

Program Assessment Plan University of Alaska Southeast – Outdoor Studies Programs

Primary Program Faculty

Forest Wagner, Program Director

Kevin Krein, Ph.D. Academic Director

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Program Description

Outdoor Studies at the University of Alaska Southeast combines outdoor skills and academic coursework in order to provide a liberal arts approach to studying human recreation and interaction with the natural world.

Outdoor Studies at UAS offers three degree programs, the Outdoor Skills and Leadership Certificate, the Outdoor and Adventure Studies Designated Emphasis in the BLA Degree, and the Outdoor Studies Emphasis area in the Geography and Environmental Studies BA. All programs include outdoor risk management, leadership, specific outdoor skills, environmental philosophy and literature, and academic electives.

The Outdoor Skills and Leadership Certificate is an intensive 34 credit, ten-month program appropriate for students in at least their second year of university study. Many students complete the program while on academic exchange and others come to the program after completing bachelor's level degrees. The program is designed for students interested in becoming outdoor professionals, achieving more general goals related to personal development and leadership, or to achieve a better understanding of themselves and the natural world. It is particularly suited for students who wish to complete the certificate in combination with an independent degree program.

The Outdoor and Adventure Studies Designated Emphasis in the BLA is designed for students interested in a multidisciplinary course of academic study that is grounded in the humanities and specializes in outdoor skills and adventure leisure studies.

The Outdoor Studies Emphasis Area is designed for students interested in pursuing geography and environmental studies with specialization in outdoor skills and recreation/leisure studies.

Purpose

The purpose of this document is to outline assessment of the portions of programs specific to ODS Programing. Assessment of the core values of the BLA, common to all BLA programs, will be assessed within, and according to, the BLA assessment plan:

https://www.uas.alaska.edu/arts_sciences/humanities/documents/upper-div-writing-assessment.pdf

Similarly, assessment of those aspects of the of the Geography degree that are common to the Geography and Environmental Studies BA, and not specific to the ODS certificate,

will be assessed within and according to the geography assessment plan:

http://www.uas.alaska.edu/provost/docs/assessments/assessment_plans/geog.pdf

We are also concerned with assessing how well ODS programing fits into, complements, and is complemented by, the non-ODS-specific curriculum in the BLA and Geography BA. We will assess this primarily in our exit interviews with students.

As delineated in the Northwest Commission on Colleges and Universities Standards 2.A – General Requirements¹ and 2.B – Educational Program Planning and Assessment² and Polics 2.2 – Educational Assessment, the purpose of this document is to detail the methods with which our teaching effectiveness is gauged in relation to the target student competencies detailed in the UAS Provost’s office. These methods consist of:

Methods

Method 1 – Assessing individual students achievement of learning goals and outcomes through:

- a. Successful completion of coursework, including final projects, participation of students in field settings and the evaluations of their ability to perform skills and complete tasks as assigned by program faculty.
- b. Completion of ODS Certificate Capstone (ODS 245) and Major Field Expedition (ODS 445) in four-year programs.
- c. Exit interviews with graduating students.

Method 2 – Frequent meetings of program faculty.

UAS Outdoor Studies Mission

The University of Alaska Southeast’s Outdoor Studies Program offers outdoor skills courses within an academic liberal arts framework. Through the combination of traditional academic and experiential courses, we help students develop a deeper understanding of themselves, their relationship to the natural environment, and the outdoor activities they pursue. UAS Outdoor Studies Programs seek to develop thoughtful, well-rounded, critical thinkers with specific skills needed to lead in outdoor and adventure settings and general skills needed to be successful in in all chosen pursuits.

¹ “The institution offers collegiate level programs that culminate in identified student competencies and lead to degrees or certificates in recognized fields of study. The achievement and maintenance of high quality programs is the primary responsibility of an accredited institution, hence, the evaluations of educational programs and their continuous improvement is an ongoing responsibility. As conditions and needs change, the institution continually redefined for itself the elements that result in educational programs of high quality.”

² “Educational program planning is based on regular and continuous assessment of programs in light of the needs of the disciplines, the fields or occupations for which programs prepare students and other constituencies of the institution.”

Core Values

The three ODS Programs share two core values:

- **Informed Understanding of Outdoor Activities:** We want our students to develop a understanding of, and continually reflect upon, the history of, cultural influences on, and environmental factors relating to, outdoor recreation and activities.
- **Excellence in Outdoor Skills:** Outdoor skills and decision making in various environments should be performed at highly developed level, utilizing good judgment.

Program Objectives

Students who complete any of the Outdoor Studies programs will:

1. Develop skills required to participate in a wide range of outdoor activities and act as a group leader/entry level professional in some of those activities.
2. Be able to intelligently discuss and write about important academic and intellectual approaches to understanding human relationships to the natural world.
3. Understand the general theoretical foundations of outdoor leadership and education and be able to apply their understanding in leadership situations.
4. Have the ability to plan and execute significant trips in outdoor settings.
5. Develop their capacity to manage and lead groups in outdoor settings.

Students who complete the Outdoor and Adventure Studies BLA will additionally:

6. Be able to integrate their intellectual understanding of outdoor leisure and recreation into a larger view developed through their completion of the Liberal Arts program. As well, they will develop the ability to plan and execute significant multi-week expeditions.

Students who complete the Geography and Environmental Studies program will additionally:

7. Be able to integrate their understanding of understanding of outdoor leisure and recreation with their understanding of geography and environmental studies. As well, they will develop the ability to plan and execute significant multi-week expeditions.

Achieving Program Objectives

Students fulfill the core values and program objectives through:

1. **Skill-specific Field Courses:** every student completes 12 credits of hard-skills courses such as ice climbing, sea kayaking, and mountaineering. Students are also required to complete a 4-credit Wilderness First Responder course, giving them a certificate in wilderness medicine. Most students are in the field 2-3 days a week throughout the spring and fall terms. This gives students not only specific skills outdoor skills, but also gives them a general level of comfort in outdoor settings. As well, it gives them ample

opportunity to amass hands-on experiences that they can apply to their understanding of outdoor leadership and academic material related to outdoor recreation. Our skill-specific courses play a primary role in achieving goal 1 and support goals 2-5. Within structured outdoor class settings, instructors have ample opportunity to assess students and work with them to improve their outdoor skills.

2. **Required Philosophy and Literature Courses:** All students must complete Eng. 303 Literature and the Environment, and Phil. 371 Perspectives On the Natural World or Hum 270 Sport Leisure and Culture. These courses play a primary role in developing students in the area of goal 2. Goal two is further supported by 9 credits of academic electives approved by the student's advisor related to the ODS program of study that all students must complete.
3. **Outdoor Leadership Sequence:** All students complete 2 semesters of specific outdoor leadership courses. These courses cover the history and principles of outdoor leadership and primarily support goal 3. They also give students opportunities to reflect on and develop their own leadership style, in support of goal 5.
4. **ODS 245 Certificate Capstone:** Each cohort of students must plan and carry out a major expedition lasting from 1-4 weeks as the final step in their program. This experience contributes to both their general growth and their ability to plan and execute their own trips once they have completed the ODS program.
5. **ODS 444 Expedition Planning, ODS 445 Major Field Expedition, and HUM 499 Humanities Capstone:** These courses are used to develop and assess students' acquisition of program objective 6, which pertains only to students in the Outdoor and Adventure Studies Designated Emphasis in the BLA.
6. **ODS 444 Expedition Planning, ODS 445 Major Field Expedition, and GEOG 490 Geography Seminar:** These courses are used to develop and assess students' acquisition of program objective 7, which pertains only to students in the Geography and Environmental Studies Emphasis Area.
7. Students in the Outdoor and Adventure Studies BLA and the ODS Emphasis Area in the Geography BA will also complete all additional coursework required by those degrees.

University Competencies

In addition to the core values, objectives, and outcomes of the Outdoor Skills and Leadership Program, UAS has established 6 areas of competency for all students:

- **Communication:** College graduates should be able to write, speak, read, and listen effectively for multiple purposes and to a variety of audiences.
- **Quantitative Skills:** College graduate should be able to read and follow logical reasoning, solve mathematical and quantitative problems, and apply logical and mathematical methods.
- **Information Literacy:** College graduates should be able to identify and locate needed

information, analyze, integrate and communicate it, and evaluate its usefulness.

- **Computer Usage:** College graduates should have the knowledge to make efficient use of computers and information technology in their personal and professional lives.
- **Professional Behavior:** College graduates should have good work habits, make ethical decisions, recognize the value of community service, and engage in successful human relations.
- **Critical Thinking:** College graduates should be proficient in conceptualizing, analyzing, synthesizing, evaluating, interpreting, and applying ideas and information.

Achieving and Demonstrating Competency

Outdoor studies students achieve competency in the above areas in the following ways:

- Students will demonstrate effective oral and written communication in exams, written work, class discussions, and formal presentations in the required academic courses in each ODS program. In addition, ODS field courses emphasize oral communication as required for effective teamwork.
- The Outdoor Skills and Leadership Certificate and the Outdoor does not emphasize quantitative skills. The Outdoor and Adventure Studies Designated Emphasis in the BLA does not emphasize quantitative skills beyond those required in the BLA core. Similarly, the ODS Emphasis in the Geography and Environmental Studies BA does not emphasize quantitative skills beyond those required in the degree.
- Students will demonstrate information literacy and computer literacy in completing both academic courses and skills courses in which they must gather and present information including weather, routes, locations etc
- Students will demonstrate professional behavior in regular classroom sessions, but also in the field, leading others, and on extended expeditions.
- Critical thinking skills are developed and demonstrated in the required philosophy courses in all ODS programs and also demonstrated in ODS field courses.

ODS Student Assessment:

Course Requirements: All ODS students take academic and skills courses as required by their specific program. In these courses, instructors monitor students' skills, progress, and demonstration of the UAS competencies.

Outdoor Leadership Sequence: The Outdoor Leadership sequence (ODS 243 and ODS 244) gives the opportunity to provide focused assessment of students' overall progress. Students in the course have the opportunity to reflect each week on their field outings as well as, in the spring term, to plan their capstone trip as a group. This course is always taught by one of the program directors and plays a central role in the program.

Certificate Capstone Experience: The capstone experience at the end of the program generally requires students to go beyond anything they have previously accomplished in outdoor settings. Capstone trips require 1-4 weeks in the field, usually in difficult wilderness settings. This type of trip gives instructors ample opportunity to assess student demonstrations of competencies and of specific skills and provide feedback to them.

Major Field Expedition: All students in the Outdoor and Adventure Studies BLA Emphasis and in the ODS Emphasis in the Geography BA also complete ODS 444 Expedition Planning and ODS 445 Major Field Expedition. In these courses, ODS Program Directors assess students. This type of trip gives instructors ample opportunity to assess student demonstrations of competencies and of specific skills and provide feedback to them.

Final Student Assessment has two components:

- 1. First Hand Observation During Capstone and Major Field Expedition:** During the capstone expedition, instructors spend 10-24 hours a day with students. This gives ample opportunity to observe students. At the end of the capstone expedition, each student is evaluated on his or her strengths and weaknesses pertaining to hard skills, professional behavior, communication, and leadership. As well, instructors attempt to provide a narrative account of which types of jobs that would or would not suit the student. This evaluation is provided to the student during his or her exit interview.
- 2. Exit Interview:** After completion of the capstone, instructors conduct an interview with each student. In the interview, students are asked to evaluate themselves and their performance during the year and on the capstone outing.

Because the program requires students to complete a letter of intent before starting the program, students are also asked to reflect on whether or not the program met their expectations and in what way it exceeded those expectations, failed to do so, or did not match up at all. As well, students are asked to reflect on and record their future plans and the relevance of the ODSL certificate to them.

Finally, the evaluation described above is provided to the student.

Post Graduation Information: Where possible, the ODS program stays in touch with students after they have completed the program. Because of the relatively small number of program graduates and because the nature of the program supports mentor relationships with faculty, the ODS program has been able to keep track of most of our students.

ODS Program Assessment

Each spring, just after completing the capstone interviews, program directors conduct an evaluation of the program in response to student and instructor feedback throughout the year. On the basis of this meeting, the directors determine the types of program improvements that should be made during the following academic year and in the future.

ODS Exit Interview

Name: _____

Graduation Year:_____

Email: _____

Phone: _____

- 1. What were your goals/expectations coming into the program?**
- 2. Did the program fail to meet, meet, or exceed your expectations?**
- 3. What was the best part of the program for you?**
- 4. What was the worst part of the program?**
- 5. What program changes would you recommend?**
- 6. What are your immediate plans for the future?**
- 7. Where do you see yourself in 1 year, 5 years, and 10 years?**

ODS 245 – Certificate Capstone

Student Evaluation

In each category, students should be rated on a 1-5 scale (5 Excellent, 3 Meets Expectations, and 1 Unacceptable). The instructor should also indicate whether the student has showed significant improvement, slight improvement, or no improvement in his or her completion of the program.

- 1.** Professional Behavior (preparedness, leadership, confidence and composure in field environments): _____

- 2.** Hard Skills (technical proficiency in a variety of discipline specific activities): _____

- 3.** Soft Skills (critical thinking, decision making, communication, and judgment): _____

- 4.** Informed Understanding of Outdoor Activities (ability to apply academic concepts to capstone activities): _____

ODS 445 – Major Expedition

Student Evaluation

In each category, students should be rated on a 1-7 scale in which 1-5 are equivalent to 1-5 in the ODS 245 Evaluation (5 Excellent, 3 Meets Expectations, and 1 Unacceptable). Students in ODS 445 should be expected to perform at a higher level than in ODS 245. Scores of 6 and 7 correspond to performance that goes beyond that of student excellence at the ODS 245 level. The instructor should also indicate whether the student has showed significant improvement, slight improvement, or no improvement in his or her completion of the program.

- 1.** Professional Behavior (preparedness, leadership, confidence and composure in field environments): _____

- 2.** Hard Skills (technical proficiency in a variety of discipline specific activities): _____

- 3.** Soft Skills (critical thinking, decision making, communication, and judgment): _____

- 4.** Informed Understanding of Outdoor Activities (ability to apply academic concepts to capstone activities): _____

SAMPLE SYLLABUS 1:

Literature and Environment Spring 2014

Kevin Maier

kevin.maier@uas.alaska.edu

Office: Soboleff 219

Egan 224

Office Phone: 796-6021

Office Hours: Wednesday 9-12 or by appointment.

English 303

Tuesday/Thursday 3:00-4:30

In the introduction to the second of his field-defining trilogy of books on environmental literature, aptly entitled Writing for an Endangered World, Lawrence Buell remarks that our "environmental crisis is not merely one of economic resources, public health, and political gridlock." Citing the sociologist Ulrich Beck, Buell asserts that "the success of all environmentalist efforts finally hinges not on 'some highly developed technology, or some arcane new science' but on 'a state of mind': on attitudes, feelings, images, narratives." It is Buell's conviction—and the argument of this class—that paying attention to environmental attitudes expressed and reflected in literature might prove beneficial not only to understanding our crisis, but for resolving it, too.

Since the 1990s when literary studies made what is often called the "environmental turn," ecocriticism has slowly emerged as a definable field of inquiry. As a result of this scholarship, a standard body of environmental literature is starting to come into focus. This course is intended as an introduction to what is fast becoming a recognizable canon of environmental literature. Although our goal is to familiarize our selves with this emergent canon, we will of course want to ask questions about omissions, exclusions, and oversights. Do the texts here best help us resolve environmental problems? Are there others that might be better suited to such a task? By attending to questions of environment first rather than to, say, race, class, or gender, do we do a disservice to such significant social concerns?

To address these questions and others related to the relationship between humans and the natural world we will read selections from this newly found "tradition" in a loosely chronological order. Along the way, we will note the historical and political contexts in which the writing was produced, attending to the myriad discourses that inform our perceptions of environment—from the philosophical to the political and from scientific to poetic. By observing and contemplating the available means of representing the human/non-human relationship, my hope is that we will leave this course with both a clearer sense of the "state of mind" that might best alleviate our environmental crisis and a sense for how environmental literature might help us arrive at this state.

Required Materials (available at the University Bookstore):

Henry David Thoreau. Walden.

John Muir. Travels in Alaska.

Aldo Leopold. A Sand County Almanac.

William Faulkner Go Down, Moses.

Rachel Carson. Silent Spring.

Leslie Marmon Silko. Ceremony.

Sandra Cisneros. The House on Mango Street.

Required Work:

ESSAYS: You will compose two critical essays of 2-3 pages in response to our class readings and discussions. These are due at the beginning of the class period on two Thursdays of your choosing; a sign-up sheet and more details will be provided in class. These will count for 20% of your grade, or 10% each.

REPORTS: During the course of the semester, you will be responsible for producing two reports. You will sign up for the days on which you are responsible for producing them. The goal of these reports is to provide background information to the class to enrich our discussions of the assigned texts. These will count for 20% of your grade, or 10% each.

The reports will take one of three forms (which you should identify in your heading):

- 1) **HISTORY:** a critical reception history of the day's text or a summary of an historical event relevant to the text.
- 2) **BIOGRAPHY:** a biographical overview of the author or a brief summary of an aspect of the author's life (friendships, relationships, home environment, political stances) pertinent to the day's reading assignment (this should not be a simple paraphrase of the author's Wikipedia entry).
- 3) **CRITICISM:** a summary of and response to a scholarly article pertinent to the day's text.

Each report has three components:

- 1) a well-written 2-page paper
- 2) an annotated bibliography that includes at least two entries relevant to your research; your brief two sentence annotations should be evaluative.

3) an organized 7-minute presentation of your research, ending with a question or two about the text that emerged from your research for class discussion.

NOTES ABOUT ESSAYS AND REPORTS: All written work for this class should be typed, double-spaced, and in a normal 12-point font (e.g. Times New Roman) with one-inch margins. Printing double-sided is preferred. Please give your essays and reports clear titles and put your name and a page number on every page. I do not accept electronic submission. I am intentionally flexible about due dates, but it works best if you choose dates distributed over the entire semester. You should also pick your due dates carefully, as I expect you to stick with them.

DAILY QUESTIONS: For every day we meet you are required to post to Blackboard one question pertaining to the day's reading. As we will use these questions to generate discussion, they should clearly indicate that you have done the reading, and they should be questions that can't be answered with a simple yes or no. Please put some thought into these, and be sure to read all the questions posted on the discussion board before you come to class. Questions must be posted prior to 2:00pm before each class session.

Though I won't grade the questions individually, the quality of your daily questions will be evaluated at semester's end for 15% of your final grade. To facilitate this evaluation, you will submit a single document with all your questions, along with a self-evaluation of your questions.

PARTICIPATION While everyone participates in different ways—some are more vocal than others—you are expected to have done the reading and to be prepared to address it each day. At the end of the term, each student is required to submit a short self-evaluation, explaining what participation grade the student thinks he or she should receive and why. I will use the self-evaluation to assist in assigning participation grades, which will account for 10% of your final grade.

MIDTERM and FINAL EXAMS: On March 6 and April 29 there will be a mid-term and final exam. Each exam will consist of a handful of short answer questions and a couple of essay questions. I will prepare you for what to expect on the exams as the time approaches. The midterm will count for 15% and the final exam 20% of your final grade.

ATTENDANCE: Discussion of the course texts is the central component to this class, so attendance is mandatory. Each absence after your third will lower your final grade by a full letter (so four absences would make an A grade a B, while five absences would make an A a C). You will automatically fail if you miss 6 or more classes. Excessive tardiness or early departures will count as absences too. The overnight course outing in January will count as two class sessions.

Policies:

Prerequisite: Upper-division standing with a "C" or higher in English 211 or instructor permission.

The grade of "Incomplete" can be given only in unusual circumstances where a student has successfully completed the majority of the course with a grade of "C" or higher but has been unable to complete the final requirements of the course due to unavoidable circumstances.

Plagiarism is a serious academic offense that can result in disciplinary measures taken by the Committee for Student Disciplinary Action. All work submitted in this course must be your own and must be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please see me if you have any questions about the use of sources.

If you have a documented disability for which you require academic or programmatic accommodations, please contact the Disability Support Services Office as soon as possible.

Cell phones and laptops: I have very little tolerance for phone or laptop use in class. Unless you are using an e-reader to access the course text, please leave your electronics at home or in your bag on silent mode.

Learning Outcomes:

Content: You will demonstrate knowledge of the major texts and authors in environmental literature. This will include your ability to contextualize literature within the appropriate philosophical, political, and cultural history.

Communication (Writing): You will become a more confident writer by sharpening your critical analysis skills in both formal and informal writing assignments.

Communication (Speaking): You will practice speaking and listening in whole- and small-group discussions, you will also have the opportunity to give a class presentation.

Critical Thinking: Frequent reading and writing assignments will provide you with the opportunity to develop skills in analyzing primary texts. By participating in class discussion of literary works, you will learn that the process of critical reading is a social activity that involves exchanging ideas, listening to others, taking responsibility for your views, and keeping an open mind about alternative approaches.

Computer and Information Literacy: You will demonstrate your ability to use computing resources as you write your course papers. You will also practice using computer and hard copy reference tools in the Egan Library for your presentations and papers.

Professional Behavior: You will learn the importance of class attendance, preparation, and participation for enhancing and ensuring college success. This includes turning work in on time and evaluating the level of polish required by different kinds of assignments.

Other Considerations

This course emphasizes writing and speaking skills. To make sure your essays and presentations are sufficiently polished, you may want to work with tutors in the Learning Center. Information is available at <http://www.uas.alaska.edu/TLC/learning-center/wc.html>

Tentative Schedule

Week 1

1/14 Introductions

1/16 Early American Natural History: William Bartram, Alexander Wilson, and John J Audubon (handout)

Week 2

1/21 Transcendentalist Natures: Ralph Waldo Emerson's "Nature" (available online at: <http://www.vcu.edu/engweb/transcendentalism/authors/emerson/nature.html>)

1/23 Transcendentalist Natures, II: Henry David Thoreau's Walden ("Economy")

Week 3

1/28 Walden cont. ("Where I lived..." through "Visitors")

1/30 Walden cont. ("The Bean-Field through "House-Warming")—library research day

Week 4

2/4 finish Walden ("Former Inhabitants" through "Conclusion")

2/6 Regional Approaches: Mary Austin's Land of Little Rain "Preface," "The Land of Little Rain," "Pocket Hunter," and "Jimville" (handout).

Week 5

2/11 Romanticism comes to the Last Frontier: John Muir's Travels in Alaska (Ch. 1, 2, 4, and 10)

2/13 Muir's Travels continued (Ch. 15, 17, and 19); OUTING preparations

OUTING to Camping Cove cabin (depart SATURDAY 2/15 9:00am, returning SUNDAY 2/16 no later than 3:00pm).

Week 6

2/18 New England Women: Susan Fenimore Cooper, Celia Thaxter, and Mabel Osgood Wright-- and an English woman, too: Isabella Bird (handout)

2/20 Murder to Dissect? Sarah Orne Jewitt's "A White Heron" (available online at: <http://www.public.coe.edu/~theller/soj/awh/heron.htm>) and George Bird Grinnell (handout)

Week 7

2/25 Enter Ecology: Aldo Leopold's A Sand County Almanac (Foreword through "November")

2/27 Leopold cont. ("Marshland Elegy," "On a Monument to the Pigeon," "Flambeau," "Thinking like a Mountain," "Conservation Eesthetic," "Wilderness," and "The Land Ethic")

Week 8

3/4 Ecopoetics I: Emily Dickinson and Elizabeth Bishop (handout)

3/6 MIDTERM EXAM.

Week 9

3/11 The Big Woods of the South: William Faulkner's Go Down, Moses ("The Old People," sections 1-3 and 5 of "The Bear," and "Delta Autumn")

3/13 The Big Woods of the South: William Faulkner's Go Down, Moses (section 5 of "The Bear," and "Delta Autumn")

SPRING BREAK

Week 10

3/25 The Rhetoric of Toxicity: Rachel Carson's Silent Spring (Chapters 1, 2, 3, 6, 8, and 9)

3/27 Silent Spring cont. (Chapters 11, 12, 14, 15, and 17).

Week 11

4/1 Leslie Marmon Silko's Ceremony

4/3 Ceremony cont.

Week 12

4/8 Leslie Marmon Silko's Ceremony

4/10 finish Ceremony

Week 13

4/15 Urban places: Sandra Cisneros The House on Mango Street (3-62)

4/17 finish The House on Mango Street (62-110)

Week 14

4/22 Women and Nature: Maxine Hong Kingston, Alice Walker, Evelyn White, and Terry Tempest Williams (handout)

4/24 Ecopoetics II: Haiku (handout)

Final Exam Tuesday April 29 2:45-4:45

SAMPLE SYLLABUS 2

ODS 243 Introduction to Outdoor Leadership Syllabus, Fall 2014

Meets:

Wednesday	8a-11a	Rec Center, Rm 115
Wednesday	11:30a-7:30p	Field Outing

Taught by:

Forest Wagner

Office: Hendrickson 203b, phone: 907-796-6361, email: forest.wagner@uas.alaska.edu

Office Hours by appointment

Description:

Introduction to Outdoor Leadership is designed as a theoretical and practical foundation for developing a personal and professional leadership style. Students will be exposed to diverse topics within the umbrella of the outdoor industry including, but not limited to: outdoor leadership, group dynamics and decision making, risk management and legal liability, environmental ethics, experiential education, and eco-psychology. Additionally, students will be required to critically examine course texts/ readings and actively participate in discussions, activities and assignments in a positive and respectful manner. Field outings are a requirement of this course. Prerequisite: Admission to either the ODS or Environmental Studies programs.

Organization:

This course is designed as a diverse disciplinary overview and is the first in a three-part sequence including ODS 244, *Outdoor Leadership* and ODS 245, *Leadership Capstone*. Topic presentation will include a mix of lecture, discussion, and field outings. During the fall term, course outings will focus on hiking and sea kayaking.

Required Course Texts, available in the UAS bookstore

Alfred Lansing	<i>The Endurance</i>
Sakyong Mipham	<i>Running With the Mind of Meditation</i>
Kenneth Kamler	<i>Surviving the Extremes</i>
Laurence Gonzales	<i>Deep Survival</i>
Erin McKittrick	<i>Small Feet, Big Land</i>

Recommended Course Text, order online

Steve House	<i>Training for the New Alpinism</i>
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Grading Criteria:

- Class participation: 20%

- Attendance: 30%
- Assignments and Final Exam: 50%

Assignments:

<i>Training Plan</i>	10/1
<i>Shackleton and Leadership Essay</i>	10/29
<i>Case Study Presentations</i>	11/26
<i>Curriculum Journal</i>	12/3
<i>Final Exam</i>	12/3

Course Outline:

- 1) W, 9/3: Outdoor Leadership, Program Orientation
- 2) W, 9/10: Training Plan, Soles, Mipham, House
- 3) W, 9/17: Experiential Learning, "Outside Lies Magic"
- 4) W, 9/24: Group Dynamics, "Great Groups"
- 5) W, 10/1: Shackleton, Endurance, and the Heroic age
- 6) W, 10/8: Shackleton Journals
- 7) W, 10/15: Kammler's *Surviving the Extremes*;
- 8) W, 10/22: Gonzales' *Deep Survival*
- 9) W, 10/29: Ethics, Environmental and otherwise
- 10) W, 11/5: Risk Management
- 11) W, 11/12: Legal Liability
- 12) W, 11/19: Case Study Project
- 13) W, 11/26: Case Study Student Presentations
- 14) W, 12/3: FINAL