

<b>Course Code &amp; No. - Section:</b>	ODAL 350- Section 1
<b>Course Title (Credits):</b>	Extended Field Course: Leadership Practicum (3)
<b>Term &amp; Year:</b>	Spring/Summer 2015
<b>Course Ref. No. (CRN):</b>	
<b>Instructor:</b>	Rosie Hackett
<b>Phone(s):</b>	775-831-1314 ext. 7499 (weekdays, 9 a.m.- 5 p.m.) or <b>530-307-9103</b> cell
<b>Email:</b>	<a href="mailto:rhackett@sierranevada.edu">rhackett@sierranevada.edu</a>
<b>Office:</b>	TCES 2 <sup>nd</sup> floor
<b>Office Hours:</b>	T,W 9:00 am – 11:00 pm or by appointment
<b>Equipment Room Hours:</b>	TCES 1 <sup>st</sup> floor M – Th 3-7pm
<b>Class Meeting Time:</b>	Wed. 9-10am
<b>Location:</b>	TCES 115
<b>Field Dates</b>	5/17-6/9
<b>Prerequisites (from Catalog):</b>	ODAL 201: Outdoor Leadership or instructor approval
<b>Corequisites (from Catalog):</b>	NONE

**The Mission Statement:**

*Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.*

**The Core Themes:**

Liberal Arts	Professional Preparedness
Entrepreneurial Thinking	Sustainability

**Course Description**

This course serves as the capstone course for students pursuing an Interdisciplinary Degree in Outdoor Adventure Leadership or a minor in Outdoor Adventure Leadership. Through a three-week extended field expedition in a new and unique environment, students develop and practice their leadership and teamwork skills. Students' knowledge, skills, experiences, and abilities in outdoor adventure leadership increase during this self contained learning expedition. The course curriculum is set up to encourage students to play an active role in the following: ethically responsible group management, technical expertise, risk management, route planning, logistics, decision making, lesson planning, natural history, and facilitation skills such as framing, delivery, and debriefing. Field location is to be determined.

**Student Outcomes**

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

1. Function effectively in all four leadership roles: self-leadership, active followership, designated leadership, and peer leadership.
2. Practice and develop competence in seven leadership skills.
  - a. Continually increase technical competence in all skill areas.
  - b. Maintain flexibility, commitment and positive attitude in the face of adversity and uncertainty.

- c. Accurately identify personal strengths and areas for growth.
  - d. Display strong expedition behavior by working effectively as a member of a team and serving group goals with a positive attitude.
  - e. Employ leadership styles, judgment and decision-making strategies appropriate to the situation.
  - f. Focus on practicing exceptional communication skills, including giving and receiving growth-oriented feedback and conflict exploration
  - g. Work to understand the leader's vision and, when appropriate, develop your vision as a leader; follow through with appropriate action to help the group achieve its potential.
3. Practice multiple situational leadership styles, depending on task urgency, group skill, task complexity and other variables.
  4. Recognize and consistently perform appropriate techniques to reduce or avoid hazards in a remote field environment, for example rockfall, weather, river crossings, etc.
  5. Travel and lead competently in rugged terrain using map and compass skills, off-trail navigation, hazard evaluation, route-finding techniques, and river-crossing techniques.
  6. Accurately assess skills, strengths and endurance in self and others and conservatively apply those limits to given situations.
  7. Master Leave No Trace minimum impact camping skills.
  8. Research and facilitate the teaching of the local ecosystem's flora and fauna, geology, history, land management, and cultural issues.
  9. Reflect and grow an appreciation for the extended field experience and the desert environment.

### Methods of Assessing Student Outcomes

Student outcomes will be assessed using the following:

1. Field Participation (including both pre and post class meetings)
2. Technical Skills Demonstration
3. Independent research
4. Oral presentations/Teaching Presentations
5. Technical Field Journal
6. Reflective Journal
7. Group Journal
8. Paired/group activities
9. Peer feedback
10. Instructor evaluations

### Required Texts and Materials

#### Required Texts:

- *Desert Solitaire* by Edward Abbey, ISBN: 9780671695880

#### Recommended Sources (for research projects):

- *2009 NOLS Leadership Educator Notebook: A Toolbox for Leadership Educators* by John Gookin & Shari Leach, Ph.D.
- Outdoor Education Research and Evaluation Center:  
<http://www.wilderdom.com/research.html>
- SNC library: <http://libguides.sierranevada.edu/ODAL>

### Instructional Strategies

This course is largely student driven, with reflective questions provided by instructors to guide students in their educational journey. While primarily FIELD based, there will also be regularly scheduled class sessions both pre and post expedition.

Due to the experiential nature of this class, students are asked to **experience** all course material including discussions, problem solving, leadership roles, physical activities and the exchange of feedback. Sensitivity and attentiveness toward each group member's experience and the group's progress as a whole will be the responsibility of each group member.

### **Sanctions for Cheating and/or Plagiarism**

#### **The Honor Code**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

#### **Consequences of Violating the Student Honor Code**

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1<sup>st</sup> Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2<sup>nd</sup> Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3<sup>rd</sup> Offense: Student is expelled.

#### **ADA Accommodations**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu) or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

#### **The SNC Email System**

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

### Grading Policy

Student's grade will be assessed accordingly;

A > 90%, B > 80%, C > 70%: D > 60%, F < 60%.

Students grades will be determined as follows:

- Pre-field class participation/paperwork: 100 pts (10 pts/class)
- Field Participation/NOLS evaluation: 200
- Expedition Field Journal: 100 pts
- Reflection Journal/Desert Solitaire Reading: 100 pts.

Total Points Possible: 500

### Class Schedule

<i>Date</i>	<i>Class Plan</i>	<i>Assignments DUE on date!</i>
<i>Pre-trip</i>	<ul style="list-style-type: none"> <li>• PRE-FIELD meetings include:               <ul style="list-style-type: none"> <li>○ Medical Exam and Paperwork</li> <li>○ Course goals and overview of assignments</li> <li>○ Trip Planning and Logistics</li> <li>○ Equipment Acquisition</li> <li>○ Physical Training</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Come to class with a SMILE and a sense of ADVENTURE!</li> <li>• Complete all paperwork (Get a Medical Exam)</li> <li>• Purchase text and journal</li> <li>• Get FIT!!! (physically and emotionally)</li> <li>• Acquire the appropriate</li> </ul>
<i>May 17- June 9</i>	<ul style="list-style-type: none"> <li>• FIELD EXPEDITION</li> </ul>	<ul style="list-style-type: none"> <li>• Get immersed into your leadership skills and roles and be in awe of the SOUTHWEST!</li> <li>• Field journal</li> <li>• Reflective journal/ Read Desert Solitaire</li> <li>• Take PICTURES!</li> </ul>
<i>Post trip</i>	<ul style="list-style-type: none"> <li>• POST-FIELD meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Turn in all journals</li> <li>• Group feedback and evaluations</li> <li>• Slide show presentation</li> </ul>

ODAL 450: Extended Field Course  
Personal Binder Resource (PBR)  
**Due: Monday, June 15th**

Aside from being there, from living and traveling in the canyonlands of Utah, a well-executed PBR is the single most important thing that will deepen your learning and help you recall all that this experience has taught you. Please include the following guidelines. This is your learning tool, please take this opportunity to be as creative as possible. ENJOY!

Before you turn in your PBR at the end of the course, please take the time to RE-READ your journal in order to REVISIT & REFLECT upon your learning experience. **You will turn in a 3-4 page typed (you may email it to me) FINAL REFLECTION** that grounds your extended field course experience back to your INTD studies, specifically in regard to ODAL.

Helpful tool: If you were trying to explain the value of such a unique capstone to your family, friends, teachers, employers, etc., how would you describe your major learning outcomes? Be specific and professional...no one wants to hear that it was "cool".

Sections:

1. **Journal: Personal Reflections (a minimum of 12 entries)**
  - This is your section...do as you wish...draw, paint in blood, wax poetic...
2. **Technical Skills/Natural History (Notes/Drawings/etc.) (a minimum of 8 entries)**
  - Everything you learn out there....from navigation to LNT to anchors to desert flora/fauna to archeological findings.
3. **Leadership (a minimum of 5 entries)**
  - 7/4/1 model (see attached schematic-all lessons should refer back to this model)
  - LOD feedback
4. **Desert Solitaire (a minimum of 3 entries, answering questions)**
  - Three Reflective questions provided below

Desert Solitaire by Edward Abbey

Reflective Questions (each question should be at least 2 pages typed)

1. Sense of Place: Please choose two or three quotes/paragraphs that display Edward Abbey's skill in describing his surroundings. Explain the context and significance for each chosen excerpt. How do you connect to his sense of time and place? Do you feel a similar passion for this rugged desert land? Relate Abbey's sense of place to your own sense of place/identity in the southwest?
2. Most Profound Passage (unique from above): Why is this a profound passage?
  - a. Does it speak to you personally?
  - b. Does it ring of canyonlands?
  - c. Does it bring up human relationship issues for you?
  - d. Does it bring up civilization issues?
  - e. Does it bring up conservation issues?
  - f. Does it bring up recreation issues?
3. Abbey Style Journal Reflection: Write a personal journal reflection as if you thought and acted like Edward Abbey.
4. Bringing it Home: How does Edward Abbey's Desert Solitaire inspire or (revolt) you in your relationship with the Lake Tahoe area? How might you bring his writings into your everyday in Tahoe? If you met Ed Abbey at Hidden Beach or the Paddle Wheel, what would you tell him (lessons)? Where would you take him?