations often make the OAE leisure experience an afterthought. Kleiber indicated that what we choose to do on our own time for enjoyment and leisure is what helps formulate our sense of self and identity.

Filho (2010) examined river guides and determined they love what they do in their work environment. Filho found OAE guides had a lack of division between work and leisure and that it was a deliberate life choice. There is also a lack of research on transforming a leisure activity into paid work (Filho).

Life Enhancement

Neill (2008) looked at studies that used the Life Enhancement Questionnaire (LEQ). The version he used, LEQ-H, showed a short-term positive change in OAE programs that was about a half a standard deviation unit. Long-term change was slightly lower at about a third of a standard deviation unit. This finding is slightly higher than previous meta-analytic OAE studies (e.g., Hattie et al., 1997; Marsh P.E., 1999) and similar to other meta analyses reports of self-concept interventions and psychological intervention programs (e.g., Lipsey & Wilson, 2000; O'Mara et al., 2006).

Csikszentmihalyi (1990) found two different ways to live life that OAE programs facilitated: accepted and discovered. Csikszentmihalyi defined the accepted life as what you should and ought to do. Csikszentmihalyi defined the discovered life as what the groundbreakers and world class performers live by. Clawson & Newburg (2009) called the accepted life the storyteller game, in which you live life based on others ideas. Newburg suggested world class performers were playing a game with no name where individuals wrote a unique story that had not been written before meaning that they were pushing the boundaries of societal norms. These performers were dreamers inventing new ways to do tasks (Clawson & Newburg). These lives lacked society's approval and may be seen as crazy (Csikszentmihalyi).

Retention

Gass conducted a study in 1987 and built on that study in a follow up experiment in 1991. In the 1991 study, Gass focused on the effects of outdoor orientation participation on long-term retention defined as a period of 42 months. Findings revealed statistically significant differences between the retention rate of the OAE group (81%) and the retention of the comparison group (61%). At 42 months, OAE program participation significantly and positively affected retention rates compared to students who did not participate in OAE orientation programs on campus, suggesting a strong finding.

Thelin (2004) also illustrated that the biggest change between 1950 and 1970 for higher education institutions was that the new economical concern placed on degree completion and retention. The purpose of higher education was to educate citizens to have morals and behave as democratic citizens as well as to prepare students for the workforce (Koch, 2009). Students had trouble finding jobs that could pay off their student loans, so Congress pressed for a gainful employment provision. Students were wondering if higher education was even worth the time and money (Koch). A university that was able to show that students were finding employment after graduating and continuing to have success in their careers was vital in gaining new students.

The overall way students felt about the atmosphere of a college campus, including how safe they felt, if they thought they belonged, how engaged they were, and if they had value in their community can be defined as the campus climate (Renn & Reason, 2013). Campus climate aided in retaining students at their respective institutions and OAE was seen as contributing positively to campus climate (Renn & Reason).

Wilderness

Another reason for increased interest and appreciation of the outdoors was that people realized the importance of the environment. Earth Day celebration had been around since the early nineteen seventies. Wilderness had been an excellent classroom for ecological awareness (Hendee, 1985). The literature was full of studies showing many excellent benefits of outdoor activity in wilderness such as self-awareness, image, esteem, confidence, etc. (Ewert 1983; Shore, 1977).

Holman and McAvoy (2005) established that participants bonded after going through an OAE program. Holman and McAvoy asserted, “We believe that participation in activities based in wilderness and wilderness-like settings can have profound effects on both groups and individuals” (p. 13). Participants also gained a new perspective about caring for natural environments as well as caring for themselves and their bodies (Holman and McAvoy). Loeffler (2004) came to similar conclusions about OAE programs stating that people felt a sense of spirituality, felt a bond to those around them, learned new skills, and learned about themselves. Loeffler also said that OAE programs helped people care about natural environments. Martin (2004) measured university students’ changing perspectives toward nature. According to Martin, OAE activities helped participants become closer to nature and his results demonstrated that students helped develop a sense of appreciation for the environment.

Pohl, Borrie and Patterson (2000) found that connections with others were nurtured in a wilderness recreation environment involving sharing adventure experiences. Wilderness education through OAE programs allowed participants to disconnect from society and societal norms in a challenge-filled setting, to break from routine, as well as

offering a place to connect with others and nature and a chance to deepen your self-understanding (Pohl, Borrie, & Patterson, 2000).

According to Louv (2008), nature through OAE programs helped with healing children's psyches and dealing with emotional distresses. Louv stated that a sickness he called nature-deficit disorder occurred when a person was away from nature for extended periods of time. Louv studied how the lack of exposure to nature diminished the use of senses, increased rates both for physical and emotional illnesses, and created attention difficulties. Children who were exposed to nature through OAE programs showed increases in their abilities to learn physically, spiritually, and mentally (Louv, 2008).

Attention deficit disorder symptoms had been shown to decrease after a child spent time in a OAE program and the more time a child spent in a natural setting, the more manageable the symptoms were (Faber Taylor, Kuo, & Sullivan, 2002). Matsuoka (2008) conducted a study to gain insight of how the school's landscaping affected students. According to Matsuoka, students' exposure to nature, even if that exposure was through a window, increased academic achievement.

Negative Aspects of OAE

Ewert & Sibthorp (2009) concluded there were few ways to test hypotheses and little empirical evidence that showed individual change had occurred from OAE but there were many philosophical ideas and beliefs about how OAE worked. Ewert & Sibthorp suggested moving toward evidence-based outcomes and away from vague explanations of how OAE promotes individual change and growth. According to Ewert & Sibthorp (2014) one person's leisure experience could be very different from another person's

therefore; responses provided by participants were not objective measures but rather subjective experiences.

The researcher presented the negative aspects of OAE below. These include injury and liability, value, measures, higher education costs, and funding.

Injury and Liability

In an interview with the Dean of Students at Columbus State University he said that two things kept him up at night in regards to OAE programs, “Somebody getting hurt would be what keeps me up at night the most. Campus Recreation does everything to make sure all safety precautions are observed,” (A.C. Reese, personal communication, April 3rd, 2015). Campus Recreation sometimes depends on outside sources and their expertise such as sky diving instructors to teach OAE programs. “The other thing that keeps me up at night is the budget. We need to figure out the balance, where is that break-even point? How much can we charge students and how much needs to come from the recreation center budget?” (Reese).

Reasons cited for not including OAE programs in school programs were the high risk and potential dangers that seemed to be inherent in many of the activities (Gaudio, 1980). One example was the May 1986 tragedy where 9 of 13 high school climbers died and survivors suffered severe physical trauma from a mishap on Oregon’s Mt. Hood (Trippett, 1986).

Starting OAE programs had been slow in the past because of the focus on liability and litigation and the high costs of liability insurance coverage (Marlow, 1986).

Approximately 80% of allegations in lawsuits related to the outdoor field have been attributed to inadequate supervision. Knowledge and education were the proper channels to create better supervisors (Marlow, 1986).

Value

Some observers noted that there was nothing particularly unique about OAE programs (Neill, 2007). Hahn, for example, promoted the fact that he considered Outward Bound to not be at all original, but rather to be the combined application of well-proven educational and psychological practices from other sources (Neill). Others have viewed OAE as unique only in its particular combination of various psychological and social principles that could have been gained by a participant just going outdoors on their own (Neill). In a study of OAE, Burton (1981) found that actual behavior (such as school functioning, GPA, absenteeism, and observed behavior) did not have a significant change.

According to Taniguchi et al. (2005), OAE participants contributed their focus and willingness to learn on the perception of risk. This perception of risk was credited with triggering the other significant learning experiences. Taniguchi suggested that each person had a different understanding of what was high risk and therefore the risk differed from one person to the next. Therefore there was no one action that can be credited with being able to provide significant learning experience. Ewert and Sibthorp (2014) argued the positive outcomes from OAE may be related to being in a wilderness setting while others have suggested the impact on students is connected to the structured activities that are done in a wilderness setting. A consistent finding in OAE research complicates the research linking natural settings with positive outcomes because this OAE research suggested positive outcomes can be achieved in non-outdoor or wilderness settings (Ewert & Sibthorp, 2014).

Brookes (2003) contended that a person's character changed based on different situations asserting that a connection that that OAE helped with character building was a

flawed statement. Brookes reasoned that OAE was unable to change personal traits and claimed that an individual's behavior in one situation did not indicate how that individual will act in another situation.

Measures

Ewert (1983, 1987) was also skeptical of some OAE studies. In 1983 he reviewed 54 OAE programs followed by a larger review in 1987. Ewert (1987) stated many studies had too small of a sample size, a lack of follow-up data, insufficient or absent control groups, and a deficiency of generalizability. Ewert (1987) was not sure if the results of these OAE programs were as favorable as many suggested and cautioned that the longevity of any positive results hadn't been demonstrated. Despite the holistic emphasis of OAE programs, outcomes research on these programs has primarily focused on interpersonal outcomes to the exclusion of intrapersonal or intellectual outcomes (Bell et al., 2014).

Lewis (2011) used "multiple analytic techniques employing field notes, verbatim transcription, repetitive immersion, emic analysis, data recasting, and several rounds of coding as analytic techniques to produce emergent findings and add systematicity and rigor to emergent findings" (pg. 101). Lewis did this by immersing himself as a white water raft guide while conducting his phenomenological study on white water raft guides. Lewis conducted interviews and gathered qualitative data. According to Patton (2002) there was no formula to transform qualitative data into findings.

Neill (2008) reviewed six independent variables in OAE (participant gender and age, program type and length, and group characteristics and size). Neill concluded that little was known about these variables in OAE relative to other educational programs as

well as other variables such as individual differences, organizational philosophy, group dynamics, and pedagogical techniques.

Clark and Leung (2007) found several methodological issues with outcome-oriented OAE research. One of the issues was that studies used a sample size that was not generalizable to other groups doing a different activity. Clark and Leung remark that control and comparison groups are needed for recreation studies. Allison (2000) suggested that concentrating only on program outcomes and impacts gave an incomplete picture of a participant's experience. Allison placed much more value in the process of OAE programs rather than the outcomes.

OAE may have also experienced response-shift bias when research was conducted on outcomes (Ewert & Sibthorp, 2014). Response-shift bias can be defined as a source of contamination of self-report measures that result in inaccurate pretest ratings (Ewert & Sibthorp). When a participant knows very little about a program even minimal exposure can lead to a perception of learning (Ewert & Sibthorp). Sibthorp also takes issue that OAE programming seemed to assume that simply participating will lead participants to develop positive outcomes without really explaining how the specific mechanism will allow for this change to occur.

In OAE research most evaluations employed self-reported tactics such as surveys or interviews, most likely because direct measure studies can be time-consuming or impractical in field situations (Camargo & Shavelson, 2009). Henderson and Bialeschki (2002) stated that survey research was the most common form of research and examination of participant outcomes for outdoor education, recreation, leisure program and services, and OAE studies. Neuman (2003) stated that surveys allow researchers to

look at many different research questions at once and ask participants about multiple questions at one time, especially questions that related to self-reported behaviors and beliefs. The amount of money surveys cost is relatively inexpensive especially compared to the amount of data that can be collected, as well as the opportunity to get feedback from such a large amount of participants (Babbie, 2001).

Self-report evaluations may be unreliable because a person may perceive their behavior differently than their actual behavior (Carmargo & Shavelson, 2009). To increase the scope and validity of a study Carmargo and Shavelson recommend incorporating direct measures. The Hawthorne Effect (also referred to as the observer effect) is a type of reactivity in which individuals modify an aspect of their behavior in response to their awareness of being observed (Carmargo & Shavelson). The Hawthorne Effect may alter results of OAE direct measures because people may act differently when they know they are being watched (Carmargo & Shavelson).

Confounding variables are defined as variables in which a researcher cannot manipulate (Ewert & Sibthorp, 2009) such as age and gender, pre-experience anxiety or motivations, prior knowledge and experience, physical environment, student characteristics, the instructors effectiveness, and the program length potentially which affected how and what participants learned from OAE. Researchers should attempt to address these very influential confounding variables in the research design and before the data collection phase of the study (Ewert & Sibthorp). Ewert and Sibthorp (2009) suggested addressing confounding variables in future OAE studies.

Higher education cost

Higher education cost had increased in the last 30 years even though students had not been able to afford this increase (Johnstone, 2009) which directly impacted the

opportunities for higher education administrators to take a chance on a new program such as OAE. College rankings like the ones done by the U.S. News and World Report shifted the priority of institutions to competing for prestige (Bok, 2008). This had distracted institutions from forming educational environments that produce holistic students (Bok).

When referencing The U.S. News and World Report rankings Bok (2008) alleged, “The rankings encompass seven broad categories, including reputation, retention rates, faculty resources, student admission scores, financial resources, alumni giving, and graduation rates. Many educational leaders have critiqued the relatively new emphasis on grades and argued for a vision of student success centered on holistic student development and well-being,” (Bok, 2008, pg. 103). Political agendas and financial pressures had changed the landscape of higher education, had hurt the development of holistic students, and blocked the focus of higher education institutions from being student focused (Bok, 2008).

Funding

Funding OAE programs presented problems (Braun 2003). Braun examined data regarding specific delegation modes for public higher education funding. Thirty years ago funding to universities and colleges was more of a blind delegation but in a more recent study, funding was more of a contractual relationship between the state and the universities and colleges (Braun). Ravobsky (2012) found that colleges responded to performance-based funding by investing more money into instruction which had the effect of causing tuition to rise.

Music and art education had to deal with lack of funding similar to OAE programs, partly because it was sometimes hard to quantify the value added of these programs (Lehman, 2002). Like music and art, the most important impact OAE programs

had on others was how the OAE program connected with people's emotional responses (Lehman). Music and art were keys to active, happy lives, and lifelong wellness, just like OAE programs (Schmid, 1996). Even though music and art education had shown a positive impact on most people's lives, funding had been cut (Schmid). Music, art, and being outdoors in nature through an OAE program have all been shown to aid in academic performance as well (Boehlert, 1997).

State and city budgets gave priority to health care, public safety and penitentiaries while cutting back on education including OAE (Boehlert, 1997). Governmental priorities towards other departments caused schools to go back to the basics and not have extra funding for OAE, similar to programs like art and music (Boehlert). Even though most people would agree music and art education are significant, their significance was hard to quantify. The same can be said for OAE programs.

Art and music programs have solicited money from industries, foundations or people (Hartnett, 1983). Writing for grants may be useful to raise money. OAE programs should have followed these suggestions and applied for grants as well as charge for their services. It may have been fair to have students pay for some of the expenses of an OAE program. An additional option was students conduct a fund raiser to try to generate money for the program (Hartnett).

Another great alternative was to have students petition their Student Government Association (SGA) for additional financial assistance (Hartnett, 1983). Students already pay fees to SGA that assist the student body to make decisions related to student activities. If OAE programs are valuable enough commodities to enough students then

students should be able to form together in a club and petition SGA to use some of that money on OAE programs (Hartnett).

One example of an OAE program dealing funding issues was when the OAE program at Cal Poly lost its funding until a study was conducted on the benefits of the program. Students at Cal Poly rated the program on how the program taught the skills aspects of teamwork, interpersonal skills, outdoor hard skills, leadership skills, outdoor knowledge, and skills related to college (Lien & Goldenberg, 2012). Student surveyed said they would tell other Cal Poly undergraduates to use this program. The hierarchical map showed that some of the main positive aspects of the trip were friendships, overall trip enjoyment, helping transition to college, social benefits, warm relationships with others, and skill developments. Due largely to this study Cal Poly brought back the freshman orientation program after it had lost its funding (Lien & Goldenberg).

A survey of the students who had participated in the program before it was dismantled showed that they were satisfied, learned, recommended it to future students, aided in their decision to return to Cal Poly in upcoming years, and believed it was a good recruiting tool (Lien & Goldenberg, 2012). Continuing to produce results like Cal Poly's OAE program did and continuing to document the results and report their findings will undoubtedly aid in Cal Poly continuing to receive funding for their program (Lien & Goldenberg).

Theoretical Framework

To help understand OAE participants experience the researcher used their interviews as a way of knowing (Patton, 2002). Patton said a process of analysis was, “discovering patterns, themes, and categories in one’s data. Findings emerge out of the

data through interaction with the data.” (p. 453). Interviews and qualitative analysis involve making sense of the world and our relationship to it while discovering things about ourselves as we discover things about the phenomenon we are researching (Patton). Patton conveyed that purpose drives everything. Therefore, the purpose of this study was to answer the question: To what extent are the doctoral programs in outdoor adventure education in the United States unique, valuable, and why?

Studies that were relative to this topic were conveyed in the Table II on the following page. The outcomes of these studies contributed to the themes found in the literature review.

Table II

Outcomes of Major OAE Related Studies

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ ANALYSIS	OUTCOMES
Brymer (2010)	Examine risk taking and control	10 extreme sports athletes	Qualitative: interviews	<ul style="list-style-type: none"> • reasons for risk taking • gain a better understanding of the experience, motivation and potential outcomes associated with the experience
Brymer & Schweitzer (2013)	Examine fear and anxiety	10 extreme sports athletes	Qualitative: interviews	<ul style="list-style-type: none"> • outcome uncertainty is not part of the experience • preparation and control seem to be of the utmost importance • freedom is seemingly felt when letting go and finally surrendering the need to control • give up the trappings of comfort and security for a life of personal meaning and challenge
Allman, Mittelstaedt, Martin, & Goldenberg (2009)	Explore the motivation of BASE jumpers	Fifty four BASE jumpers during the Bridge Day events, in October 2008, in Fayetteville, West Virginia	Qualitative: interviews	<ul style="list-style-type: none"> • participants attribute much of their passion for their extreme sports to reasons other than risk taking • high-risk athletes deliberately took risks as a means of becoming positively transformed
Lien & Goldenberg (2012)	Study the outcomes linked to program participation of a wilderness orientation program	California Polytechnic State University (Cal Poly), San Luis Obispo in 2006 reached out to 86 past students who went through the orientation program	Qualitative: online questionnaire	<ul style="list-style-type: none"> • 100% of respondents said, given the change, they would recommend this program to incoming Cal Poly students • The hierarchical map showed that friends, overall trip, transition, social, warm relationship with others, and skill development were some of the main attributes gained

Soreide, Ellingsen, & Knutson (2007)	Document how many people have died or injured from BASE jumping at Kjerag Massif, Norway, a BASE jumping site	20,850 jumps took place between 1995 and 2005	Quantitative: records of BASE jumping accidents and compared them to skydiving records	<ul style="list-style-type: none"> • BASE jumping is more dangerous and requires more expertise and a higher degree of vigilance than skydiving
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Five studies were shown in Table II including their purpose, participants, design/analysis, and outcomes. Four studies were qualitative and one was quantitative. The researcher chose studies to display in Table II based off his experience with the material and their importance to the literature.

Summary

The researcher examined the history of OAE, benefits of OAE, and negatives aspects of OAE programs. The problem with starting an OAE program was that in order to increase funding the OAE program must show it can aid with student satisfaction, recruitment, learning, and retention (A.C. Reese, personal communication, April 3rd, 2015).

The researcher presented the history, benefits of OAE, and negative aspects of OAE. Also, the researcher presented these and other benefits of OAE in the sections below. The benefits of OAE sections included person growth, freedom, confidence, fear and control, risk, development, identity, growth of OAE, retention, stress, flow, leisure, challenge, physical activity, passion, life enhancement, and wilderness. Next, the

researcher presented the negative aspects of OAE below. The negative aspects included injury and liability, higher education costs, funding, and questions about measures used in previous research as well as the value. Finally, the researcher presented the theoretical framework along with five major OAE related studies.

CHAPTER III

METHODOLOGY

Purpose drives everything (Patton, 2002). The purpose of this study was to provide all the information necessary to how and why a university would start a doctoral program in outdoor adventure education. The researcher chose a mixed method of both a qualitative interview process and quantitative survey for this study to improve reliability.

The researcher presented the research design, setting, subjects and participants, procedures and data collection methods, validity, reliability, dependability, bias, and equity, and the analysis of data below.

Introduction

The researcher investigated OAE doctoral programs in the United States in this study. In this chapter, the researcher described the procedures used in the conduct of this study including the purpose of this inquiry, the guiding research questions, the data collection methods and analysis, and ultimately the data re-presentation.

Research Design

Patton alleged, “Qualitative analysis and writing involve not just making sense of the world but also in making sense of our relationship to the world and therefore discovering things about ourselves even as we discover things about the phenomenon of interest” (2002, p.432). An additional purpose of doctoral programs in OAE is to “gain understanding of the role of adventure as a transformational agent and/or sources of meaning and life purpose” (Lewis, 2012, p.37). This investigation was guided by the

following question: To what extent are the doctoral programs in outdoor adventure education in the United States unique, valuable, and why?

The research took place in two major phases. Institutions were identified in the first phase that had an OAE related doctoral program. The researcher investigated selected characteristics of the institutions in the second phase. In particular, leadership and programming competencies developed through curricular offerings were examined.

Phenomenological research is a qualitative analysis that examines the lived experiences of humans, trying to understand the essential “truths” or “essences” of the lived experience (Husserl, 2015). The major instrument for phenomenological research is the open ended interview in which methods and strategies are intended to reflect the experience (Husserl).

Merriam (2002) stated that the qualitative research tries to convey how individuals make sense of their world. Qualitative analysis strives for depth of understanding, not necessarily to predict the future, but to see what life is like for the participant at a certain time and setting and what gives them meaning (Merriam). Qualitative inquiry also uses the researcher as the primary instrument for data collection which provides the advantages of being able to respond quickly and adapt (Merriam). “Qualitative research is characterized by a thick and richly descriptive product. Thick and rich descriptions of the particular enable the reader to extrapolate to the general” (Merriam as cited in Lewis, 2012, p. 39). The qualitative researcher tries to show and demonstrate enough depth and details of the particulars of a situation or instance to allow the reader to gain new insight or understanding (Merriam).

The researcher chose to interview participants to gain access to stories that can show how the participants operate and interact (Merriam & Clark, 1993). Interviews can help the researcher understand how participants grow and/or transform though

experiences (Merriam & Clark). In interviews a researcher verbally extracts information from another human being (Merriam 2002). The researcher then coded the interviews. Merriam (2002) wrote that “coding is nothing more than assigning some sort of shorthand designation to various aspects of your data so that you can easily retrieve specific pieces of data. The designations can be single words, letters, numbers, phrases, colors, or combinations of these” (p. 173). The researcher should continue the interview process until the topic is exhausted and no new information is introduced about the topic (Merriam). For this study, saturation occurred after five interviews. The main criterion for recruiting the participants was to select participants who have had experiences relating to the phenomenon to be researched (Merriam, p. 150).

The researcher chose snowball sampling because as Patton (2002) describes it as, “an approach for locating information-rich key informants... asking the informants who know a lot about (your topic)” (p.327). Initially, department heads from the universities that in the study were contacted to ascertain if they would be willing to be interviewed or would be willing to suggest an individual that would be willing to participate.

Merriam (2002) describes the quantitative approach as knowledge derived from cause and effect thinking, reductionism and the use of measurement and observation to yield statistical data from predetermined instruments and isolated variables. The researcher used a survey to obtain quantitative data. For this study, saturation occurred after nine survey responses from OAE doctoral program chairs.

Setting

The interviews occurred one-on-one over the phone at prearranged times between the researcher and participants. The interviews were conducted and recorded, each lasting

between 20-30 minutes. The interview questions elicited enough information that follow up questions were rarely needed. If the researcher did ask a follow up questions, it was simply for the participant to elaborate further on an idea that he or she had already discussed. Many of my follow up questions simply added to the rich descriptions they portrayed. All interviews were transcribed verbatim and the researcher chose a pseudonym for each participant for easy reference in the paper.

Subjects and Participants

OAE related fields include leisure studies, park, recreation, tourism, and therapeutic recreation. Professors and students in OAE related Ph.D. or Ed.D. doctoral programs in the United States represented the population of this study. Fourteen doctoral granting institutions fell into this category: The University of Utah, University of Florida, Indiana University, Oklahoma State University, Texas A&M University, College Station, Clemson University, University of Illinois at Urbana Champaign, North Carolina State University, Michigan State University, Northern Iowa University, Prescott College, University of Arkansas, Colorado State University and Pennsylvania State University. The institutions were chosen based on The National Parks and Recreation Association (NRPA) listing of doctoral granting programs in recreation in the United States. NRPA is OAE's primary academic and professional organization. All fourteen institutions were contacted by an e-mail explaining the research and asking them to participate in the study, by providing the names and e-mail addresses of current doctoral students and faculty members. Those students and faculty who agreed to participate were directed to a website to complete the on-line questionnaire.

The researcher protected the subjects within the study by making personal information confidential and hidden from the public. All tapes and written notes were to be destroyed once the study was completed and analyzed in an effort to protect the identity of the subjects. Participants answers were analyzed and coded and the researcher noted the emerging themes within the findings.

The researcher chose from the possible participants on the basis of the research goal and their personal experience with OAE doctoral programs. This kind of selection process is called purposive sampling, a non-probability sampling, to determine the participants (Merriam, 2002). Maxwell (2013) defined purposive sampling as a sampling technique used primarily in qualitative research in which, —particular settings, persons, or events are deliberately selected for the important information they can provide (p.87).

Procedures and Data Collection Methods

The researcher extended the previous research on OAE doctoral programs conducted by Harding (1983). The researcher used surveys and interviews as the primary methods of data collection. The methods should logically follow the research questions (Merriam, 2002). Therefore, the focus of this study was to understand how a doctoral program in outdoor adventure education is unique, valuable, and why.

Merriam (2002) stated that a response rate of over 75% may be possible to attain using an email survey of a specialized population whose interest in the topic is expected to be high. This rate of survey completion should assure an acceptably unbiased result. “For most surveys that attain a sixty-percent return rate or better, the non-respondents will probably not affect the results in an appreciable way” (Merriam). Merriam has

indicated that a response rate of 50% is considered adequate, 60% is good, and 70% is very good.

Validity, Reliability, Dependability, Bias, and Equity

To develop a valid and reliable survey and interview questions was a priority of the researcher. Validity and reliability are critical issues that were addressed during the conceptualization, construction and analysis of the survey and interview questions. The validity and reliability were assessed at many different levels and different stages in this study.

Content validity was established by having faculty members with expertise in higher education, doctoral education, and curriculum development. A few items were reworded, reorganized and a few of the questions were strengthened based on the assessment of faculty members.

The surveys and interviews relied on self-reported information. With self-reports the inability of respondents to provide accurate answers and the unwillingness of respondents to provide truthful information are two general problems that can affect the accuracy of the data (Kuh, 2001). Kuh stated that five general conditions are present when self-reports are likely to be valid “(1) the information requested is known to the respondents; (2) the questions are phrased clearly and unambiguously; (3) the questions refer to recent activities; (4) the respondents think the questions merit a serious and thoughtful response; and (5) answering the questions does not threaten, embarrass, or violate the privacy of the respondent or encourage the respondent to respond in socially desirable ways” (p. 9). The survey and interview questions were made to meet those conditions.

The survey and interview questions were administered in the Spring of 2017. All participants were faculty or doctoral students at the fourteen respective OAE doctoral institutions. Questions were worded clearly and formatted based on previous doctoral questionnaires. The questions were designed to make students reflect seriously about their OAE doctoral programs value, uniqueness, and why. The questionnaires were designed to be completely confidential. No individual's information was shared or published. This privacy allows participants to answer honestly. In addition, the questions were designed not to be embarrassing, threatening, or incriminating.

Analysis of Data

The researcher analyzed the individual transcripts and identified statements, phrases, ideas and words that were connected to the experience. After completing the analysis of one interview, the researcher then repeated the process for all the interviews. Then the researcher wrote an individual description of each participant's experience as expressed during the interview process. According to Merriam (2002), it is necessary to develop an individual textual description of the participant's experiences from the verbatim transcripts in order to construct a universal description. The researcher chose to write the individual descriptions in the first person for ease of reading and to give the description a more personal feel.

The researcher had an indication of the different themes that had emerged and how many of the participants shared a common view. The researcher then grouped the individual statements from each original transcribed interview, not from the individual descriptions, into themes that emerged during the interviews and analysis, developing a general statement about each theme. The researcher then compiled all the themes and

general statements from all the interviews in such a way as to create an overall description of the makeup, quality and essence of the phenomenon under examination.

Finally, the researcher wrote a final descriptive statement about the phenomenon under investigation utilizing the data collected. As stated in the beginning of the chapter, it is not possible for qualitative researchers to be totally objective, because of individual beliefs based on personality, culture, socioeconomic status and such (Merriam, 2002). However, researchers can strive to analyze data in an objective manner by attempting to suspend our pre-conceived notions or knowledge about the phenomenon under study (Merriam).

Summary

The methodology included the following sections: research design, setting, subjects and participants, procedures and data collection methods, validity, reliability, dependability, bias, equity, and analysis of data. The study consisted of 5 interviews and 9 survey responses from OAE doctoral program chairs solicited from 14 OAE related doctoral programs in the United States. The researcher then transcribed, coded, and analyzed the interviews and surveys to make sense of the data.

The researcher chose the 14 schools based on OAE related fields (which includes, leisure studies, park, recreation, tourism, and therapeutic recreation). The researcher combined the review of literature, preponderance of responses, and the researchers experience with the material to code the interviews.

CHAPTER IV

REPORT OF DATA AND DATA ANALYSIS

The researcher presented the results, research question, research design, respondents, findings, data analysis, response to research question, and summary of research findings below. The findings were broken up into two sections. One section of the findings was the survey of respondents and then other section of the findings was the interview of respondents.

Themes the researcher found of the utmost importance in this chapter were that OAE preparation was an important educational opportunity created by jobs in this field. One critical aspect was networking with other programs and participants. A critical aspect of program implementation and development is safety. Data concerning the programs are invaluable to grow the programs. In order to approve more funding for these programs administrators want to see data. Marketing strategies are best when job-related. If workers believe more education will provide the skills necessary for a job promotion workers will pay for more education.

Introduction

The researcher collected data by reaching out to the 14 schools with doctoral programs in outdoor adventure education related fields. Of the 14 schools, nine responded to the survey and five of those were willing to participate in interviews. One of the doctoral program chairs had a faculty member answer in his place. Another doctoral

chair had a doctoral student answer in her place. The researcher captured sufficient data based on the small population size. This was a limited population and is not a sample.

The schools are listed on the following page.

Table III***14 Institutions with OAE Related Doctoral Programs***

Clemson University	Clemson, South Carolina
Colorado State University	Fort Collins, Colorado
Indiana University	Bloomington, Indiana
Michigan State University	East Lansing, Michigan
North Carolina State University	Raleigh, North Carolina
Oklahoma State University	Stillwater, Oklahoma
Pennsylvania State University	State College, Pennsylvania
Prescott College	Prescott, Arizona
Texas A&M	College Station, Texas
University of Arkansas	Fayetteville, Arkansas
University of Florida	Gainesville, Florida
University of Illinois at Urbana Champaign	Champaign, Illinois
University of Northern Iowa	Cedar Falls, Iowa
University of Utah	Salt Lake City, Utah

The researcher listed the institutions that had OAE related doctoral programs in the United States in this table. The 14 schools were Clemson University, Colorado State University, Indiana University, Michigan State University, North Carolina State University, Oklahoma State University, Pennsylvania State University, Prescott College, Texas A&M University, University of Arkansas, University of Florida, University of Illinois at Urbana Champaign, University of Northern Iowa, and the University of Utah. These programs were selected by the researcher based on their subjects in OAE related fields which included leisure studies, park, recreation, tourism, and therapeutic recreation. Some schools were left out of this study if they were in a closely related subject area but the curriculum had no focus on anything OAE related, for example

doctoral programs in Sports and Tourism, Hospitality and Tourism, or Forestry. The researcher used his experience with the materials to make these decisions.

Research Question

The researcher proposed to provide information on how and why a university would start a doctoral program in outdoor adventure education. The research question being answered was: To what extent were the doctoral programs in outdoor adventure education in the United States unique, valuable, and why?

Research Design

The researcher derived the study from a 1983 dissertation titled *Guidelines for a Doctoral Program in Leisure Studies/Recreation* by David Harding at Florida State University in which he developed guidelines for a doctoral program in leisure studies/recreation. Data were gathered from institutions of higher education that provided a doctoral program in leisure studies/recreation, from graduate faculty in leisure studies/recreation, and from recent graduates of doctoral programs in leisure studies/recreation. A questionnaire was also used in the 1983 study. The researcher added interviews to this study in order to obtain personal accounts and verify quantitative responses.

Harding (1983) showed with data analysis and concluded: (1) the majority of graduate faculty and most recent doctoral graduates believed that the department chairperson should have academic preparation in the administration and management of colleges and universities; (2) the majority of graduate faculty believed that goals and objectives of the program should be based upon the university's capacity to meet specific needs; (3) the majority of recent doctoral graduates believed that goals and objectives of

the program should be based upon employment opportunities; (4) the greatest frequency of response of recent doctoral graduates believed that standardized tests should not be used as a criterion for admission; and (5) graduate faculty and recent doctoral graduates believed that development of goals and objectives of the program should be a joint process involving faculty, students, and administrators.

Respondents

Fourteen OAE doctoral chair faculty members were solicited to participate in the study. Nine of the doctoral chair faculty members filled out the survey. Three of the doctoral chair faculty members were willing to be interviewed with two referring additional participants believed to be a better match for the interview. One was another faculty member with expertise in this field and the other was a doctoral student studying a similar topic. The interviews were conducted and recorded, each lasting between 20-30 minutes. The surveys were anticipated to take roughly 15 minutes.

Findings

The researcher obtained approval from his institutions internal review board and solicited approval from the 14 school's internal review board coordinators in the study. Then, the survey was sent by email to each of the 14 doctoral program chairs. Two follow up emails were sent along with three phone calls with voicemails to solicit responses from participants. Nine doctoral program chairs filled out the survey. Two doctoral program chairs declined to participate in this study and three doctoral program chairs never responded.

The researcher then solicited the doctoral program chairs to participate in 30 minute interviews. The interviews were recorded with the participants consent while

being conducted over the phone. Then the researcher transcribed the interviews verbatim. The researcher conducted interviews with the five participants that were willing of the 14 OAE doctoral program chairs solicited.

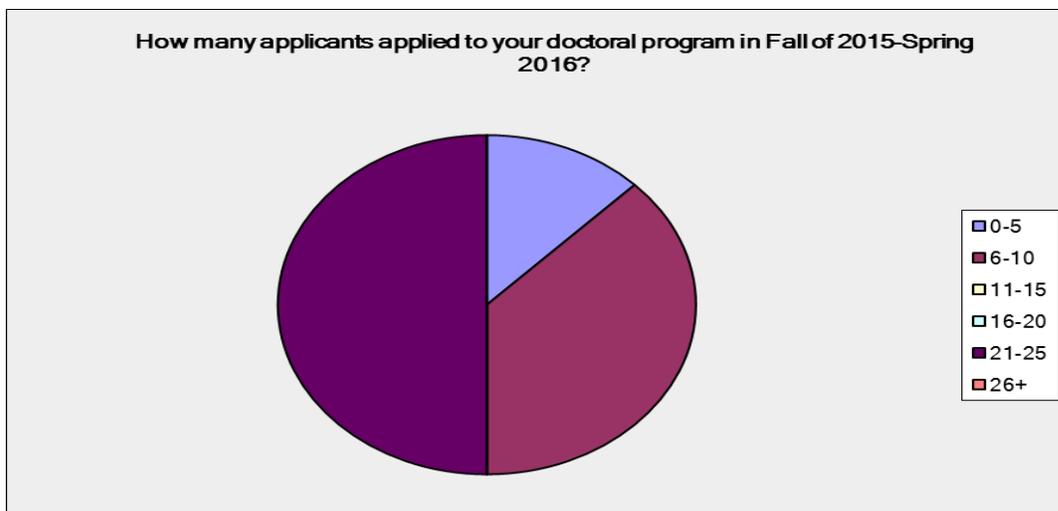
Survey of Respondents

The researcher presented demographic data to illustrate the following from the survey: how many applicants applied and were admitted to doctoral programs in OAE; the gender breakdown; how many years the program has been in existence; average age range of OAE doctoral candidates and doctoral faculty; as well as a Likert scale where participants rated curriculum for OAE doctoral programs.

Table IV

Applicants Who Applied to OAE Doctoral Programs in Fall of 2015-Spring 2016

How many applicants applied to your doctoral program in Fall of 2015-Spring 2016?		
# of students applied	Response Percent	Response Count
0-5	12.5%	1
6-10	37.5%	3
11-15	0.0%	0
16-20	0.0%	0
21-25	50.0%	4
26+	0.0%	0
<i>Answered Question</i>		8
<i>Skipped Question</i>		1

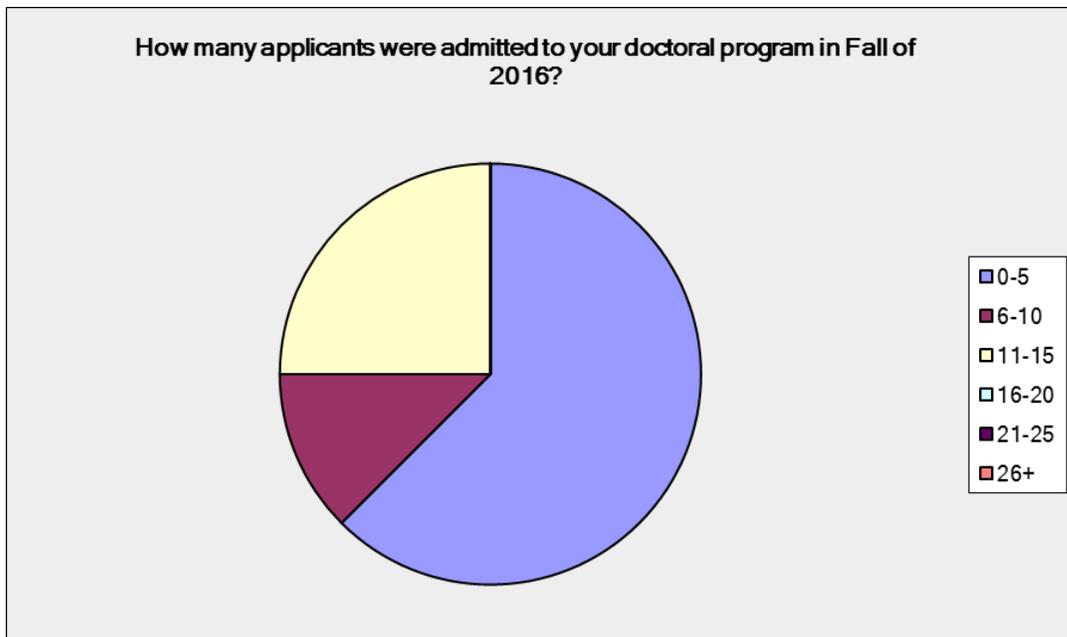


Number of applicants who applied during Fall of 2015-Spring 2016 to the respective doctoral programs were shown in Table IV. One respondent said 0-5 applicants applied. Three respondents said 6-10 applicants applied. Four respondents said 21-25 applicants applied. The responses are interesting that they are so varied at very specific numbers. This may show that well established programs attract a high rate of applicants whereas less established programs attract ten or fewer applicants.

Table V

Applicants Who Were Admitted to OAE Doctoral Programs in Fall 2016

How many applicants were admitted to your doctoral program in Fall of 2016?		
# of students admitted	Response Percent	Response Count
0-5	62.5%	5
6-10	12.5%	1
11-15	25.0%	2
16-20	0.0%	0
21-25	0.0%	0
26+	0.0%	0
Answered Question		8
Skipped Question		1



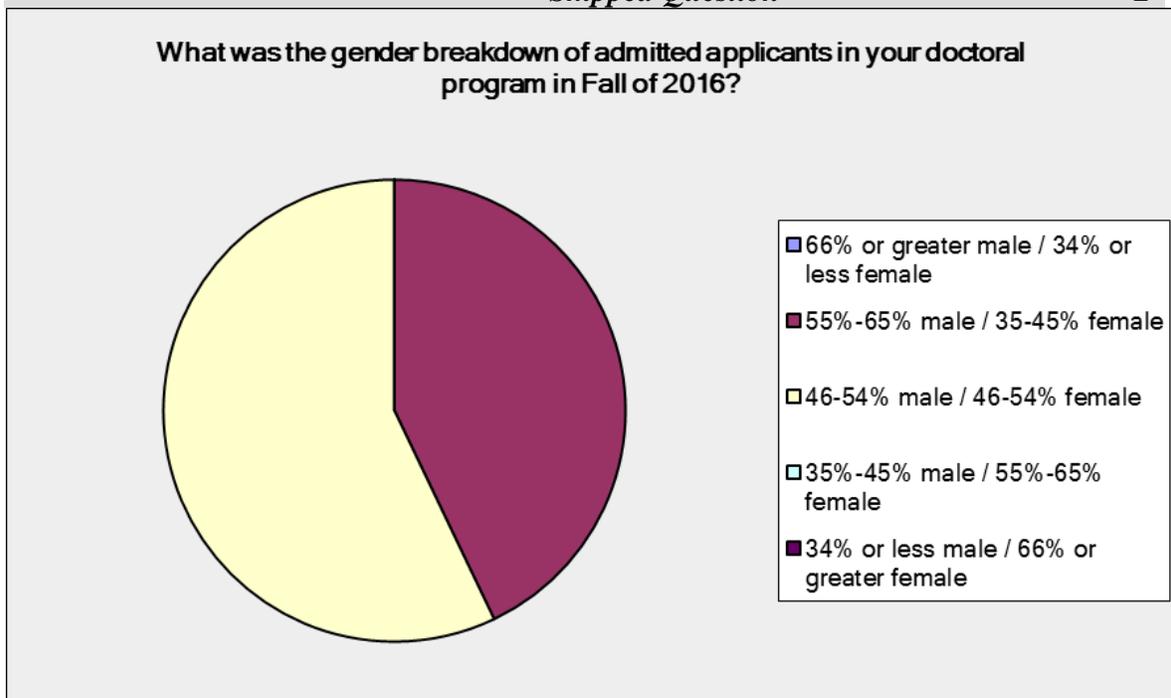
Number of applicants who were admitted during Fall 2016 to the respective doctoral programs was shown in Table V. One respondent said 6-10 applicants were admitted during that semester. Two respondents said 11-15 applicants were admitted during Fall 2016. The most common response was 0-5 admitted students with five participants choosing that survey option. This shows that most programs are fairly small in size but a couple have a large amount of applicants.

Table VI

Gender Breakdown of Admitted Applicants to OAE Doctoral Programs in the Fall of 2016

What was the gender breakdown of admitted applicants in your doctoral program in Fall of 2016?		
Answer Options	Response Percent	Response Count
66% or greater male / 34% or less female	0.0%	0

55%-65% male / 35-45% female	42.9%	3
46-54% male / 46-54% female	57.1%	4
35%-45% male / 55%-65% female	0.0%	0
34% or less male / 66% or greater female	0.0%	0
Answered Question		7
Skipped Question		2

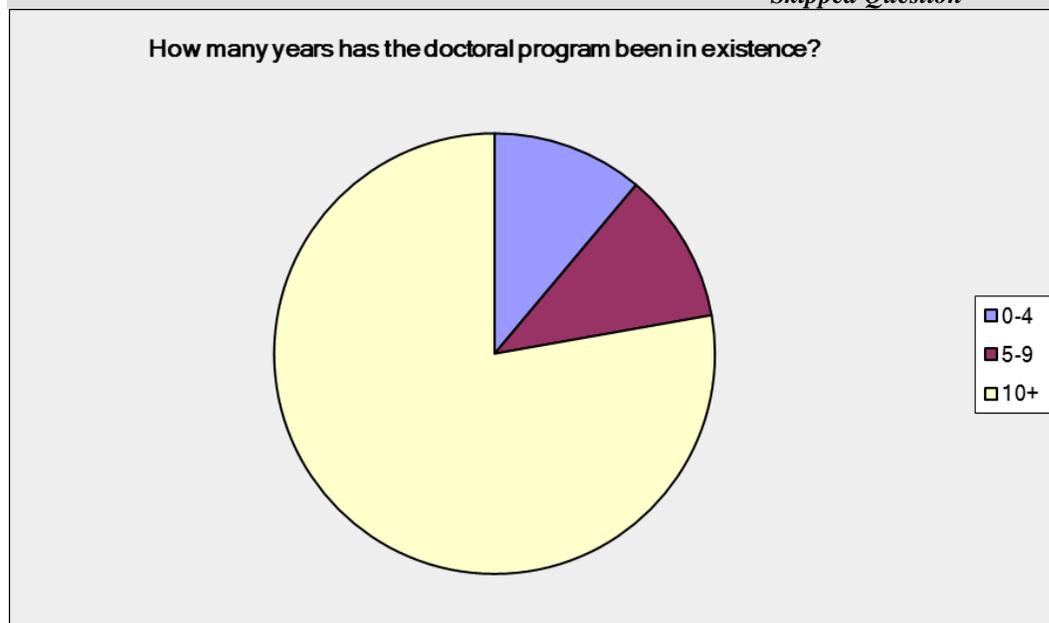


The gender breakdown of admitted applicants to the respective OAE doctoral programs in Fall of 2016 was shown in this chart. The gender breakdown was mostly an even number of males to females with the most common being four participants choosing 46-54% male/ 46-54% female. Three participants chose a slightly higher average of males to females with a percentage ratio of 55-65% male/ 35-45% female.

Table VII

Years OAE Doctoral Programs Had Been in Existence

How many years has the doctoral program been in existence?		
# of years in existence	Response Percent	Response Count
0-4	11.1%	1
5-9	11.1%	1
10+	77.8%	7
<i>Answered Question</i>		9
<i>Skipped Question</i>		0

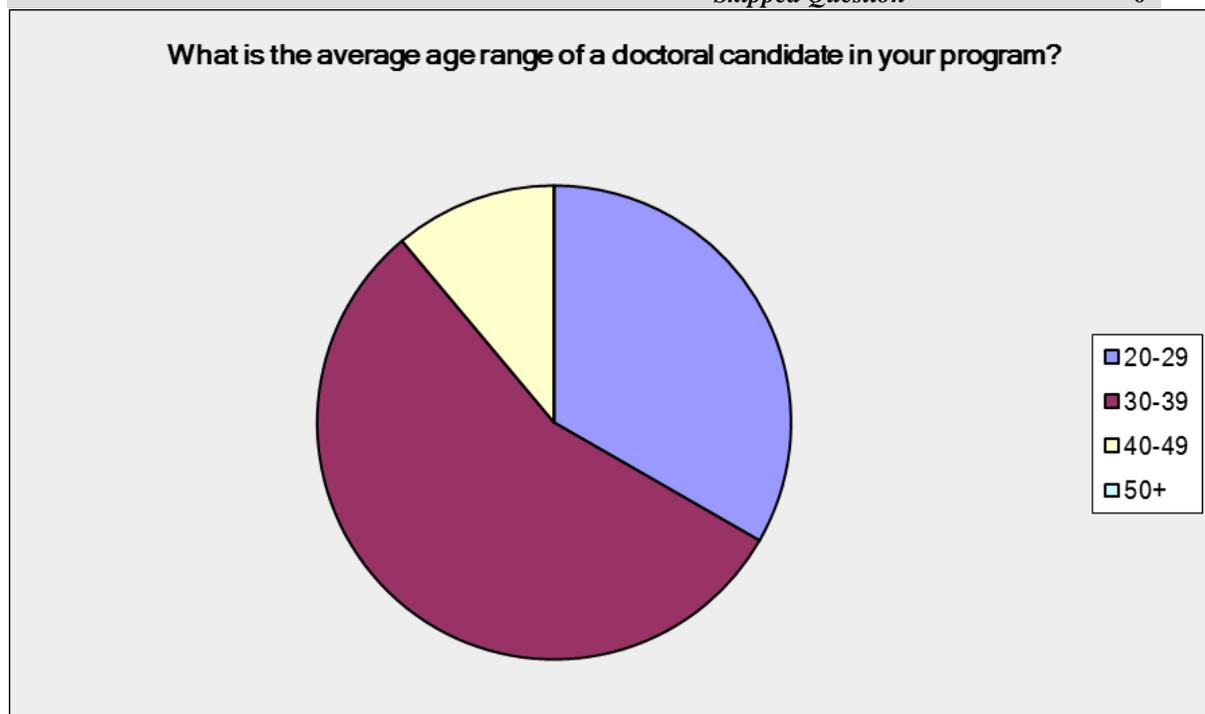


How many years the OAE doctoral programs had been in existence were shown in this chart. The most common response was 10+ years in existence. One of the programs was fairly new being in existence 0-4 years and one other program has been in existence 5-9 years.

Table VIII

The OAE Doctoral Candidate Average Age Range

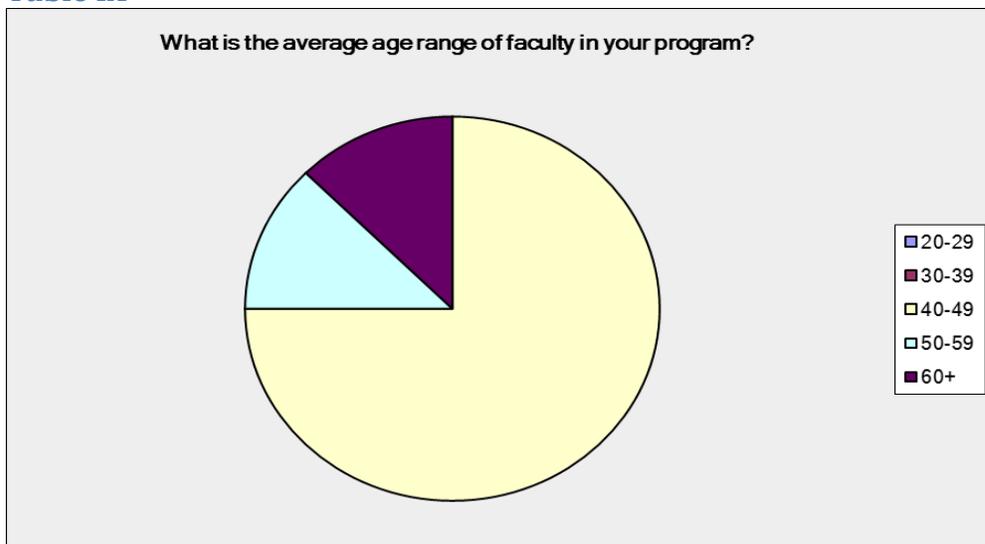
What is the average age range of a doctoral candidate in your program?		
Average age range of doctoral candidates	Response Percent	Response Count
20-29	33.3%	3
30-39	55.6%	5
40-49	11.1%	1
50+	0.0%	0
<i>Answered Question</i>		9
<i>Skipped Question</i>		0



What is the average age range of faculty in your program?		
Average age range of faculty	Response Percent	Response Count
20-29	0.0%	0
30-39	0.0%	0
40-49	75.0%	6
50-59	12.5%	1
60+	12.5%	1
<i>Answered Question</i>		8
<i>Skipped Question</i>		1

The average age ranges of doctoral candidates in the respective OAE programs that were surveyed were shown in this chart. The most common response for doctoral candidates was 30-39 years of age with five respondents choosing that survey choice option. The next most frequent response was 20-29 years of age with three respondents. One participant chose the average age range of doctoral candidates in their OAE program to be 40-49 years old.

Table IX



The average age range of a faculty in the OAE doctoral programs surveyed was shown in this chart. The most common response for faculty was 40-49 years of age with six respondents choosing that answer. No program responded with an average age of 39

years old or younger. One program chose 50-59 years old and one program chose 60+ years old.

The researcher showed in Table X on the following page that participants were asked to rate courses in establishing a curriculum for an OAE doctoral program using a Likert scale. The researcher used these course titles based off Harding's 1983 study. The researcher added classes to the survey based off his experience with the material. The courses that were added to Harding's original survey instrument were Marketing of OAE, Exercise Physiology of OAE, Risk Management of OAE, Grant Writing, and Specific content areas (i.e. rock climbing, kayaking, rafting, etc.). The researcher included these classes because he was interested to see how the classes rated compared to the rest of the curriculum.

Table X

Establishing Curriculum

n=9

Using a 5 point Likert Scale 0 = Not important 1 = Somewhat Important 2 = Average Importance 3 = Very Important 4 = Crucial
How essential are the following content areas in regard to establishing a curriculum in outdoor adventure education and its related field?

Subject	0= Not Important	1 = Somewhat Important	2 = Average Importance	3 = Very Important	4 = Critical	Rating Average
a. Research Methodology						
b. Research Design						
c. Inferential/Descriptive Statistics						
d. Advanced Statistical Procedures						
e. Introduction to Computers						
f. Foreign Language(s)						
g. Financial Management of OAE						
h. Organization and Administration of OAE						
i. Therapeutic Recreation						
j. Philosophy of Education						
k. Sociology of Education						
l. Curriculum Design in Higher Education						
m. College Teaching						
n. Legal Aspects of OAE						
o. Introduction to Land and Water Resources						
p. Organizational Theory						
q. How to Use the Library						
r. Professional Preparation						
s. Evaluation Techniques						
t. Practicum						
u. Marketing of OAE						
v. Exercise Physiology of OAE						
w. Risk Management of OAE						
x. Grant Writing						
y. Specific content areas (i.e. rock climbing, kayaking, rafting, etc.)						
z. Other (please specify) _____						

Answered Question 9
Skipped Question 0

Table XI

Curriculum Rating Responses by Doctoral Program Faculty

Using a 5 point Likert Scale 0 = Not important 1 = Somewhat Important 2 = Average Importance 3 = Very Important 4 = Crucial

How essential are the following content areas in regard to establishing a curriculum in outdoor adventure education and its related field?

Subject	0= Not Important	1 = Somewhat Important	2 = Average Importance	3 = Very Important	4 = Critical	Rating Average
Research Methodology	0	0	0	1	8	3.89
Research Design	0	0	1	0	8	3.78
Inferential/Descriptive Statistics	0	0	2	1	6	3.44
Advanced Statistical Procedures	0	0	2	3	4	3.22
Evaluation Techniques	0	0	2	4	3	3.11
Grant Writing	0	1	1	4	3	3.00
Philosophy of Education	0	0	4	2	3	2.89
College Teaching	0	1	3	2	3	2.78
Risk Management of OAE	2	0	0	4	3	2.67
Legal Aspects of OAE	2	0	0	6	1	2.44
Curriculum Design in Higher Education	1	2	2	1	3	2.33
Professional Preparation	0	1	5	2	1	2.33
Sociology of Education	1	0	4	2	1	2.25
Introduction to Land and Water Resources	2	0	2	4	1	2.22
Organization and Administration of OAE	2	0	2	4	1	2.22
Financial Management of OAE	2	0	2	3	1	2.13
Marketing of OAE	2	0	3	3	1	2.11
Therapeutic Recreation	1	1	4	2	1	2.11
Specific content areas (i.e. rock climbing, kayaking, rafting, etc.)	2	2	2	1	2	1.89
Practicum	2	2	2	3	0	1.67
Organizational Theory	2	1	3	2	0	1.63
How to Use the Library	1	3	3	1	0	1.50
Exercise Physiology	4	1	2	1	1	1.33
Introduction to Computer	5	0	1	2	1	1.33
Foreign Language(s)	5	1	1	2	0	1.00
z. Other (please specify)* _____						

Answered Question 9
Skipped Question 0

n=9

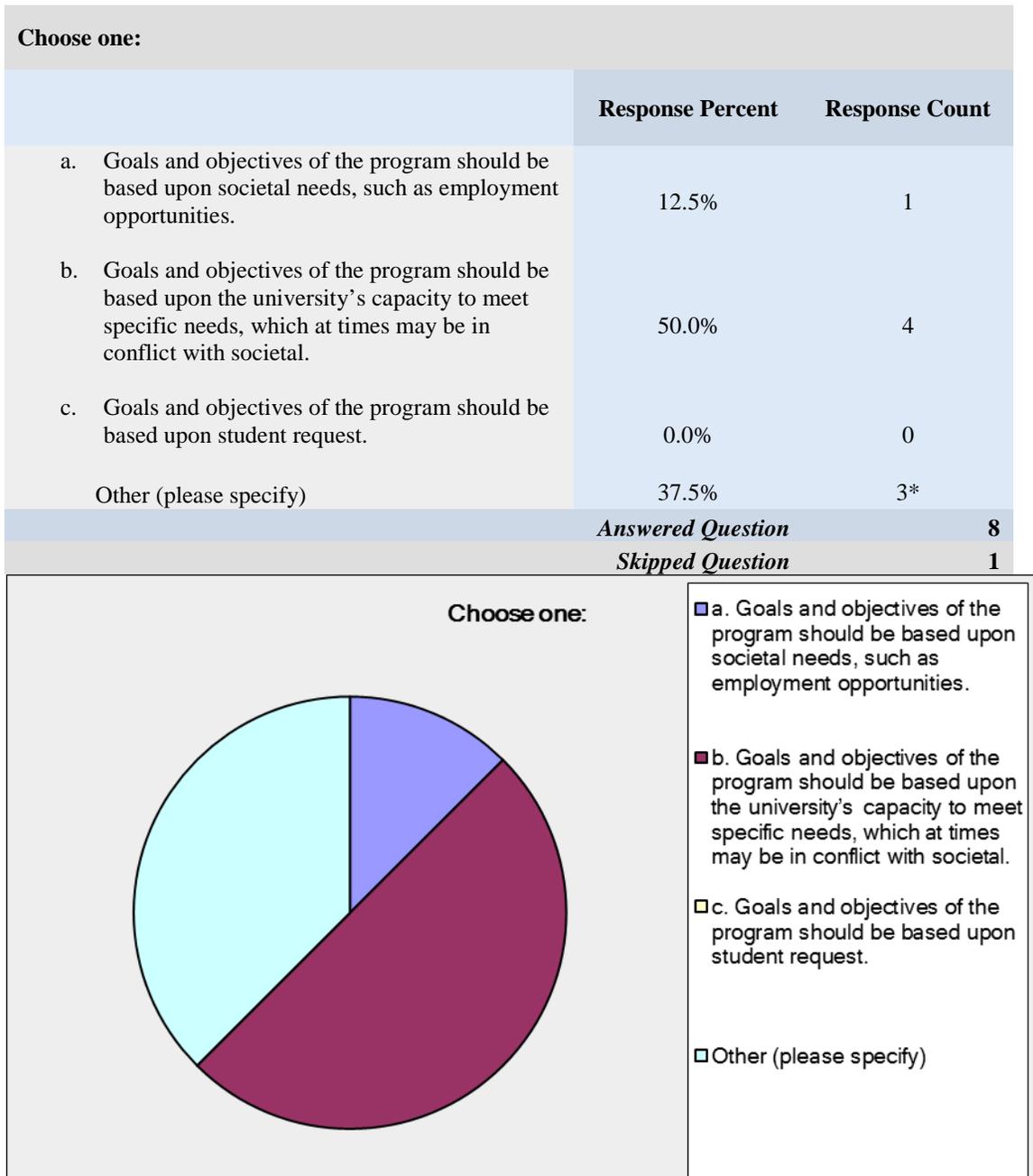
**Below are responses to section z.Other (please specify)_____*
of Table XI.

1. Feb 26, 2017 10:39 PM I answered based on a doctoral program. I'd assume that anyone studying this area at this level would already have solid grounding in OAE skills, basic computer & library familiarity. Elements such as marketing are important for practice in the field, but PhD is a research degree. And, for some, the education component would be critical. Land/water resources is important (but beyond "intro" . . . but some might come in with this background, others not). Anyway, I had challenges answering this question because of unknown assumptions & contexts around the Q and potential students.

2. Feb 16, 2017 5:15 PM In a doctoral program, many of these statements refer to topics that would be expected they had before they entered

Participants rated courses in establishing a curriculum for an OAE doctoral program using a Likert scale. The results were shown in Table XI. Research Methodology was the highest rated course and Foreign Language(s) was the lowest rated course which is the same responses Harding (1983) found. Similarly the next highest rated courses were Research Design, Inferential/Descriptive Statistics, and then Advanced Statistical Procedures all in that order for both this study and Harding's 1983 study. Interestingly, the next highest rated course in 1983 was Introduction to Computers whereas in this study that was the second to lowest rated course. Grant Writing was one course the researcher had participants rate that was not in the 1983 study that rated very highly at sixth overall. One course the researcher introduced in this study that rated poorly was Exercise Physiology at third lowest overall.

Table XII

Goals and Objectives of an OAE Doctoral Program

Participant's perceptions on the goals and objectives of a doctoral program in OAE were shown in this chart. One participant said goals and objectives should be based

upon societal needs, such as employment opportunities. The most common response with four respondents choosing this option was goals and objectives should be based upon the university's capacity to meet specific needs, which at times may be in conflict with societal. Three respondents chose other.

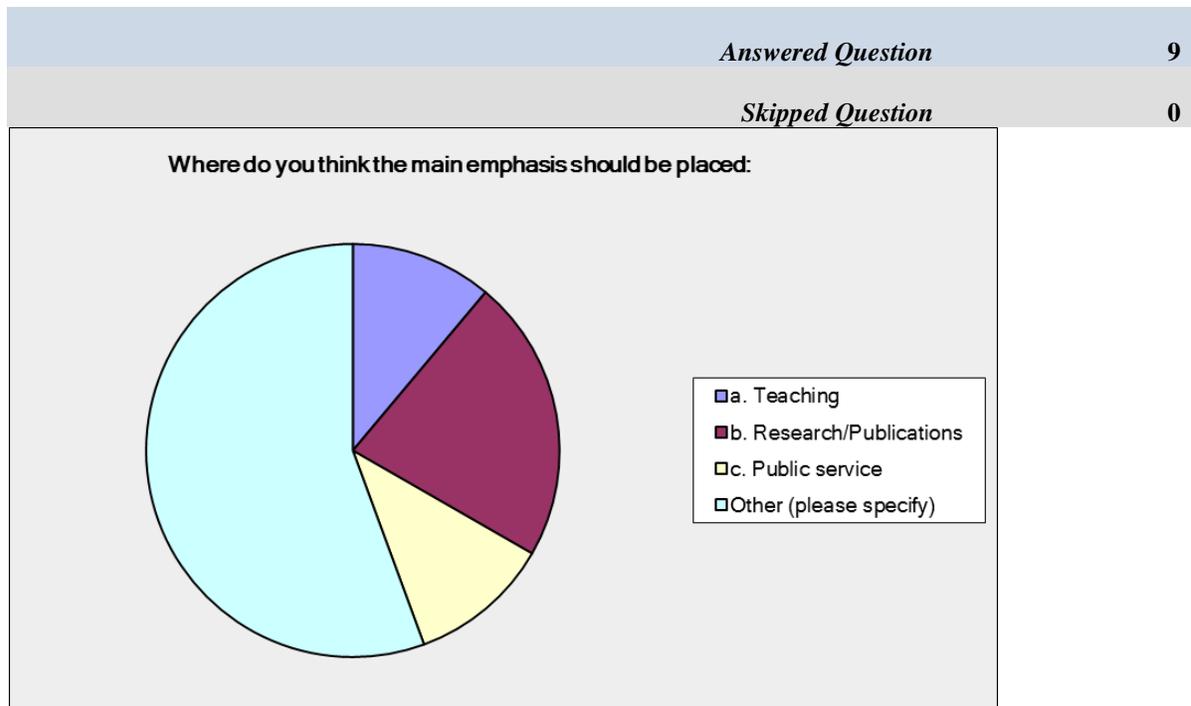
**Below are responses to the Other (please specify) section of Table XII.*

1. Mar 6, 2017 5:22 AM a combination of societal needs and students interests
2. Feb 26, 2017 10:39 PM Goals and objectives should relate to theoretical and applied research of OAE programs, and ability to apply those research to practical contexts (and, potentially, to teach). Societal needs are important (but not always associated with existing employment opps).
3. Feb 16, 2017 5:15 PM Doctoral programs are research degrees

Table XIII

Should the main emphasis of an OAE doctoral program be placed on Teaching, Research, or Public Service

Where do you think the main emphasis should be placed:		
Main emphasis	Response Percent	Response Count
a. Teaching	11.1%	1
b. Research/Publications	22.2%	2
c. Public service	11.1%	1
Other (please specify)	55.6%	5*



**Below are the responses to the Other (please specify) section of Table XIII.*

- | | | |
|---|-----------------------|---|
| 1 | Mar 6, 2017 5:22 AM | No main emphasis--all three need to be emphasized. |
| 2 | Feb 26, 2017 10:39 PM | Ability to work/apply across all three; but a PhD is a research degree. In this field, I think the goal of developing scholar practitioners is important (linking to research to practice). |
| 3 | Feb 23, 2017 9:12 PM | The main emphasis of what? |
| 4 | Feb 22, 2017 9:48 PM | I think it is split between teaching and research. Teaching to transfer the understanding to a classroom and research because it is an important aspect of faculty workload. |
| 5 | Feb 15, 2017 8:11 PM | All areas |

Participant's perceptions on where the main emphasis of a doctoral program in OAE should be placed were shown in this chart. Answers were extremely varied for this question. One respondent said teaching. One said public service. Two said

research/publications. Three said teaching, public service, and research combined.

Finally, one said a split between teaching and research.

Interview of Participants

The researcher solicited 14 OAE doctoral program chairs to participate in 30 minute interviews. The interviews were conducted over the phone and recorded with the participants consent. The researcher then transcribed the interviews verbatim. Of the 14 OAE doctoral program chairs solicited the researcher conducted interviews with the 5 participants that were willing. Three were OAE doctoral program chairs, one was a faculty member a doctoral chair recommend as an expert in this field, and another participant was a doctoral student a doctoral program chair recommended because they were studying a similar topic and also had expertise in the field.

Table XIV

15 Items That Were Perceived to be Themes by the Researcher

Research Methodology
Research Design
Statistics
Financial Management
Organization and Administration/ Organizational Theory
Therapeutic Recreation
Sociology/ Philosophy
College Teaching/ Curriculum Design
Risk Management/ Legal Aspects
Land and Water Resources
Evaluation Techniques
Professional Preparation/ Practicum
Marketing of OAE
Grant Writing
Specific content areas (i.e. rock climbing, kayaking, rafting, etc.)

The researcher combined the review of literature, preponderance of responses, and the researchers experience with the material to code the interviews into the 15 themes above. Similar classes such as organization and administration/organizational theory, sociology/philosophy, college teaching/curriculum design, risk management/legal aspects, and professional preparation/practicum were combined into one theme based on the review of literature, preponderance of responses, and the researchers experience with the material. Classes such as foreign languages, how to use the library, introduction to computers, and exercise physiology were left off based on their low scores in Table XI, the lack of preponderance in the responses, the lack of importance in the literature, and the researchers experience with the material.

After analyzing the interviews, the researcher created a comprehensible review of the data by separating and coding the responses into critical, moderately important, and not important. When two or more respondents mentioned the same theme when answering a question responses were considered critical. Only answers that did not have any relevance to OAE doctoral programs and were completely off topic were considered not important. The researcher chose to not include those few instances in the data below. All other responses were considered moderately important. The researcher used Table XI as an updated instrument version of David Harding's (1983) survey instrument to code the interview questions. The researcher separated the interview responses into the 15 themes as described above.

Below the researcher presented the themes that emerged from the interviews that were considered critical and those that were considered moderately important for each of the 14 interview questions asked to 5 participants who took part in the interview.

Interview Question One:

1. How can outdoor adventure education related fields contribute to the overall mission of higher education?

Critical

Theme: Sociology/Philosophy

Respondent 2 spoke about using OAE programs to bring people together.

“I think overall outdoor education and recreation can be highly assistive of the overall concept of higher education because we can utilize outdoor education and recreation as a method or a mode to incorporate and engage people in the university community. So, many universities have a new student camp or orientation where they do a lot of OAE. For example, Oklahoma State University has Camp Cowboy. They go out to Camp Redland. They stay out there for a night or two. They do challenge course stuff, they go canoeing, and it engages them in the community of OSU so when they actually get on campus as freshman it’s not brand new. They have already formed a community.”

(Respondent 2, pg. 1, 2/24/2017)

Respondent 3 mentioned the theme of Sociology/Philosophy when speaking on using OAE to study knowledge in an academic discipline.

“You can do anything through outdoor programming. Literature, history, physical education and movement, art, music, everything can be taught through that.” (Respondent 3, pg. 1, 3/1/2017)

Respondent 4 held similar views to Respondents 2 and 3 and expanded on community engagement and student development through OAE.

“Well let’s see, with the overall mission of higher education you’re continually doing student development. It could be their cognitive growth; it could also be with social and community engagement. You know, that’s big here. We’re trying to get our students more socially and community engaged. And outdoor adventure education and its related fields can contribute to some of those missions.” (Respondent 4, pg. 1, 3/2/2017)

Respondent 5 mentioned OAE brought awareness to being outside and active in nature with others.

“On the one hand it fits well because a lot of places have a supplemental thing where people can take the courses; you can have an outdoor program that supplements the rest of higher education. I see all those as very related. Just by having an outdoor program the whole university is more aware of the interaction of being outside and being in nature. And being outside and being active. And it impacts mental health. There’s lots of research on that. When people are outside and active. So just by having a department or having that awareness it will help students.” (Respondent 5, pg.1, 3/7/2017)

Considering four respondents touched on the theme of Sociology/Philosophy in question #1 the Sociology/Philosophy theme was considered as critical by the researcher. Below the researcher presented the themes that emerged from the interview question #1 that are considered moderately important.

Moderately Important

Theme: College Teaching

Respondent 1 spoke about the different types of teaching styles that can be used in OAE.

“Assuming the overall mission of higher education is to teach materials. Outdoor adventure education gives the capacity to teach to a style of learner that’s different than those that learn in regular classrooms. When you start using experiential and kinesthetic activities there are certain people that don’t learn as well from visual or written components that are able to pick up on some of those different learning styles that are extremely well documented.” (Respondent 1, pg. 1, 2/24/2017)

Theme: Therapeutic Recreation

Respondent 1 also went on to talk about the therapeutic aspect of OAE.

“It allows you to take people into the field where they can see the work in those environments. As well as there’s a big stress relief component. There’s a certain type of relaxation component that comes from being in natural environments that can teach self-care practices to folks. Integrating adventure into mental health therapy for youth.”

(Respondent 1, pg. 1, 2/24/2017)

2. What about outdoor adventure education may keep you up at night?

Critical

Theme: Risk Management/Legal Aspects

Respondent 1 spoke about proper guidance, standardization, and certifications for OAE.

“The extensive amount of abuse and neglect and death that has happened in the adventure therapy programs where there has been poor oversight and poor training. Program youth or program staff have actually gotten hurt or died from exposure or negligence out in the field. So having those things happen in programs that are supposed to help and educate people, that terrifies me. We don’t have enough programs that teach people specifically

to use outdoor education or to use certifications. You may get safety training through NOLS or through your school or through American Red Cross and we really need to standardize that and make it safer. What is scary is there are some organizations against regulation. Some of the organizations have taken an official stance saying they do not want regulation and that regulation can hurt us and we're better if we self-police. I think that outside oversight is necessary. This is especially in the adventure therapy field. It may be different in the more recreational based areas. ” (Respondent 1, pg. 1-2, 2/24/2017)

Respondent 4 also spoke about staffing and the need for qualified leaders.

Risk Management/Legal Aspects

“Well one is making sure that you have good staff. There's constantly need, if you have young staff who are in the field, and if there's turnover, then making sure that you have good staff would be the number one. Especially when you have trip leaders. Then when you have coordinators in collegiate outdoor rec programs, making sure that the pay can keep and retain people in the field. The issue related to risk management is always, always an issue.” (Respondent 4, pg. 1, 3/2/2017)

Moderately Important

Theme: Organization and Administration/ Organizational Theory

Respondent 1 mentioned the need for more organization in the administration of OAE.

“There are a lot of people interested in OAE and from a lot of different fields and we don't have a clear path for them. We're really disjointed. You can come to outdoor

education from parks, education, social work, psychology, physical education, environment, community sustainability.” (Respondent 1, pg. 1-2, 2/24/2017)

Theme: Therapeutic Recreation

Respondent 1 also talked about the need to standardize therapeutic recreation. “The University of New Hampshire is working on standardizing the adventure therapy world. Making sure that we’re regulated and protected and it’s clearly laid out in our field.” (Respondent 1, pg. 2, 2/24/2017)

Theme: Sociology/ Philosophy

Respondent 5 spoke about gender, diversity, and spirituality in OAE. “Well, for me right now I’m working on a big project that is an international handbook on gender in outdoor education. While nothing keeps me up at night in reality. I think that the lack of diversity in outdoor education and programming is a concern for all kinds of levels and all kinds of diversity. I tend to work a lot with gender but you can look at diversity in lots of ways. Maybe it’s the lack of diversity. And another thing that would keep me up at night in outdoor education is perhaps the lack of attention to the spiritual aspect of being outdoors and enjoying outdoor learning.” (Respondent 5, pg. 1, 3/7/2017)

Theme: Risk Management/ Legal Aspects

Respondent 2 mentioned teaching skills and how that can impact safety. “... which kind of brings me in to the theoretical basis influencing practice. The idea of skills necessary or needed or appropriate for people who are going to be practitioners in the field. We spend a decent amount of time in education talking about training people in the hard skills and the safety and that kind of things. The soft skills are so much more intangible that they are often times left with less input. I found that tremendously

problematic because that's not only going to impact safety, that's going to impact participant outcomes drastically. We even need to weed people out of the field based on the lack of ability to do these things." (Respondent 2, pg. 1-2, 2/24/2017)

Theme: Land and Water Resource

Respondent 2 also spoke about the need for skilled teachers that specialize in the environment.

"Theoretical basis and practice have often linked the idea of environmental and adventure education and recreation and there are two different skill sets for leaders in each. So, people who are really good leaders in adventure, challenge course kind of things, aren't necessarily the greatest environmental recreation directors/leaders. That crossover and the assumption that these people should or could crossover is a little problematic."

(Respondent 2, pg. 1, 2/24/2017)

Theme: Grant Writing

Respondent 3 worries about the finances of OAE and sees grant writing as a tool to utilize.

"The biggest thing that I worry about, at least especially in our area and in our school, is that it's going to go away. And how can I preserve it, which is the reason I'm working on a major grant to get it funded." (Respondent 3, pg. 1, 3/1/2017)

3. How does outdoor adventure education support the developmental and cognitive growth of contemporary college students?

Critical

Theme: Sociology/Philosophy

Respondent 1 talked about using different settings to help people learn in different ways.

“In so many ways; our new neurological and psychological studies are showing that the prefrontal cortex, the part of the brain that does high order thinking, does not finish developing until the age of 25. So when we are talking about undergraduate students and even some master’s students and some doctoral students a lot of them are not fully cognitively developed. The brain is still growing, the brain is still making connections, there is a lot of neuroplasticity available and when you have multiple environments in which someone can learn and in which someone can be taught, I don’t have science to back this up, but I believe that gives another option for neurodevelopment and for people to learn in different ways and to learn how to teach in different ways.” (Respondent 1, pg. 2, 2/24/2017)

Respondent 5 also talked about the sociological and philosophical aspect of OAE group settings where cognitive and developmental growth happens.

“Lots of ways because cognitive growth happens better with activity and being active. And developmental growth happens when learning skills and outdoor education is often done in groups. The developmental piece will be better if people work in groups and if people have that experience and that opportunity. So yeah the active part and the being outside part is really meshed with cognitive and developmental pieces.” (Respondent 5, pg. 1, 3/7/2017)

Respondent 4 echoed the same theme of Sociology/Philosophy noting the social benefits of OAE.

“Well, I think there’s definitely individual social and psychological benefits that can occur with today’s college students by having those outdoor recreation opportunities.”

(Respondent 4, pg. 1, 3/2/2017)

Respondent 2 mentioned developing a well-rounded student.

“A great impact on potentially contemporary college students because this generation is very technology oriented and have not had the same level of challenge in their life as many previous generations. I think that OAE can add something that has become almost non-existent in today’s youth society of hands on get dirty, be around challenge risk reward, motivation, the whole development part of the human. As far as cognitive it kind of goes along with development, if the person is a well-rounded human. But mostly I think it’s going to be developmental.” (Respondent 2, pg. 2, 2/24/2017)

Finally, Respondent 3 also noted the social aspect of OAE.

“In every way. Socially, emotionally, cognitively and physically.” (Respondent 3, pg. 1, 3/1/2017)

Moderately Important

Theme: Therapeutic Recreation

Respondent 1 mentioned the therapeutic aspect of stress reduction.

“There is a lot of research that’s coming out showing the stress reduction component of spending time in outdoor places.” (Respondent 1, pg. 2, 2/24/2017)

Theme: Risk Management/Legal Aspects

Respondent 1 also noted there are positive effects of risk.

“From a risk and resiliency theoretical perspective it’s shown to encourage positive development, so there is a lot to show that developmentally it can be good stuff.”

(Respondent 1, pg. 2-3, 2/24/2017)

Theme: Specific content areas (i.e. rock climbing, kayaking, rafting, etc.)

Finally, Respondent 1 pointed out the specific content areas of rock climbing, water sports, and hiking aiding with neurological development and physical health.

“I think going to the research is better than my qualitative perceptions on it but I do believe that it supports neurological development and I think it also supports physical health and development which is incredibly important, something that we often times neglect. Especially in higher education there is pressure for use to produce, produce, produce, produce, and we forget to get up and stretch our legs and go outside. When your jumping on a rock wall and when you’re getting into a boat or when you’re going on a hike there’s no way to avoid some of that. So it’s good because it engages your brain as well as the physical body.” (Respondent 1, pg. 3, 2/24/2017)

Theme: Professional Preparation/ Practicum

Respondent 4 mentioned the need for more preparation time spent on skills and problem solving to improve cognitive and developmental growth.

“Improve their skill development and problem solving abilities would be another.”

(Respondent 4, pg. 1, 3/2/2017)

4. What current trends are you aware of related to outdoor adventure education?

Critical

Theme: Risk Management/Legal Aspects

Respondent 2 spoke about the current trend of risk management.

“Another is challenge course design so perceived risk is still there but real risk is considerably more subdued than in the past.” (Respondent 2, pg. 2, 2/24/2017)

Respondent 1 echoed that risk management plays a vital role in OAE.

“There is a trend over the last 10-15 years away from it. People saying that these are dangerous areas, that these programs are not ran by certified professionals, these are old drill sergeants, criminal justice perspectives, uncertified couples that live out in the woods, people with strange cultish backgrounds. So there’s a lot of misconceptions about who’s delivering the services so people have backed away from these programs.”

(Respondent 1, pg. 3, 2/24/2017)

Theme: Therapeutic Recreation

Respondent 1 spoke about negative press therapeutic recreation receives.

“I think we have got a bit of a PR crisis, as far as trying to use adventure wilderness in the therapeutic sense. At least in the therapeutic side that I do, that’s a trend that is troublesome.” (Respondent 1, pg. 3, 2/24/2017)

Respondent 3 mentioned combining adventure and therapeutic classes.

“I can say that what we’re doing is pretty exciting. I have discovered in our university that there’s another person working on adventure education through counseling education. So we are combining a class of adventure education leadership and adventure therapy. And the two classes will be taught separately at the same time and then we’ll come together for an adventure leadership trip. So that’s pretty exciting. I’m looking forward to that.” (Respondent 3, pg. 1-2, 3/1/2017)

Theme: Specific content areas (i.e. rock climbing, kayaking, rafting, etc.)

Respondent 1 spoke about growth in specific content areas of OAE.

“On the flip side I think a positive trend is that people in general western populations are becoming more engaged in outdoor activities, physical activities, and using some of these spaces. I think that people are excited when you start talking about these experiences and interventions and in developing these programs. You’re seeing growth in a lot of outdoor sports right now. Rock climbing and mountaineering, kayaking, mountain biking these are all areas where there’s a ton of growth. That’s huge, that’s important and that will help us.” (Respondent 1, pg. 3, 2/24/2017)

Respondent 2 reverberated the specific content areas growth in technologies associated with those activities.

“The third real big trend today is the technology of the equipment, the supplies, the technology is getting so much more advanced and a lot of the things we can utilize. So ropes, harnesses, canoes, helmets, all that kind of stuff.” (Respondent 2, pg. 2, 2/24/2017)

Moderately Important

Theme: Sociology/Philosophy

Respondent 2 spoke about engaging students with OAE.

“Trying to maintain the level of engagement or production or involvement in programs because we are dealing with a digital aged human so the natural interest isn’t always immediate. Keeping people engaged and coming to programs is one of the trends.”

(Respondent 2, pg. 2, 2/24/2017)

Theme: Financial Management

Respondent 3 hypothesized OAE may keep young professionals nearby that work for major companies in their area.

“... we are in northwest Arkansas where there is a lot of major companies, Walmart, Tyson, JB Hunt and others and one of the big issues for major companies is keeping the 25-35 year olds in the area. And we’re basically, I wouldn’t call us rural, but in comparison to New York City and some of the other places that have major companies we’re rural. Adventure leadership, adventure activities are exciting for that age group. And that’s going to keep those people interested in staying in northwest Arkansas. So, that’s kind of the carrot that we are using for the funding. Is that it’s going to keep the highly educated business young person in the area because they will get interests and there’s a lot of places to go for adventure here. For example, our state has the third most mountain biking trails in the country. And we’re a small state. In comparison to California and Colorado who are one and two.” (Respondent 3, pg. 2, 3/1/2017)

Theme: Evaluation Techniques

Respondent 5 was unsure of current growth in OAE.

“I don’t know that I’m seeing a lot of growth in outdoor learning and outdoor education. I’m curious as to what you’re seeing.” (Respondent 5, pg. 2, 3/7/2017)

Theme: Land and Water Resources

Respondent 4 mentioned the trend of public lands needing federal and state level protection.

“One of the current trends is trying to make more of the nature and health connections more clear to people in addition to your traditional skill development. There’s also current issues related to public lands and sustainability in relationship to policy at the federal level and state level. Because a lot of our outdoor recreation is reliant on good public land policy... More trends are that youth programming might be a need because kids just don’t go out and play on their own anymore.” (Respondent 4, pg. 1-2, 3/2/2017)

5. What future research or implications regarding current practice should be done on outdoor adventure education for universities?

Critical

Theme: Research Methodology

Respondent 4 mentioned future research methods that should be utilized.

“... some of them are going to be research for general knowledge. And some of them are going to be more evaluations of student learning outcomes which all universities are all having to do. So how are your programs and how do we have rubrics that measure that these collegiate outdoor recreation programs are having an effect on student learning.”

(Respondent 4, pg. 2, 3/2/2017)

Respondent 1 also spoke about the different types of research methods.

“I’m a qualitative researcher so that [quantitative research]’s hard for me, I prefer the richness of hearing peoples descriptions... We’ve got a ton of qualitative research of people sharing their wonderful experiences and those riches but a lot of times those get ignored.” (Respondent 1, pg. 4, 2/24/2017)

Theme: Research Design

Respondent 2 would like to see improvements in research design.

“I think we need to reexamine the benefits participants supposedly get from participating in these programs both short term and long term so we have a better way of saying yes this’s happening, no we are not doing this even though we think we are. We also need more research in the areas of common vs in the field technical language. How can we differentiate or explain to people who we are and what we do when the term outdoor

recreation is so vastly differently viewed depending on who you are or where you are. Either in the field or a general person in the world.” (Respondent 2, pg. 2-3, 2/24/2017)

Respondent 4 would like a research designed around looking at students who participate in OAE more than once.

“One research that’s been going on for a long time but continue to look at leadership development. Another would be when you have outdoor adventure education you have two things. You have the academic portion but you also have the collegiate outdoor recreation adventure that’s happening at universities... And also research looking at whether some of those effects of those students that are reoccurring, that go on more than one outing at that university. And what those enrollments [are].” (Respondent 4, pg. 2, 3/2/2017)

Moderately Important

Theme: Statistics

Respondent 1 mentioned the need for quality statistics.

“We are in a realm of evidence based practices and quantitative research... However, to effectively market what we are doing we need to show strong quantitative data that what are doing works. So we need to show quantitatively that test scores can be improved by using outdoor education and that we can actually create a positive change for clients with mental health problems or behavioral issues through using some of these outdoor education interventions. We need randomized clinical trials that are the quantitative gold standard to demonstrate this... We need strong numbers that can demonstrate that this is as effective if not more effective than other options and also delineates who these

interventions are best for. So I think that's what we need. Strong research showing those different components." (Respondent 1, pg. 4, 2/24/2017)

Theme: Therapeutic Recreation

Respondent 3 was looking what future trends could come from therapeutic recreation classes.

"Well the research that were working on now because we discovered the adventure therapy and the adventure leadership classes is how those two can cross and how that can make for better programing. The interdisciplinary aspect of it." (Respondent 3, pg. 2, 3/1/2017)

Theme: Risk Management/ Legal Aspects

Respondent 5 spoke about risk management and its future impact on OAE.

"I think that a big area of outdoor education has been risk and the use of risk and I think that we think that risk is a good thing and I think there needs to be a lot more education about that. Education research has shown that if people get excited or basically hooked on their adrenaline for example if people talked about the positivizes of risk for itself, the risk in itself, then people have less impulse control. Which is just the opposite of what we want. So I think that we would look at the way we talk about risk and the way we help people understand which risks to take, when to take them and all that. Rather than outdoor learning or adventure education, all those things, you need risk. They really don't need risk and risk is a really small part of it, potentially. And I guess the negative side about getting addicted to adrenaline and getting addicted to risk for risks sake is as bad as being addicted to any kind of drug." (Respondent 5, pg. 2, 3/7/2017)

6. How do you see outdoor adventure education contributing to the retention and recruitment of students for your university?

Critical

Theme: Sociology/ Philosophy

Respondent 3 spoke about students needing a community in order to stay in school.

“Well let’s start with retention. The research shows that one of the reasons that students leave universities is because they don’t make the connections. They get lonely, they get homesick and they go to a college nearer their home. Well, obviously adventure programing can get them into social situations where they really get to know some people and make some friends and therefor improve their experience at a university.”

(Respondent 3, pg. 2-3, 3/1/2017)

Respondent 1 echoed the need for community and how OAE can contribute to retention.

“You watch the undergrads there and it builds community. It contributes to a huge part of the college experience. I think that it makes the university more livable. That makes students want to be at your university.” (Respondent 1, pg. 4, 2/24/2017)

Theme: Marketing

Respondent 1 mentioned certifications that universities can use to promote their programs.

“If someone is interested in working in outdoor education and see they can get their Wilderness First Responder or Wilderness EMT as well as a degree that is catered to that direction right there then they are happy, they’re thrilled, they’re going to do it and that’s going to be huge. That’s something that universities can definitely do is promoting the development of those programs and maintenance of those programs.” (Respondent 1, pg. 5, 2/24/2017)

Respondent 3 touched on the recruitment process for universities and how OAE can serve as a marketing tool.

“Recruitment, just any time you have something to offer that’s exciting for the students they will think that’s a neat reason to come. It is very weird things that each individual freshman looks at when they choose a university... And one would think that a lot of times they were looking for the best professors and the fancy research but freshman don’t care about that. They’re looking for a fun place to go. And I think education important to them, don’t get me wrong. But they don’t, unless they’re on the way on the echelon of maturity and thinking, they’re more thinking about what the experience is going to be.”

(Respondent 3, pg. 3, 3/1/2017)

Respondent 4 also mentioned OAE can be used as a marketing tool to draw students to a university.

“We also have our climbing wall and now when anybody puts in new facilities related to intramurals and any of those there’s always going to be an outdoor recreation component. Outdoor recreation is one of those recruiting tools that is used to draw students. Those that get involved in it may continue to get involved and it may add an added benefit to their overall college experience.” (Respondent 4, pg. 2-3, 3/2/2017)

Finally, Respondent 5 echoes the previous respondents in that OAE can be a very effective marketing tool.

“Where I work it’s nice. The undergraduate’s adventure education program is very robust. And I think just the fact that they advertise a great deal for being able to be outside.” (Respondent 5, pg. 2, 3/7/2017)

Theme: Professional Preparation/Practicum

Respondent 4 mentioned OAE can be utilized to recruit students who want hands on and practical classes.

“One of the things is that the outdoor adventure education program gives a lot of hands on experiences for those students who want to go into the field.” (Respondent 4, pg. 2, 3/2/2017)

Respondent 5 reverberated the amount of field experience students in OAE received.

“The undergraduate adventure education, the students spend several 12 week courses outdoors and every year have a couple courses that are 3 weeks outdoors. So it’s a huge, it’s a great deal of field experience.” (Respondent 5, pg. 2, 3/7/2017)

Moderately Important

Theme: Statistics

Respondent 3 spoke about the need for statistics to back up the qualitative data.

“Anecdotally the evidence supports Camp Cowboy and the outdoor adventure education and recreation activities. It’s seen in the university as highly beneficial in retention. Statistically significant? I don’t know if anyone has actually run the numbers on this. It’s something that I think should happen but the reality is that I don’t think anybody has ever actually done a research project on it. But I know that it is very well received within the university and as a real contributor to retention. So if you went, you stay.” (Respondent 3, pg. 2, 2/24/2017)

Theme: Financial Management

Respondent 3 also mentioned the financial cost of OAE programs.

“The problem is they’re expensive. They take some good quality leadership. People who are trained to do it. And that makes it much more difficult to offer that to everyone.”

(Respondent 3, pg. 3, 3/1/2017)

Theme: Therapeutic Recreation

Respondent 1 elaborated on the places that offered therapeutic recreation.

“My field of adventure therapy, there are a small number of places you can go. You can go and take the adventure therapy courses in the Midwest, really you can get them from Tony Alvarez at U of M with just a couple of courses or you’re leaving. You’re going to Prescott College in Arizona, Utah, Colorado, or New Hampshire, or you’re going to meet with Russel in Western Washington. And those areas have the programs but there’s not a ton. They are small programs with no certification that goes across the board. So if a university is able to offer that then they’re not shipping out to go get those programs. They are able to do it there.” (Respondent 1, pg. 4-5, 2/24/2017)

Theme: Land and Water Resources

Respondent 3 touched on the environmental aspect of OAE.

“...there’s also people that don’t like it. They don’t like bugs. They don’t like being cold or wet or possibly uncomfortable. You know, those types of things. There’s a group of people who love it and there’s also probably a bigger group who thinks they hate it. What I’ve found is that the kids who think they hate it are usually shocked that they don’t.”

(Respondent 3, pg. 3, 3/1/2017)

Theme: Specific content areas (i.e. rock climbing, kayaking, rafting, etc.)

Respondent 1 emphasized the content areas in OAE.

“Outdoor education, the outdoor club, rock climbing gym, gear rental things that schools have, this creates university life and experiences.” (Respondent 1, pg. 4, 2/24/2017)

7. How would a first-year experience outdoor outing be beneficial to the university?

Critical

Theme: Sociology/Philosophy

Respondent 2 spoke about the social aspects of OAE.

“The community development, bonding, and social support. If a first year college student has developed a sense of community they tend to be more successful, more engaged in their courses, more engaged in extra circular things, more likely to return, high enough GPA to keep coming back. Camp Cowboy and the outdoor experience that they have, specifically the outdoor component going out to Camp Redland, tends to really create that bond, social circle and social support. I’ve had students in their junior or senior year that will come into my class with somebody else and be like oh yeah we met at Camp Cowboy and have been friends ever since. And that is a very common thing to hear.”

(Respondent 2, pg. 3, 2/24/2017)

Respondent 3 echoed relationships formed from the community aspect of OAE may assist in retention.

“Oh, for exactly the retention reason. It really helps people get to know each other in a completely different environment. And build those relationships before school starts.”

(Respondent 3, pg. 3, 3/1/2017)

Respondent 1 reverberated OAE may build connections between students.

Sociology/Philosophy

“I think that it’s probably beneficial towards increasing collegiality amongst those undergrads as they are going through that first year in their program. I think that it can kind of be one of those programs that sticks with you. I’m thinking from the perspective

of having worked in the middle schools, which is a much different age group, where we would do these programs. Even for those adolescents it builds a lot of collegiality and connections amongst them. It builds perspective that they can use forever. So I think that can be similar in a university setting. Similar but different.” (Respondent 1, pg. 5, 2/24/2017)

Moderately Important

Theme: Therapeutic Recreation

Respondent 4 spoke about using OAE as therapy to reduce stress.

“One, I think it, like we mentioned is an opportunity for retention. How does nature, connection, and health, benefit students via outdoor recreation or other needs? To reduce stress and to increase their learning while they’re having their college experience.”

(Respondent 4, pg. 3, 3/2/2017)

Theme: Professional Preparation/Practicum

Respondent 5 mentioned ways OAE may support the development of students entering the college.

“Well we have a 21 day first year orientation program that’s outdoors and it’s required for everybody. They do have a sedentary one, a yoga one also; I guess it’s called community based. And I think it’s important for all of the reasons Grant, and Bell, and others have written about it. They can get a head start on building relationships. They can get an understanding on what the college norms are. They can have shared experience. They can start learning their outdoor skills and start learning about the outdoor environment.” (Respondent 5, pg. 3, 3/7/2017)

Theme: College Teaching/Curriculum Design

Respondent 1 spoke about the different teaching styles possible in OAE.

“It shows that university is interested in using non-traditional pedagogies and building a dynamic campus life.” (Respondent 1, pg. 5, 2/24/2017)

8. How can a program like outdoor adventure education maintain financial backing?

Critical

Theme: Financial Management

Respondent 3 spoke about the financial impact of OAE keeping young professionals in certain areas.

“Boy I wish I knew that one. You’re trying to get financial backing through the use of corporations who see the value of keeping the young upwardly mobile professionals in the area where they’re located.” (Respondent 3, pg. 3, 3/1/2017)

Respondent 4 advocated universities have financial needs that can be met in a number of ways.

“Since there’s a staffing need. That you had either graduate assistants or student assistants that have some type of tuition and stipend. The university can offer some of these tuition opportunities for students to come. Also, what needs to happen is that the program has to show the student learning outcome needs so that we can take them to administrators and show that we’re making a difference. Because once again, student learning outcomes at all levels, measuring that and not just taking them out and saying did you have a good time is now crucial. Then another thing is do we need to go to commercial folks like Patagonia? NOLS is a non-profit per say and we may be competing with them at some level but other things like Patagonia. Do we show that we’re meeting their mission and Patagonia can fund things?” (Respondent 4, pg. 3, 3/2/2017)

Moderately Important

Theme: Statistics

Respondent 2 alluded to the need for OAE administrators to use statistics to support anecdotal stories.

“If you run the numbers and find actual meaty statics research stuff that will corroborate that [anecdotal stories] I think you’re going to find an even bigger ability to go for it because a university is built on the triad of research, teaching, and service. If you combine the ideas it’s going to generally receive a good response from administrators. If I can go in and say anecdotally this is what I’ve done through service and seen and this is the stats we’ve run and the research project tends to back that up they are probably going to listen.” (Respondent 2, pg. 4, 2/24/2017)

Theme: Therapeutic Recreation

Respondent 5 advocated the mental health benefits of OAE are financially viable compared to other mental health programs.

“Well, because in our school it IS the undergraduate program and then people pay, since everybody pays about \$450 or whatever, it’s self-supporting here. So that part is fine. And I think that if you look at the mental health trade off your better off putting money into an outdoor program than money into mental health pieces for students.” (Respondent 5, pg. 3, 3/7/2017)

Theme: Sociology/ Philosophy

Respondent 2 spoke about how a community built around OAE would aid in the retention of students.

“We can get people involved in social circles connected which will help with retention, which is always a subject at a university. So if you have those anecdotal stories I think

it's going to be incredibly helpful in maintaining backing for it." (Respondent 2, pg. 3-4, 2/24/2017)

Theme: Grant Writing

Respondent 1 hypothesized a large federal grant would assist OAE financially. "That is a difficult question with a multitude of answers. We do know that at universities if we want to do research and if we want to have positions funded than we need grant money. We need large Federal Grants. If you can show therapeutic change in adventure therapy and wilderness therapy or improved educational scores in public education or higher education. If you can show these changes in social programs that already exist by using components of outdoor adventure education or experiential education then people are willing to give grant funding. Say I'm able to develop a large randomized controlled clinic trial where I get 1,000 people and I get a grant to test whether this is as effective as say a cognitive behavioral therapy which is a well-known evidence based practice for depression treatment. That might be a huge multimillion dollar grant and that would go to support these programs. If you look at the most financially supported programs throughout campuses, those are the ones that generate money. In social work, we do not have the same money our medical school does, as our business school does, or our engineering school, because they are the ones that get the huge grants. So if we can do that, that's absolutely huge. The other thing that's a possibility, a little different, a little messier is pairing with for profit organizations that will perhaps offer grants through development of campus climbing, facilities, or campus trips, or that will donate materials to the outdoor clubs for them to have rental materials. So some of those public private partnerships can be helpful but I think the big thing is being able to show the evidence

behind our work for large randomized controlled trials.” (Respondent 1, pg. 5-6, 2/24/2017)

9. Do you believe a new president would support this venture? Why or why not?

Critical

Theme: Sociology/Philosophy

Respondent 2 argued the impact OAE had on socialization would sway a new president to support OAE.

“I think that it’s very dependent on the new president. If a new president coming in who is younger and more engaged in a younger group of people I think it will be fairly easy to convince because of the whole idea of the social bonding community development.”

(Respondent 2, pg. 4, 2/24/2017)

Respondent 4 alleged the president’s upbringing may impact his or her outlook on OAE.

“I think a new university president; it just depends on their background and what they’re familiar with. If they are familiar with, and maybe came from a western state, and already come in able to perceive these benefits, it will get more backing than a president who comes to a university that maybe was hired with a different agenda.” (Respondent 4, pg.

3-4, 3/2/2017)

Theme: Financial Management

Respondent 5 hypothesized the president of the United States would be opposed to financially supporting OAE.

“I don’t think our current one would have an understanding. I think the current president of the United States is a wild card, who knows. Obviously not given who he put in for the

Secretary of Education. On the other hand he's a wild card. He's an anti-vaccer which means he's against vaccines. Which doesn't necessarily go with the rhetoric of his office. So, I don't know. He could be odd. Depends on who explains it to him and if he thought it was his idea." (Respondent 5, pg. 3, 3/7/2017)

Respondent 3 echoed the current president of the United States would not see the financial benefits of OAE.

"Not this president [of the United States]. He's always lived in the lap of luxury. I don't think he's every really experienced the outdoors. He's not pro-environment. He's pro-business and development and lack of regulations. So I don't think this president is a, I think he should have had some outdoor leadership when he was in college." (Respondent 3, pg. 4, 3/1/2017)

Respondent 1 made the point that a university president would support OAE if it was financially viable.

"I think that a president of a university could definitely support these things. A lot of them are thinking politically for their entire universities programs and they're also thinking about how their resources get allocated. I think that if they come in and see that the outdoor education has 25 graduates a year with a 30% job placement then I think that they're going to look at it and say this is kind of one of those degrees that goes for affluent kids that want to play and they're going to allocate to things like nursing or law or engineering. Places where there are hard sciences backgrounds and also where they see huge job placements and financial backing." (Respondent 1, pg. 6, 2/24/2017)

Moderately Important

Theme: Statistics

Respondent 2 focused on statistics driving a president's decision about OAE.

“If it's someone new coming in, it's going to be about how it's approached if they're going to be willing to support it or not. At that point straight up numbers are going to help.” (Respondent 2, pg. 4, 2/24/2017)

Theme: Professional Preparation/ Practicum

Respondent 1 concentrated on jobs being the determining factor on whether a president supports OAE financially.

“So I think that to convince university administration that they need to back us, we need to demonstrate people get our degrees and are getting jobs, doing good research, helping people, they're making money, all of the above. I think that's important. There are not clear job pathways that are available. Sometimes it's like you develop this interests and then you go try to get any job you can at the parks, whether it's as a janitor or a cop, and then move your way into the roles that you want. So to convince those university administration that they need to put more resources we need to show that there are jobs for us with clear paths. We need to develop those things at our university and within our programs.” (Respondent 1, pg. 6-7, 2/24/2017)

10. Where do you see outdoor adventure education in five years?

Critical

Theme: Risk Management/Legal Aspects

Respondent 2 hypothesized OAE will struggle in the near future because of incoming students reliance on modern day technology.

“I think it’s going to have some struggles over the next 5-10 years because of the fact we are living in a digital age with a group of people who their giant risk in life is can you download something. The idea of risk and payoff and benefit not terribly common with them. The higher adventures, the more both perceived risk and actual risk, will be more and more specialized to specific populations. The lower risk and adventure stuff is going to seem like big, huge risk to the average everyday person. I think we will do a whole lot more lower level risk in less wilderness space, in a more constructed manicured environment. Because fewer and fewer people in the upcoming generation feel at any level of comfort when they don’t have all of the convenience of modern day technology and life.” (Respondent 2, pg. 4, 2/24/2017)

Respondent 4 echoed the topic of risk will be a factor in the next 5 years. “In the next five years, more use of standardization in related to for example climbing walls at a university. You know, PCIA (Professional Climbing Instructors Association) endorsed by AORE (Associate of Outdoor Recreation and Education) those sorts of things... at recreation centers standardized would be one of those trends.” (Respondent 4, pg. 4, 3/2/2017)

Theme: Professional Preparation/ Practicum

Respondent 2 mentioned professions students may enter. “Our people go into community rec, outdoor rec, natural resource recreation, and recreational therapy that is very strong.” (Respondent 2, pg. 5, 2/24/2017)

Respondent 1 echoed the need for jobs in OAE related fields will impact growth of OAE. “Probably about the same spot that it’s at right now but maybe a little bit bigger. As the interest in these activities goes up these programs will also increase. As it is continuing to

be difficult to find work in these areas and as our economies struggle and go up and down that less and less youth will say, “hey I want a job that going to pay me \$33,000 a year maximum! But I get to hang out outside.” I think a lot of people are still going to say, “Hey I’m going to get that pragmatic degree that’s going to allow me to have the time and money to do these adventures on my own.” So I think that if we want to see it grow, if want to see change in five years that we need to change the field ourselves and show career pathways in these degrees to working in jobs. If we want to see that growth happen, we’ve got to create it.” (Respondent 1, pg. 7, 2/24/2017)

Moderately Important

Theme: Financial Management

Respondent 4 sees growth in OAE in the next 5 years.

“That there will continue to be collegiate growth... any time somebody has a new outdoor rec center at a university, and maybe even at municipalities, but particularly collegiate growth, they are going to have an outdoor program component to it.”

(Respondent 4, pg. 4, 3/2/2017)

Theme: Land and Water Resources

Respondent 5 alleged the environment plays the biggest role in the OAE experience.

“... and I think there’s another piece that’s going to go towards the spiritual pieces about being outdoors and Eco psychology and adventures that really consider place. And it’s more about the place than necessarily the activity or extreme adventure.” (Respondent 5, pg. 3, 3/7/2017)

Theme: Specific content areas (i.e. rock climbing, kayaking, rafting, etc.)

Respondent 5 suggested high adventure in specific OAE content areas will be a trend in the next 5 years.

“Golly jeeppers I don’t know because it’s going to really depend. I think it will become, there will be, a certain end that will go towards mechanization and high adventure and extreme sports... So I think that we’ll just see more people out there going further, if you want to call it a continuum, going further on each end with everything in between.”

(Respondent 5, pg. 3, 3/7/2017)

11. What professions/careers does your program promote a doctorate in your program will produce?

Critical

Theme: Professional Preparation/Practicum

Respondent 5 discussed the different professions a doctoral degree in OAE may assist in procuring.

“They could work anywhere. A lot of students do work at the university as professors and stuff like that, that happens a lot. People also start their own companies, people are independent contractors. And of course if they don’t get a job at a university right away they often work adjunct.” (Respondent 5, pg. 4, 3/7/2017)

Respondent 4 stated students were already in the OAE field when they start on their doctorate.

“They’re already in the field when they come to get a doctorate.” (Respondent 4, pg. 4, 3/2/2017)

Moderately Important

Theme: Research Design

Respondent 3 mentioned the large array of disciplines in OAE coming from their program.

“We have graduated five in the last two years. One did his dissertation on boy scouts character based programming, which used some outdoor stuff. One did it on martial arts. One did it on sponsorships. One did it on journalism. So we’re all over the area. The ones that work with me work in mostly recreation and law and risk management. We’ve had probably in the last ten years four that would be defined as outdoor recreation.”

(Respondent 3, pg. 4, 3/1/2017)

Theme: College Teaching/ Curriculum Design

Respondent 2 commented obtaining a job as a professor was typically the ultimate goal of a doctorate in OAE.

“Going into academia. The world, or recreation overall, that’s generally that what you overwhelmingly do once you get a doctorate. A lot of our doctoral students finish their doctorate and go into very high teaching universities that often have an outdoor adventure type program that they are very connected to if not running as a faculty member.”

(Respondent 2, pg. 5, 2/24/2017)

Theme: Sociology/ Philosophy

Respondent 1 addressed the profession of social work in OAE.

“Mine is interesting because its social work. When I tell a social worker what I’m doing or of I tell a social work researcher what I’m doing, or if I present on this work at a social work conference 95% of people are going to go, “Wow! That’s super cool, I’ve never heard of that.” So it’s not something that is specifically promoted. It’s more so this is a

path that I've found. Take social work perspectives and clinical work which I was doing previously and connect it to a modality in outdoor experiences that is beneficial for me and it's beneficial for the clients that I've worked with. For therapy or social workers you have to make your own path. That's why I think that we've got a lot of development to do if we want to show that we deserve to be here." (Respondent 1, pg. 7, 2/24/2017)

12. What unique or specific feature(s) enhances your program and brings to it national or regional recognition (i.e., faculty, administrators, research, grants, students, public service, other)?

Critical

Theme: Professional Preparation/Practicum

Respondent 2 cited the time and effort placed on professional development in their doctoral program.

"I think the big thing with us is we really try to get our doctoral students involved in all aspects of what they will be when they are faculty member. So, research, teaching, and service. We have opportunities for them to do service at different levels of the university and we encourage them to do both at the state and national level. And try to help support them in those. Research is pretty obvious in doc work that you're going to do research but we also take pride in involving and including them in research projects that are going on just in the program anyway. So they can get different perspectives of research besides their dissertation and different versions of writing as opposed to just a dissertation. So they work with someone writing articles and doing research. We also have a strong focus on teaching with our doctoral students and so we try to have them teach in the theory based classes pretty much from the beginning if they have a graduate assistantship. If

they don't we try to engaged them in teaching with us in some ways." (Respondent 2, pg. 5, 2/24/2017)

Respondent 4 echoed that preparing students for jobs was what their doctoral program accomplished well.

"In particularly with collegiate outdoor rec is that our program provides more students into the profession than any other collegiate university. Meaning, if they are going to work at Columbus State University, if Columbus State is going to hire and outdoor recreation coordinator for their collegiate program, they are likely to come from the University of Northern Iowa. We have more of our students across the nation now getting into, being directors and coordinators. That's our claim to fame. If you were like what's our special that we would bring here at UNI is that we're putting students in the field especially when it comes to collegiate recreation. I would say for sure master's students and some undergrad. Our doctoral students that we've had already have a job and are coming here to get a degree for one reason or another. They're already in the profession and are coming here to advance their skill set but they are not moving in to the profession but they are already in it." (Respondent 4, pg. 4-5, 3/2/2017)

Respondent 5 also touched on professional preparation playing a vital role in their doctoral program.

"Ah, that one is easy. In our program, we have a special thing where after the six core courses people get mentors from all over the world to do the rest of their theory based courses. So for example, Eric Brymer, there is a mentor I worked with in Australia who's passion and expertise is on extreme sports. So a student could work with him or have him on his committee because of all the technologies, skype, etc. Another person could, ya

know basically people can live anywhere and work with anyone in eco psychology in food supplies to people that are incredibly expert in the outdoor field. So that's probably the most wonderful, amazing thing about our program is the fact that it is so flexible. With where people actually live and work while they do our PhD and who they can get to be on their committees and do their courses. It's the design of the program. We pay them as mentors. We have a mentor pay scale. Let's talk to them, look at their CV. I'm a gate keeper sort of speak. To make sure all the mentors are good enough and have the right CV. And then I just use my contacts and we get a hold of them. Other universities are starting to now. We actually encourage the students to garner those connections too. Which is really cool. Students leave here and say, by in large, for some students its different best things, but one of the common best things about this program is I already have contacts. I know people will help me get jobs, be good at jobs and all that, because I made these contacts during my program here. I mean you will have the contacts from your school which is excellent. And they will help you launch your career. This is just a little bit broader in terms of your career launch. (Respondent 5, pg. 4-5, 3/7/2017)

Theme: Marketing

Respondent 3 denounced marketing for OAE as the cause of their doctoral program growing and attributed that success to the sports management track.

"... we added sports management to the program and then it grew. Because sport management is sexy and recreation for whatever reason outdoor education is not. I would not say at all that it's the outdoor program." (Respondent 3, pg. 4, 3/1/2017)

Respondent 1 also commented time needs to be spent on marketing of OAE doctoral programs.

“So it’s on us, we have to up are game pretty hard, which is hard because we want to spend our time outside kayaking, mountain climbing, and all of the fun things. We’ve got a fine line to walk there and we need to be cautious with it.” (Respondent 1, pg. 8, 2/24/2017)

Moderately Important

Theme: Research Design

Respondent 1 commented on the type of research being done at their doctoral program.

“Fantastic researchers and lots of publications. We all have a passion in this work. We all love it and we all see the value. You don’t need an outdoor researcher or and outdoor adventure educator or an outdoor therapist who hasn’t used these modalities themselves. You see that in other fields all the times. Structural engineers who don’t necessarily need to build themselves buildings; they went there because there is money in it. Cancer nurses who didn’t go into it because they had cancer, they went into it because that’s where the money was and they wanted to help people. But for us we are all enthusiasts in this realm and so we have a vested interested and that really shows in our research. However if we really want to make sure we move forward, we really need to up our game. We need to up our research game a lot. When I bring articles from this field, outdoor education or outdoor adventure therapy, and I show those to other researchers they look at them and say these methods are really bad. They look at them and say you guys need to look at this and this and this. Overall in outdoor adventure education and outdoor therapy and wilderness therapy and adventure therapy and all these related realms we’re not great researchers yet. We have some great researchers in our field that are really keeping us up

but we need to increase our rigor. Our dissertations need to look similar to dissertations that come out of psychology. That come out of medicine, that come out of sociology. We need to produce at that same rigor. So other researchers say hey we would like to have them on our research team. We would like to collaborate with them and we take what they say seriously because we see that they are using strong methods and doing rigorous research that actually adds to the conversation.” (Respondent 1, pg. 8, 2/24/2017)

Theme: College Teaching/Curriculum Design

Respondent 2 spoke about getting hands on teaching experience.

“Either partner teaching with our intro class or program design class or whatever. So they go out with having had real true, real life, hands on teaching experience, because that’s something that, I think, lacking in the idea of doctoral education at a lot of places in the world in the past. It’s getting better. But I know people who have gone out, finished their doctorate, and never taught a class. Discovered they don’t like to be in a classroom.”

(Respondent 2, pg. 5-6, 2/24/2017)

13. In what ways do you market your program to attract highly qualified doctoral applicants?

Critical

Theme: Marketing

Respondent 2 mentioned ways they market their doctoral program.

“We go to NRPA (National Recreation and Parks Association)... We try to get information out through our doc students who go to other conferences. And so if they’re out there and representing at the resort conference, or WEA (Wilderness Education Association), or anything like that we make sure that we get them information that they

can take with them. Because there are only so many places I'm going to go in a year. They all go different places too, so why not. Mostly its word of mouth because the one thing we don't do really well is social media, getting information out that way. But we do try to get the information out through agencies who have our former graduates. We try to go to as many conferences and try to put the word out, as we can. It's such a giant field in practice in higher Ed. We're also very connected and talk to each other so much we just let people know and often times we try to send people our masters or undergrad who are going to go into graduate work as they do with us." (Respondent 2, pg. 6, 2/24/2017)

Respondent 3 matched Respondent 2 in the ways they market.

"We advertise through the national associations like sport management and national recreation park association and word of mouth from our alumni but I don't know because I don't think we do as good a job as we should." (Respondent 3, pg. 5, 3/1/2017)

Respondent 4 paralleled the other respondents in that marketing of their department needs improvement.

"We don't very well. We're poor at that. It's mostly people already know about us. They may live in the state of Iowa." (Respondent 4, pg. 5, 3/2/2017)

Respondent 5 similarly would like to see improved marketing of their OAE doctoral program.

"I think we could market it better. Admission's tries and does some things. We go to conferences and are on the web." (Respondent 5, pg. 5, 3/7/2017)

Moderately Important

Theme: Financial Management

Respondent 4 spoke about the financial need to have a doctoral program that tailors to OAE and also its related fields.

“In our doctoral program they have a lot of flexibility within that. You may have a number of doctoral students. So of them may be looking at outdoor recreation but others may be looking at other things within the leisure recreation profession so they’re all lumped in together. We don’t have a one doctoral program because of the numbers. And I think it would be really hard because doctoral programs can be expensive to just have outdoor recreation per say. Looking at what the cost would be is important.” (Respondent 4, pg. 5, 3/2/2017)

14. In what ways do you market your program to attract highly qualified faculty?

Critical

Theme: College Teaching/Curriculum Design

Respondent 3 criticized sports management faculty for not understanding OAE. Respondent 3 enjoys teaching OAE classes.

“So I teach the outdoor class for fun. It’s kind of a passion. What I’m trying to do is get an outdoor specialist. It’s hard when we just hired faculty for sport management and they don’t get it. They don’t get it at all. So that makes it way harder.” (Respondent 3, pg. 5, 3/1/2017)

Respondent 5 mentioned teaching OAE classes as an adjunct.

“Adjunct is a good way to get started.” (Respondent 5, pg. 5, 3/7/2017)

Theme: Marketing

Respondent 5 professed the program was designed to intrigue interested faculty. “Ah, well there, for us, that’s our design. We say to faculty you get to work with students of your dreams. Really qualified students. So when I talk to faculty they are intrigued with the program and then it’s kind of like hmm let me try that. So I’m really fortunate that way.” (Respondent 5, pg. 5, 3/7/2017)

Respondent 2 revealed marketing through list serves attracted interested faculty. “Realistically through the two list serves. TALS (The Academy of Leisure Sciences) and the ATRA (American Therapeutic Recreation Association) list serve of emails. When we have faculty positions they’re put out in the Chronicle of Higher Ed. They’re put out in several other places by the university because that’s what you do and human resources does that. But where we put them out is where we get the most response from and that’s email list serves in the field.” (Respondent 2, pg. 6-7, 2/24/2017)

Respondent 3 mentioned marketing to faculty through writing. “We don’t have any positions open but when we did we wrote to all the doctoral programs and used the national associations as well. What I hope is that our program, we used to have a pretty good outdoor program. And then we lost our outdoor person, so we don’t have a faculty member in that area. I’m the closest that there is which is not bad because a lot of my background is in outdoors... And what’s happened in the last ten is sports management has busted at the seams at the expense of recreation. So, that’s a real issue. If you look at the number of programs out there, there used to be lots of recreation and very few sport management because sport management didn’t exist. Now sport management exists and its way more prevalent than recreation and a lot of recreation

programs have switched to sport management. And that makes it much harder.”

(Respondent 3, pg. 5, 3/1/2017)

Moderately Important

Theme: Financial Management

Respondent 4 addressed the financial strategies of the doctoral program.

“Right now we’re in budget decline and freeze. I think the biggest thing that department can do, and we just went through our regular accreditation, so in our outgoing meeting today, is that we need to work on really clarifying our five year strategic plan as an academic institution. We need to have that strategic plan on where we want to be in the next five years. So that we can show that, either by student learning, or other things, that we need a new line. So we first have to put a couple things in place that we need aligned in the area related to our own department strategic plan, not the university or the colleges strategic plan but our own strategic plan. And were going to be looking at that so then we can identify and bring evidence so that we can jump those hoops just to get the funding.”

(Respondent 4, pg. 5, 3/2/2017)

Quotes from respondents not pertaining to any particular question:

Moderately Important

Theme: Risk Management/ Legal Aspects

Respondent 4 noted their program went back over their curriculum and looked closer at national certifications due to this study.

“Since we do more certifications. Looking at WFR [Wilderness First Responder] or WFA [Wilderness First Aid], ACA [American Canoe Association], PCIA [Professional Climbing Instructor’s Association] some of those type of things might be important that

graduates have as part of their curriculum. Since talking to some people with your doctoral work we are going to review that and make sure we have some of those things in our curriculum if it's not there. So thank you for sending this because it made us look at what we're doing a little closer." (Respondent 4, pg. 6, 3/2/2017)

Theme: Professional Preparation/ Practicum

Respondent 4 also spoke about the credibility a doctorate in OAE would bring. "Having doctoral outdoor recreation graduates, I think, increases the credibility of the profession and that doctoral students in outdoor adventure education also support students and others." (Respondent 4, pg. 6, 3/2/2017)

Respondent 2 thanked the researcher for conducting this study. "I'm glad you're doing this. We haven't had anyone do this in a long time." (Respondent 2, pg. 7, 2/24/2017)

Respondent 4 also thanked the researcher and commented on updating their programs curriculum due to this study. "Since talking to some people with your doctoral work we are going to review that and make sure we have some of those things in our curriculum if it's not there. So thank you for sending this because it made us look at what we're doing a little closer." (Respondent 4, pg. 6, 3/2/2017)

Data Analysis

The researcher presented evidence to answer the overarching research question: To what extent are doctoral programs in OAE unique, valuable, and why? Respondents said OAE doctoral programs were valuable because in them doctoral students may gain

the knowledge necessary to become faculty. OAE faculty may then teach undergraduate and masters programs in OAE to educate the workforce needed in outdoor adventure professions

Respondents indicated OAE doctoral programs were unique because they may build connections between students and aid in developing a well-rounded student. OAE doctoral programs may provide proper guidance, standardization, and certifications in outdoor related fields that no other program may provide. Doctoral OAE programs used different settings to help people learn in different ways, such as kinesthetically. There is a need for skilled teachers that specialize in the environment that OAE doctoral programs may fill. The specific content areas of rock climbing, water sports, and hiking aided with neurological development and physical health.

OAE doctoral program faculty acknowledged the need for more preparation time spent on skills and problem solving to improve cognitive and developmental growth. OAE may be used as a marketing tool to draw students to a university or as therapy to reduce stress. The financial impact of OAE keeping young professionals in certain areas was unique. Lastly, there were only 14 of OAE doctoral programs in the United States which made them scarce.

The researcher noted that research methodology and research design are the two most important subjects in a doctoral program in outdoor adventure education with statistics, evaluation techniques and grant writing following. Subjects that should be excluded from the curriculum are foreign languages, introduction to computers, exercise physiology, and how to use the library. Five other notes from the data analysis are presented below.

1. Social growth and mental health for a holistic student was a common theme among participants and in the research.

The need for student recruitment and retention is common at universities and many of the participants highlighted the social impact OAE can have which was supported by what the researcher found in the research. Dewey (1938) supported an educational philosophy that placed importance on the student's experience in the learning process instead of an educational system that only focused on information transmission. "Experiential education represents a commitment to holistic educational approaches that align with current research espousing the creation of learning environments in and out of the classroom as a key ingredient for maximizing student development," (Kuh et al., 2005, p. 11).

"Well let's start with retention. The research shows that one of the reasons that students leave universities is because they don't make the connections. They get lonely, they get homesick and they go to a college nearer their home. Well, obviously adventure programming can get them into social situations where they really get to know some people and make some friends and therefor improve their experience at a university." (Respondent 3, pg. 2-3, 3/1/2017)

Outward Bound used an outdoor challenge based platform to promote development both socially and personally. "To help people discover and develop their potential to care for themselves, other and the world around them through challenging experiences in unfamiliar settings" is the Outward Bound mission (Outward Bound International, p.2). Evaul (1980) suggested OAE programs could be used in curriculum to foster the skills of cooperation and courage. According to Evaul, students should be given

problems to solve with progressively more dangerous activities designed to gradually increase confidence. Taylor (1980) used OAE programs for the skills of social interaction and discipline. Holman and McAvoy (2005) established that participants bonded after going through an OAE program. OAE programs helped facilitate relationships and potential future adventure opportunities (Lewis, 2011).

“It allows you to take people into the field where they can see the work in those environments. As well as there’s a big stress relief component. There’s a certain type of relaxation component that comes from being in natural environments that can teach self-care practices to folks. Integrating adventure into mental health therapy for youth.”

(Respondent 1, pg. 1, 2/24/2017)

2. Risk Management/ Legal Aspects should be a focus in OAE doctoral programs.

“We don’t have enough programs that teach people specifically to use outdoor education or to use certifications.” (Respondent 1, pg. 1, 2/24/2017)

University and college budgets were increasing for OAE programs because more students were being taught how to administer first aid, perform proper risk management, and lead trips as student leaders (Bell et al, 2010). Students possessed the knowledge necessary to reduce risks and respond to emergencies after taking classes like Wilderness First Aid and Wilderness First Responder (Bell).

“Looking at WFR [Wilderness First Responder] or WFA [Wilderness First Aid], ACA [American Canoe Association], PCIA [Professional Climbing Instructor’s Association] some of those type of things might be important that graduates have as part of their curriculum. Since talking to some people with your doctoral work we are going to review that and make sure we have some of those things in our curriculum if it’s not

there. So thank you for sending this because it made us look at what we're doing a little closer." (Respondent 4, pg. 6, 3/2/2017)

However, Ewert and Sibthorp (2014) noted, "Where we once accepted risk in order to survive, we now pursue risk in order to thrive-to feel as though we are making the most of our lives" (p.5). Making sure to have the appropriate amount of risk is vital. Brymer alleged that participating in activities that involved a real chance of death, fear, and the realization that nature in its extreme is far greater and more powerful than humanity, triggered positive life changes and an eco-centric standpoint (Brymer, 2009). In order to take calculated risks we need trained staff and knowledgeable professionals. "Having doctoral outdoor recreation graduates, I think, increases the credibility of the profession and that doctoral students in outdoor adventure education also support students and others." (Respondent 4, pg. 6, 3/2/2017)

"Well one is making sure that you have good staff. There's constantly need, if you have young staff who are in the field, and if there's turnover, then making sure that you have good staff would be the number one. Especially when you have trip leaders. Then when you have coordinators in collegiate outdoor rec programs, making sure that the pay can keep and retain people in the field. The issue related to risk management is always, always an issue." (Respondent 4, pg. 1, 3/2/2017)

3. The need for evidence based research statistics was apparent.

"We are in a realm of evidence based practices and quantitative research... However, to effectively market what we are doing we need to show strong quantitative data that what are doing works. So we need to show quantitatively that test scores can be improved by using outdoor education and that we can actually create a positive change

for clients with mental health problems or behavioral issues through using some of these outdoor education interventions. We need randomized clinical trials that are the quantitative gold standard to demonstrate this... We need strong numbers that can demonstrate that this is as effective if not more effective than other options and also delineates who these interventions are best for. So I think that's what we need. Strong research showing those different components.” (Respondent 1, pg. 4, 2/24/2017)

4. Marketing/ Grant Writing / Financial Management were mentioned as key themes to OAE doctoral programs future success.

The need to connect OAE education to jobs/careers was evident throughout the participant's answers. “So to convince those university administration that they need to put more resources we need to show that there are jobs for us with clear paths.” – (Respondent 1, pg. 6-7, 2/24/2017)

“I think that a president of a university could definitely support these things. A lot of them are thinking politically for their entire universities programs and they're also thinking about how their resources get allocated. I think that if they come in and see that the outdoor education has 25 graduates a year with a 30% job placement then I think that they're going to look at it and say this is kind of one of those degrees that goes for affluent kids that want to play and they're going to allocate to things like nursing or law or engineering. Places where there are hard sciences backgrounds and also where they see huge job placements and financial backing.” (Respondent 1, pg. 6, 2/24/2017)

Jobs can be created as the overall need for knowledgeable professionals in this field are needed. “They could work anywhere. A lot of students do work at the university as professors and stuff like that, that happens a lot. People also start their own companies,

people are independent contractors. And of course if they don't get a job at a university right away they often work adjunct." (Respondent 5, pg. 4, 3/7/2017)

The use of grants to fund OAE programs was spoken on. "We need large Federal Grants. If you can show therapeutic change in adventure therapy and wilderness therapy or improved educational scores in public education or higher education. If you can show these changes in social programs that already exist by using components of outdoor adventure education or experiential education then people are willing to give grant funding. Say I'm able to develop a large randomized controlled clinic trial where I get 1,000 people and I get a grant to test whether this is as effective as say a cognitive behavioral therapy which is a well-known evidence based practice for depression treatment. That might be a huge multimillion dollar grant and that would go to support these programs." (Respondent 1, pg. 5-6, 2/24/2017)

5. Professional experience with teaching, research, service, developing contacts and mentors while in the doctoral program was beneficial.

"I think the big thing with us is we really try to get our doctoral students involved in all aspects of what they will be when they are faculty member. So, research, teaching, and service. We have opportunities for them to do service at different levels of the university and we encourage them to do both at the state and national level. And try to help support them in those. Research is pretty obvious in doc work that you're going to do research but we also take pride in involving and including them in research projects that are going on just in the program anyway. So they can get different perspectives of research besides their dissertation and different versions of writing as opposed to just a dissertation. So they work with someone writing articles and doing research. We also

have a strong focus on teaching with our doctoral students and so we try to have them teach in the theory based classes pretty much from the beginning if they have a graduate assistantship. If they don't we try to engaged them in teaching with us in some ways.”

(Respondent 2, pg. 5, 2/24/2017)

Developing contacts and mentors is key to the next career step. “Ah, that one is easy. In our program, we have a special thing where after the six core courses people get mentors from all over the world to do the rest of their theory based courses...So that's probably the most wonderful, amazing thing about our program is the fact that it is so flexible. With where people actually live and work while they do our PhD and who they can get to be on their committees and do their courses. It's the design of the program... one of the common best things about this program is I already have contacts. I know people will help me get jobs, be good at jobs and all that, because I made these contacts during my program here. I mean you will have the contacts from your school which is excellent. And they will help you launch your career. This is just a little bit broader in terms of your career launch.” (Respondent 5, pg. 4-5, 3/7/2017)

Response to Research Question

To what extent are the doctoral programs in outdoor adventure education in the United States unique, valuable, and why? Doctoral program in OAE can help future researchers develop curriculum in Research Methodology, Research Design, Statistics, Financial Management, Organization and Administration/ Organizational Theory, Therapeutic Recreation, Sociology/ Philosophy, College Teaching/ Curriculum Design, Risk Management/ Legal Aspects, Land and Water Resources, Evaluation Techniques,

Professional Preparation/ Practicum, Marketing of OAE, Grant Writing, and Specific content areas (i.e. rock climbing, kayaking, rafting, etc.). These classes are unique and valuable because they prepare the workforce for positions in the OAE field. Doctoral programs in OAE provide academics the knowledge necessary to teach undergraduate and graduate classes in related fields.

Summary of Findings

- A. Jobs are important and created by educational opportunities for example OAE preparation.
- B. Networking with other programs and participants is critical.
- C. Safety is a critical aspect of program implementation and development.
- D. To grow the programs, data concerning the programs are invaluable. Administrators want to see data in order to approve more funding for these programs.
- E. The best marketing strategies are job-related. Workers will pay for more education if they believe it will provide the skills necessary for a job promotion.

Summary

The researcher proposed to understand how to start a doctoral program in outdoor adventure education. The researcher suggests that a program grounded in research, just like any other doctoral program, is key. Like most other doctoral programs a heavy focus on statistical methods as well as classes on evaluation techniques, grant writing and professional development are essential. The more the researcher looked the clearer the obvious aspects became. There first needs to be a need for an undergraduate program for

there to be a need for a master's. Next, there will be a need for professors to teach those classes.

Doctoral programs in OAE may increase the overall credibility of the OAE field. This dissertation may help increase the rigor of current and future doctoral programs and form a basis for how doctoral programs in OAE are unique, valuable and why. Faculty may use this dissertation to determine what curriculum may be considered critical for students to obtain and to organize what curriculum to include in their programs.

Research, teaching, and service are all important aspects of a doctoral program in OAE. Students that emerge with a doctorate in OAE may benefit from classes in grant writing, practicum, college teaching, research methods, research design, statistics, and marketing among others.

OAE may be similar to therapeutic recreation in that it may assist in the mental, physical, emotional, and spiritual aspects of a holistic student. The social aspect of OAE was mentioned numerous times and rated as important in both the interviews and surveys.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The researcher attempted to discover the answers to the research question of to what extent were the doctoral programs in outdoor adventure education in the United States unique, valuable, and why? The researcher sent surveys to 14 schools with doctoral programs in outdoor adventure education related fields and received responses from 9 of the schools doctoral chairs. The researcher was also able to conduct interviews with five willing participants from the schools. Three were doctoral chairs, one was a faculty member recommended by the doctoral chair, and one doctoral candidate also recommended by the doctoral chair.

The schools in the study were Clemson University, Colorado State University, Indiana University, Michigan State University, North Carolina State University, Oklahoma State University, Pennsylvania State University, Prescott College, Texas A&M, University of Arkansas, University of Florida, University of Illinois at Urbana Champaign, University of Northern Iowa, and the University of Utah.

The researcher transcribed and coded the interviews and separated the responses into critical, moderate importance, and not important. The researcher used the survey responses to code the interview questions. The researcher separated the interview

responses into the following 15 categories based off of the survey: Research
Methodology, Research Design, Statistics, Financial Management, Organization and
Administration/ Organizational Theory, Therapeutic Recreation, Sociology/ Philosophy,
College Teaching/ Curriculum Design, Risk Management/ Legal Aspects, Land and

Water Resources, Evaluation Techniques, Professional Preparation/ Practicum, Marketing of OAE, Grant Writing, Specific content areas (i.e. rock climbing, kayaking, rafting, etc.). In this study the researcher proposed to provide information necessary to permit a university the information to start a doctoral program in OAE.

The researcher found that Research Methodology and Research Design are the two most important subjects in a doctoral program in outdoor adventure education with Statistics, Evaluation Techniques and Grant Writing following. Foreign Languages, Introduction to Computers, Exercise Physiology, and How to Use the Library should not be in the curriculum.

Analysis of Research Findings

The researcher conducted a study to answer whether the doctoral programs in OAE in the United States were unique, valuable, and why. This subject has been largely unexplored since 1983. What was known was the research on positive and negative outcomes of OAE programs. What were unknown were the content, context, and outcomes of doctoral programs in OAE. The researcher examined the history, positives and negatives of OAE programs. The problem with starting an OAE program was that in order to increase funding the OAE program must show it can aid with student satisfaction, recruitment, learning, and retention.

The study consisted of five interviews and nine survey responses from OAE doctoral program chairs solicited from 14 OAE related doctoral programs in the United States. The researcher then transcribed, coded, and analyzed the interviews and surveys to make sense of the data.

The researcher suggested that an OAE doctoral program grounded in research was vital. Faculty members should include statistics, evaluation techniques, grant writing, and

professional development in OAE doctoral program curriculum. The demand for undergraduate programs in OAE will grow the need for a master's. Then, there will be a need for professors to teach those classes. This dissertation may aid faculty members in determining what curriculum to use in the programs based on which classes are considered vital. Important aspects of a doctoral program in OAE include research, teaching, and service are all. Some classes that participants considered important were, research methods, research design, statistics, practicum, college teaching and marketing.

The credibility of the OAE field may increase with more doctoral programs in OAE. This dissertation may help answer the question of how doctoral programs in OAE are unique, valuable, and why.

OAE may assist in the mental, physical, emotional, and spiritual aspects of a holistic student which may be similar to therapeutic recreation. The social aspect of OAE rated as important in both the interviews and surveys and it was mentioned numerous times. Subjects that should be focused on also include risk management and legal aspects are also.

Major findings from Chapter IV were:

1. Social growth and mental health for a holistic student was a common theme among participants and in the research.
2. Risk Management/ Legal aspects should be a focus of OAE doctoral programs.
3. The need for evidence based research statistics was apparent.
4. Marketing/ Grant Writing / Financial Management were mentioned as key themes to OAE doctoral programs future success.

5. Professional experience with teaching, research, service, developing contacts and mentors while in the doctoral program was beneficial.

Discussion of Research Findings

OAE instruction should be considered a great resource to improve overall student performance because of the impact OAE classes have been previously shown to have on confidence, development, identity, spirituality, stress, life enhancement, physical activity, and personal growth, among other attributes (Pain & Pain, 2005). OAE classes include white water raft guiding, rock climb and belaying kayaking, scuba diving, sky diving, and backpacking and hiking, amongst others (Pain & Pain). There were many opportunities for students to learn how to become more self-confident, self-aware, spiritual, and become leaders from an OAE program (Brymer, 2010). Leaders will then seek out opportunities to perform as leaders and have a higher self-worth (Markus, Cross, & Wurf, 1990).

If the researcher could show how doctoral programs in OAE are operated, maintained funding, recruited, retained, satisfied, and helped students learn than the researcher would gain the experience and knowledge necessary to start a program at another institution.

Relationship to Research

The researcher presented data in Table XV on the subsequent page to illustrate the following: Did this study support or contradict previous studies.

Table XV*Outcomes of Major OAE Related Studies Compared to This Study*

STUDY	PURPOSE	PARTICIPANTS	SUPPORTS/ CONTRADICTS	OUTCOMES
Brymer (2010)	Examine risk taking and control	10 extreme sports athletes	Supports	<ul style="list-style-type: none"> • reasons for risk taking • gain a better understanding of the experience, motivation and potential outcomes associated with the experience
Brymer & Schweitzer (2013)	Examine fear and anxiety	10 extreme sports athletes	Supports	<ul style="list-style-type: none"> • freedom is seemingly felt when letting go and finally surrendering the need to control • give up the trappings of comfort and security for a life of personal meaning and challenge
Allman, Mittelstaedt, Martin, & Goldenberg (2009)	Explore the motivation of BASE jumpers	Fifty four BASE jumpers during the Bridge Day events, in October 2008, in Fayetteville, West Virginia	Supports	<ul style="list-style-type: none"> • participants attribute much of their passion for their extreme sports to reasons other than risk taking
Lien & Goldenberg (2012)	Study the outcomes linked to program participation of a wilderness orientation program	California Polytechnic State University (Cal Poly), San Luis Obispo in 2006 reached out to 86 past students who went through the orientation program	Supports	<ul style="list-style-type: none"> • The hierarchical map showed that friends, overall trip, transition, social, warm relationship with others, and skill development were some of the main attributes gained

Soreide, Ellingsen, & Knutson (2007)	Document how many people have died or sustained an injury from BASE jumping at Kjerag Massif, Norway, a popular BASE jumping site	20,850 jumps took place between 1995 and 2005	Supports limitedly	<ul style="list-style-type: none"> • Expertise and a high degree of vigilance may be important to teach in OAE doctoral programs
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The researcher presented major studies from the literature and compared them to see if they were supported or contradicted by responses in this study. The participant's responses supported Brymer's (2010) study that the reasons for risk taking are not always for adrenaline rushes and OAE participants use risk to grow. Risk may help participants gain a better understanding of the experience. Participants may be motivated using risk to achieve potential outcomes associated with the experience such as personal growth and confidence.

The participant's responses supported Brymer and Schweitzer's (2013) study that freedom is seemingly felt when letting go and finally surrendering the need to control. Participants also mentioned that OAE participants give up the trappings of comfort and security for a life of personal meaning and challenge.

The participant's responses supported Allman, Mittelstaedt, Martin, and Goldenberg's (2009) study that participants attribute much of their passion for their extreme sports to reasons other than risk taking such as personal growth, gaining

confidence and leadership skills, and the positive aspects of spirituality felt in the wilderness.

Lien and Goldenberg's (2012) study was supported by the participant's in this study's responses that showed friends, social aspects, warm relationship with others, and skill development were some of the main attributes gained from OAE.

Soreide, Ellingsen, and Knutson's (2007) study was supported limitedly by the participant's responses in this study. Participants echoed the conclusion that expertise and a high degree of vigilance may be important to teach in OAE doctoral programs. However, there was no mention of BASE jumping as part of the doctoral program curriculum by any of the respondents.

Conclusions

The following conclusions are based of the researcher's findings in this study.

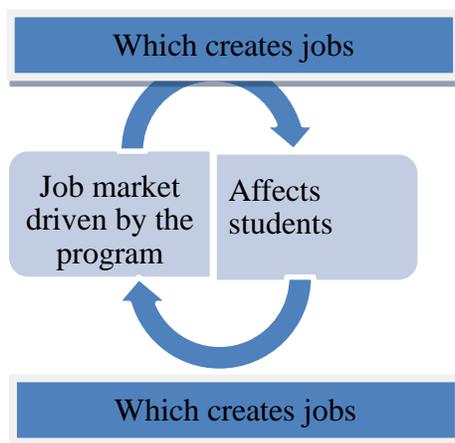
1. Jobs are the most critical aspect of OAE programs
2. For sustainability an OAE program must provide leadership, passion, and students.
3. The overarching perspective is that OAE programs demand safety first.
4. Funding is inconsistent due to the non-mandatory status of OAE programs
5. Program development is equal to time and commitment.
6. OAE programs are always non-mandatory and subject to the whims of administrators and politicians.
7. It's all about jobs. Jobs lead to student attraction to the program. Jobs are the answer to program completion. Therefore, jobs create, sustain, and reward student participation.

Faculty in OAE related doctoral programs need to continue to justify their existence in order to maintain funding. These programs will continually be under pressure to demonstrate their purpose to administrators, academics, and the general public. Studies like this dissertation are vital in providing empirical evidence as to how these programs are necessary and what their benefits entail.

In order to grow, faculty in doctoral programs in OAE related fields need to educate the public as to why they are valuable. Without the need for jobs in this industry doctoral programs would cease to exist. It is imperative that the general public understands the knowledge and skills that can be gained in OAE and transferred over to the workforce, be it in outdoor related fields or any other field. OAE programs may improve future employee's characters. Confidence, leadership, personal growth, and many others attributes have already been discussed in the literature and this study.

Table XVI

Research Framework



The researcher demonstrated the cyclical nature of creating jobs in this field. The potential for jobs is what would attract students to these OAE doctoral programs. In order for there to be potential jobs the job market needs highly qualified OAE professionals to

grow the program. This in turn allows more opportunities for jobs which in turn then attract more students.

Implications

The research reported in this dissertation may be used as a document to assist in starting a doctoral program in outdoor adventure education at a university. Faculty may also use the research presented to assist in operation procedures, curriculum design, and financial allocations in current doctoral programs in outdoor adventure education related fields. Sharing information is going to be critical for program directors. University administrators may be influenced by the knowledge gained from reading the data of this dissertation and the organizations they serve may be improved.

Populations interested in this research may be other researchers who want to start OAE doctoral programs or even masters or baccalaureate OAE programs, administrators who need information on decisions for current OAE programs, students who needed information on deciding if they wanted to study OAE programs and potentially work in outdoor related fields (which included, leisure studies, park, recreation, tourism, and therapeutic recreation).

An implication may be more doctoral programs in OAE related fields aligning similar curriculum. A long-term impact is having more students throughout the United States experiencing an OAE program and graduating with degrees and even doctorates in this field. A short term impact is having current OAE programs use the research presented to update their current programs. A major implication was that OAE professionals need more specialized preparation in order to prepare their next level of job.

Doctoral program administrators may use this information to help secure more funding in the future or possibly to make updates in curriculum. Budgets are constantly

being updated and quantitative and qualitative data such as this study is needed to demonstrate the value of these programs. The students in these doctoral programs may use this study to help explain their value and attributes to potential employers. Otherwise employers may hire less skilled and educated workers for jobs. Educational leadership professionals may use this study to compare and contrast OAE to their specific subjects and see how they can implement some of the positive findings to their educational organizations and/or the benefit of society.

Beneficiaries of this study are other researchers who want to start OAE doctoral programs or even masters or baccalaureate OAE programs, administrators who need information on decisions for current OAE programs, students who need information on deciding if they want to study OAE programs and potentially work in outdoor related fields.

Conducting this study was important to the researcher because the researcher wanted to start a doctoral program in OAE one day. If the researcher could show how doctoral programs in OAE are operated, maintained funding, recruited, retained, satisfied, and helped students learn than the researcher would gain the experience and knowledge necessary to start a program at another institution. This study was unique because no one has studied doctoral programs in OAE in a comprehensive manner since 1983. The researcher wished to accomplish a thorough review of what the benefits of OAE are, as well as the negatives and history. When presenting a new program to administrators the researcher could use research and past findings to help validate an argument.

Recommendations

1. The researcher recommends this study be replicated in the next two years to determine expansion or contraction of OAE related doctoral programs in the United States.
2. The researcher recommends a similar study be conducted with the focus on doctoral students who recently graduated in OAE related doctoral programs to examine the perceptions of graduates of these programs.
3. The researcher recommends a study be conducted on the Chamber of Commerce to see how these doctoral programs impact jobs.
4. The researcher recommends a mixed-methods study of university administrator's perceptions of OAE related doctoral programs.
5. The researcher recommends a study be conducted to contact industry related potential donors for these programs that could provide financial and content support.
6. The researcher recommends to future researchers that an instrument be created to collect this data. The researcher may find a more succinct instrument to improve validity and reliability of data collecting instrument.
7. The researcher recommends a financial study be done that looks at program needs and financial dedication by the university.
8. The researcher recommends a quantitative large randomized controlled clinic trial with 1,000 people to test whether OAE is as effective as cognitive behavioral therapy which is well-known evidence based practice for depression treatment.

Dissemination

The researcher planned on presenting this study at an Association of Outdoor Recreation and Education (AORE) conference and a National Parks and Recreation Association (NRPA) conference. This dissertation will be available on the web through Columbus State University's library system. The researcher will attempt to publish this dissertation through the *Journal of Adventure Education and Outdoor Learning*.

Concluding Thoughts

The researcher learned how seemingly complex problems often have very simple answers. When beginning this process the researcher had no idea how a doctoral program in outdoor adventure education would operate or why it was unique and valuable. After reviewing the literature and conducting this study the simplest answer is that OAE doctoral programs operate mostly to educate faculty, who may then teach undergraduate and masters classes, which in turn educate professionals for the work-force. OAE is an excellent alternative to formal education and may be a preferred method for some students.

Just like learning a new instrument or language you have to start with your first note or the ABC's. If "z" is the end goal then it is helpful to have teachers who have already gone from a-z to help provide that knowledge. The same can be said for OAE. Structuring that knowledge all the way up to the doctoral level provides organization. In order to white water raft the a huge river you have to first start off with learning how to swim and float, and then guide in calm water, etc. Throughout this process of the researcher realized he started at "a" in terms of how to conduct research and use empirical data. The researcher feels he now sees the path to become an expert researcher.

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APPENDICIES

APENDIX A

DAVID HARDING'S PERMISSION

Requesting Permission

Koby Garick <garick_koby@columbusstate.edu> wrote:

Subject: Dissertation

Hello Dr. Harding,

My name is Koby Garick and I am a doctoral student at Columbus State University. I have been looking at your dissertation and would love to talk with you about it. Mainly, I would like permission to use some of your survey questions. I'd like to survey current doctoral chairs in this field, especially using the Likert scale of different curriculum classes.

Thank you,

Koby Garick

Permission Granted

David Harding <dhardingsu83@gmail.com> wrote:

Subject: Re: Dissertation

Koby, how in the heck did you find me?

Koby Garick <garick_koby@columbusstate.edu> wrote:

It's been a search! Facebook, white pages, and then (his niece).

From: David Harding <dhardingsu83@gmail.com>

To: Koby Garick <garick_koby@columbusstate.edu>

Anyone who goes to this extent to find me must be committed.

You have my permission to use any part of my dissertation. Good luck.

David Harding, Ph.D.

APPENDIX B

EMAIL SCRIPT

Email Script
February 7, 2017

Dear IRB Coordinators and Department Chairs,

My name is Koby Garick and I am currently a doctoral student in the College of Education and Health Professions department at Columbus State University. I am contacting you to seek input from faculty in Outdoor Adventure Education (OAE) related fields.

The primary emphasis for the research is to ascertain to what extent are the doctoral programs in OAE in America unique, valuable, and why? A survey will be provided asking demographic questions of the faculty in the doctoral program and what faculty in OAE related fields consider essential in regard to program development. The purpose of this study is to provide the information necessary as to how and why a university would start a doctoral program in OAE.

The letter of cooperation is attached to this email. Once we have received your response of agreement to participate, you will then receive an informed consent form to sign. Finally, the online survey will be sent to you through email. Please return the informed consent form by December 15th, 2016. The surveys will take approximately 30 to 45 minutes to complete. After evaluating the surveys, the researcher will conduct phone interviews with 6 willing participants lasting approximately 30 minutes each to gain further insight. After compiling all the data, I will conduct brief follow up interviews confirming any conclusions.

Please be assured of the anonymity of response in regard to institutions and individuals. Your cooperation will be appreciated. If you have any questions and or concerns please contact me at garick_koby@columbusstate.edu. Dr. Michael Richardson is the Director of Columbus State University Ed.D. Doctoral Program and will be supervising this study. If you have questions or concerns you may also contact Dr. Richardson at Richardson_michael5@columbusstate.edu.

Sincerely,

Koby Garick
Doctoral candidate
Columbus State University

APPENDIX C

PHONE SCRIPT

Phone Script

Hello, (Insert name), my name is Koby Garick and I am currently a doctoral student in the College of Education and Health Professions department at Columbus State University. I am contacting you to seek input from faculty in Outdoor Adventure Education (OAE) related fields as part of my dissertation. Do you have a couple of minutes to talk?

If no. Is there another time and day that I can call back?

If yes, proceed with script.

I have previously sent you an email in regards to this study. In the email I have also attached a letter of cooperation. Were you able to receive them?

If

No. My apologies, I will resend you the email with the appropriate attachments.

If

Yes. That's great. Do you have any questions about the study?

The primary emphasis for the research is to ascertain to what extent are the doctoral programs in OAE in the United States unique, valuable, and why? A survey will be provided asking demographic questions of the faculty in the doctoral program and what faculty in OAE related fields consider essential in regard to program development. The purpose of this study is to provide the information necessary as to how and why a university would start a doctoral program in OAE.

Once we have received your response of agreement to participate, you will then receive an informed consent form to sign. Finally, the online survey will be sent to you through email. Please return the informed consent form by December 15th, 2016. The surveys will take approximately 30 to 45 minutes to complete. After evaluating the surveys, I will conduct phone interviews with 6 willing participants lasting approximately 30 minutes each to gain further insight. After compiling all the data, I will conduct brief follow up interviews confirming any conclusions.

Please be assured that your responses will be confidential.

Do you have any other questions?

I appreciate your time and if you have any questions and or concerns please contact me at via email garick_koby@columbusstate.edu or by phone (insert cell number).

Dr. Michael Richardson is the Director of Columbus State University Ed.D. Doctoral Program and will be supervising this study. If you have questions or concerns you may also contact Dr. Richardson at 706-507-8504.

APPENDIX D

POINTS OF CONTACT

Points of contact

University of Arkansas	Merry Moiseichik
Colorado State University	Alan Bright
University of Illinois at Urbana Champaign	Laurence Chalip
Clemson University	Bill Norman
University of Florida	Michael Sagas
Prescott College	Denise Mitten
Pennsylvania State University	Peter Newman
Michigan State University	Gail Vander Stoep
University of Northern Iowa	Kathleen G. Scholl
Indiana University	Doug Knapp
University of Utah	Jim Sibthorp
Oklahoma State University	Donna K. Lindenmeier
North Carolina State University	Yu-Fai Leung
Texas A&M	Scott Shafer

APPENDIX E

SURVEY QUESTIONS

Survey

1. How many applicants applied to your doctoral program in Fall of 2015 – Spring 2016?
2. How many applicants were admitted to your doctoral program in 2016?
3. What was the gender breakdown of admitted applicants in your doctoral program in 2016?
4. How many years has the doctoral program been in existence?
5. What is the average age of a doctoral candidate in your program?
6. What is the average age of a faculty member in your program?
7. Using a 5 point Likert Scale 0 = Not important 1 = Somewhat Important 2 = Average Importance 3 = Very Important 4 = Crucial

How essential are the following content areas in regard to establishing a curriculum in outdoor adventure education and its related field?

- a. Research Methodology
- b. Research Design
- c. Inferential/Descriptive Statistics
- d. Advanced Statistical Procedures
- e. Introduction to Computers
- f. Foreign Language(s)
- g. Financial Management
- h. Organization and Administration
- i. Therapeutic Recreation
- j. Philosophy of Education

- k. Sociology of Education
- l. Curriculum Design
- m. College Teaching
- n. Legal Aspects
- o. Introduction to Land and Water Resources
- p. Organizational Theory
- q. How to Use the Library
- r. Professional Preparation
- s. Evaluation Techniques
- t. Practicum
- u. Marketing
- v. Exercise Physiology
- w. Risk Management
- x. Grant Writing
- y. Specific content areas (i.e. rock climbing, kayaking, rafting, etc.)
- z. Other (please specify) _____

8. Circle one:

- a. Goals and objectives of the program should be based upon societal needs, such as employment opportunities.
- b. Goals and objectives of the program should be based upon the university's capacity to meet specific needs, which at times may be in conflict with societal.
- c. Goals and objectives of the program should be based upon student request.

d. Other (please specify) _____

9. Where do you think the main emphasis should be placed:

a. Teaching

b. Research/Publications

c. Public service

d. Other (please specify) _____

APPENDIX F

INTERVIEW QUESTIONS

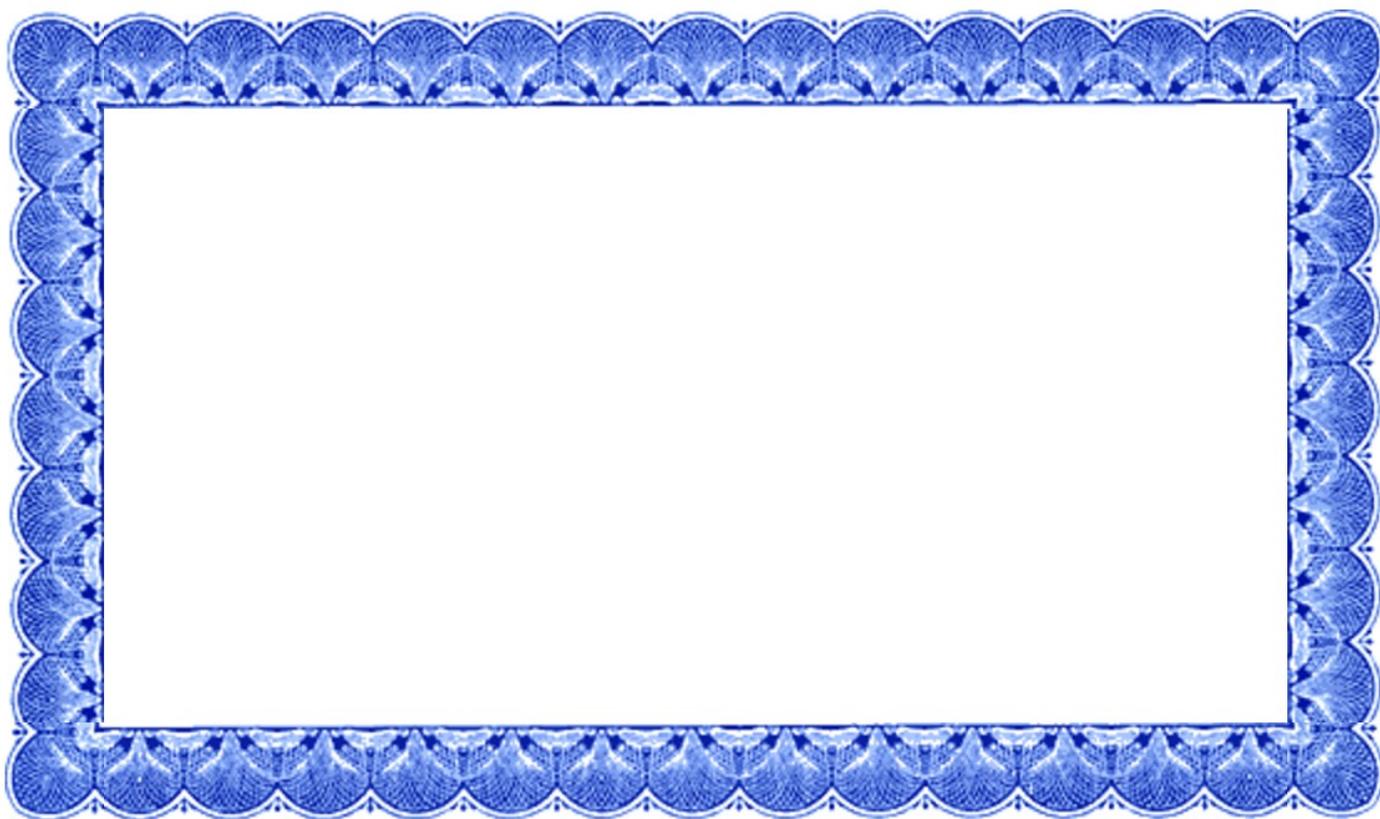
Interview

1. How can outdoor adventure education related fields contribute to the overall mission of higher education?
2. What about outdoor adventure education may keep you up at night?
3. How does outdoor adventure education support the developmental and cognitive growth of contemporary college students?
4. What current trends are you aware of related to outdoor adventure education?
5. What future research or implications regarding current practice should be done on outdoor adventure education for universities?
6. How do you see outdoor adventure education contributing to the retention and recruitment of students for your university?
7. How would a first-year experience outdoor outing be beneficial to the university?
8. How can a program like outdoor adventure education maintain financial backing?
9. Do you believe a new president would support this venture? Why or why not?
10. Where do you see outdoor adventure education in five years?
11. What professions/careers does your program promote a doctorate in your program will produce?
12. What unique or specific feature(s) enhances your program and brings to it national or regional recognition (i.e., faculty, administrators, research, grants, students, public service, other)?
13. In what ways do you market your program to attract highly qualified doctoral applicants?
14. In what ways do you market your program to attract highly qualified faculty?

APPENDIX G

IRB

Approval of Applicant



Approval for Study

Institutional Review Board

Columbus State University

Date: 2/6/17

Protocol Number: 17-036

Protocol Title: Doctoral programs in Outdoor Adventure Education

Principal Investigator: Koby Garick

Co-Principal Investigator: Michael Richardson

Dear Koby Garick:

Representatives of the Columbus State University Institutional Review Board have reviewed your research proposal identified above. It has been determined that the research project poses minimal risk to subjects and qualifies for expedited review under 45 CFR 46.110.

Conditional approval is granted for one (1) year from the date of this letter for approximately 30 subjects pending the approval from the listed outside performance site(s). Please note any changes to the protocol must be submitted in writing to the IRB before implementing the change(s). Any adverse events, unexpected problems, and/or incidents that involve risks to participants and/or others must be reported to the Institutional Review Board at irb@columbusstate.edu or [\(706\) 507-8634](tel:7065078634).

You must submit a Final Report Form to the IRB once the project is completed or within 12 months from the date of this letter. If the study extends beyond 1 year, you must submit a Project Continuation Form to the IRB. Both forms are located on the CSU IRB website (<https://aa.columbusstate.edu/research/irb/>). The completed form should be submitted to irb@columbusstate.edu. Please note that either the Principal Investigator or Co-Principal Investigator can complete and submit this form to the IRB. Failure to submit this required form could delay the approval process for future IRB applications.

If you have further questions, please feel free to contact the IRB.

Sincerely,

Amber Dees, IRB Coordinator

Institutional Review Board
Columbus State University