

<b>Course Title (Credits):</b>	ODAL 401-Outdoor Adventure Ethics and Management (3)
<b>Term &amp; Year:</b>	Fall / 2019
<b>Course Ref. No. (CRN):</b>	
<b>Instructor:</b>	Rosie Hackett
<b>Phone(s):</b>	775-831-1314 ext. 7499 (office) or 530-307-9103 (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,Th 10-1130am or by appointment
<b>Class Meeting Time:</b>	Tuesdays & Thursdays 11-1245pm
<b>Location:</b>	TCES 206
<b>Prerequisites (from Catalog):</b>	ODAL 101 and ODAL 201 and ODAL 250 (recommended)

**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 presents a powerful tool for understanding the challenges facing outdoor adventure leaders today. Beginning with the premise that outdoor adventure leadership must be informed by a well-developed land ethic, the curriculum delves into some of the thorniest problems in land ethics, exploring them in clear, straightforward language: What do we value? How do we value it? What are its threats? How do we protect/manage it for the future? The course begins with a fascinating history of the outdoor movement in America and gives a comprehensive survey of the legislation and agency structures that define land management today. Through readings, debates, current event presentations, field trips, service projects, and guest visits from professionals in the field, students learn to think critically about controversial issues, management, and values in conflict while developing their own outdoor adventure ethic. This course is essential for anyone who cares about the future of outdoor adventuring in the United States.

**Student Outcomes**

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

1. Interpret the fascinating history of land ethics in America, acknowledging the key players involved, and understanding the legislation and agency structures that define lands management today.
2. Recognize the importance of educating oneself on the many sides of current and controversial issues pertinent to outdoor adventure leaders.
3. Define one's personal land ethic.

**Methods of Assessing Student Outcomes**

Student outcomes will be assessed using the following:

1. Class Participation
2. Canvas participation
3. Independent research
4. Presentations/facilitations
5. Papers
6. Paired/group activities
7. Service learning
8. Peer feedback

### Instructional Strategies

E.g.: This class will utilize the experiential teaching approach through inquiry learning, case studies, paired/group activities, peer feedback and independent research. The course text will provide a framework for the course. Flexibility and adaptability are central to success in an outdoor setting and in this class as well.

### Required Texts and Materials

#### Required Texts:

- *NOLS Wilderness Ethics: Valuing and Managing Wild Places* by Jennifer Lamb & Glen Goodrich; Stackpole Book; 2006; ISBN: 0811732541

Recommended resources: (*Facebook is actually a pretty good start...Lake Tahoe News, Sierra Club, High Country News, League to Save Lake Tahoe, Patagonia, REI, Leave No Trace, Truckee Donner Land Trust, Tahoe Conservancy, Lake Tahoe Basin Management Unit, Sierra Nevada Alliance, TAMBA, Access FUND, etc.*)

- [www.wilderness.net](http://www.wilderness.net)
- <http://www.sierraclub.org/>
- [http://www.hcn.org/?utm\\_source=wcnl&utm\\_medium=email](http://www.hcn.org/?utm_source=wcnl&utm_medium=email)
- [https://www.facebook.com/highcountrynews?\\_rdr=p](https://www.facebook.com/highcountrynews?_rdr=p)
- <https://www.facebook.com/pages/Lake-Tahoe-News/158764178566>
- <https://www.facebook.com/leaguetosavelaketahoe>
- <https://www.facebook.com/PATAGONIA>
- <https://www.facebook.com/pages/Truckee-Donner-Land-Trust/104193972959208?fref=ts>
- <https://www.facebook.com/CaliforniaTahoeConservancy?fref=ts>
- [https://www.facebook.com/search/str/Sierra%20Nevada%20Alliance/keywords\\_top](https://www.facebook.com/search/str/Sierra%20Nevada%20Alliance/keywords_top)
- <https://www.facebook.com/voiceforlaketahoe?fref=ts>
- <http://www.keeptahoeblue.org/>
- <http://www.fs.usda.gov/main/lbmu/home>
- <http://ivgid.org/>
- **Canvas**

#### Materials:

- Instructor handouts
- Independent research
- Canvas

### Prim Library Resources

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

Prim Library Resources for ODAL401: Wilderness Ethics include, but are not limited to:

1. Materials on reserve (ask for these at the circulation desk; for use inside Prim Library)
2. Reference materials (for use inside Prim Library)
3. Books (can be checked out)
4. Electronic databases (for peer-reviewed research articles, reviews, newspaper and magazine articles): Electronic databases most likely to include articles related to your paper topics are EBSCO.
5. Hardcopy periodicals
6. Lib Guides: <http://Libguides.sierranevada.edu> These web pages contain instructions about how to use resources available at Prim Library, how to evaluate the appropriateness of information from the Internet for a research paper, how to cite sources, and other topics related to finding and using information. Check out our ODAL libguide! <http://libguides.sierranevada.edu/content.php?pid=292660&sid=2402945>

#### How to do your research?

1. Go to [libguides.sierranevada.edu](http://libguides.sierranevada.edu), scroll to the bottom of the page, and click on A-Z Databases. (Note: If you are not on campus, you will need to enter your first initial and last name, then your 9-digit student ID number)
2. Click on Academic Search Premier, then click on "Choose Databases."
3. Click Select/deselect all so every database is checked.
4. Click OK. This will bring you to the Ebscohost search page.

5. Type in your search keywords. Be sure to narrow or broaden your search using the Boolean operators—and, or, not.
6. Check the box to limit your results to “full text.”
7. Check any other boxes you think are relevant to help limit your search. Do you want only academic journals? Do you want only newspaper articles?
8. Click SEARCH and cross your fingers! See what turns up.
9. If you see an article that looks great, but you’d like to read it later, click on it. Then look for the “Tools” box on the right side of the page. Click on the “email” button so you can email it to yourself.
10. If your search doesn’t turn up lots of articles that are relevant to your project, change your keywords and search again! The trick to being a smart and efficient researcher is to CHOOSE THE RIGHT KEYWORDS. And sometimes that means making multiple attempts at finding those words!

### 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

Students’ grades will be determined as follows:

- Class Participation: Participation in class is everything! Students are allowed to miss up to 3 classes for the semester. Credit for the class is jeopardized after three absences.)
- Current “ODAL” Topic Mini Presentations: (100 pts) Every Thursday class will start with a student presentation on a current ODAL topic. Topics will vary depending on student interest and research. However, research must involve academic journals or professional organizations. (15 min).
- Reading/Reflection Assignments (Canvas): (400 pts) (50 pts/each) As part of developing our outdoor ethic, we will read and reflect upon lots of cool and thought provoking articles. These will be posted on Moodle as a reading/watching assignment. Please post your opinions and reflections on the articles to Moodle. (1-2 pages).

- DEBATE/Reflection Assignments (Canvas-Thursdays): (400 pts.) (50 pts./each) As part of developing our outdoor ethic, our class will engage in multiple debates on controversial issues for outdoor adventure leaders. These will be posted on Canvas and students will be expected to respond/reflect with a 1-2 page writing and research entry every Tuesday!
- Have You Ever Writing Assignment: (50 pts.)
- Landfull Paper: 100 pts (see below description)
- Midterm Exam: 100 pts
- Service Project/Field Trip: (100 pts) Participation is everything. This is a hands on service project that includes trail work.
- Group Project: (100 pts) Specific local and current topic is still to be determined. But....this project will be hands on and fun! It will likely entail working with local land management professionals around a theme and specific project that asks, "How do you manage land for the future of Tahoe, keeping in mind the need to protect our pristine environment and to expand our tourism and recreation".
- Personal Outdoor Ethic Writing Assignment: (50 pts.)

**Extra Credit Opportunities:**

- Community Meeting Attendance/Write up: Extra Credit: (50 pts)
- Additional "Cool" Resources Reading and Paper: (50 pts)
- Leadership Practicum: (100 pts. extra credit-lesson plan/leadership reflection): Must assist and prepare a 20 min "landfull" lesson on one overnight or two day trips with Outdoor Adventures.
- Write a Grant: (100 pts or more)

**Total Points Possible: 1400**

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**Class Schedule**

<i>Date</i>	<i>Class Plan</i>	<i>Assignments due on date</i>
<b>Week 1</b> <i>T</i> 9/17	<ul style="list-style-type: none"> <li>Class overview and expectations</li> <li>Defining, questioning, valuing, fearing, and doing!</li> <li>Our defining moments that connect us to the land...Creating our personal "have you ever moments"/Workshop</li> </ul>	<ul style="list-style-type: none"> <li>Come to class ready to connect to your personal outdoor adventure ethic.</li> </ul>
<i>TR</i> 9/19	<ul style="list-style-type: none"> <li><b><u>Current ODAL Presentation: Rosie Example</u></b></li> <li>Have you Ever Share</li> <li>Lessons and Inspirations from hiking naked and "Connecting to wild places" readings</li> <li>Do you stop?...Connecting...as a Friend...defining an outdoor adventure ethic...responsibility and luxury</li> </ul>	<ul style="list-style-type: none"> <li><b>Buy text</b></li> <li><b>Writing Assignment #1: "Have you Ever" writing revised</b></li> <li><b>Reading/Reflection Assignment #1:</b> <u>various</u> articles Canvas</li> <li>Hike Naked</li> </ul>
<b>Week 2</b> <i>T</i> 9/24	<ul style="list-style-type: none"> <li><b><u>Debate activity</u></b></li> <li>Wildlands and People: A History of Human Perception</li> </ul>	<ul style="list-style-type: none"> <li>Continue to hike naked</li> <li><b>Debate Assignment #1:</b> Canvas (nature rx and adventure programming)</li> </ul>
<i>TR</i> 9/26	<ul style="list-style-type: none"> <li><b><u>Current ODAL Topics Presentation</u></b></li> <li>Review Reading-pop quiz</li> <li>Speed Dating: Putting it all Together: Cool People, Perceptions, and Organizations</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading/Reflection Assignment #2:</b> "Wilderness Ethics" Chp. 1-3 and "Wilderness Cult" on Canvas</li> </ul>
<b>Week 3</b> <i>T</i> 10/1	<ul style="list-style-type: none"> <li><b><u>Debate activity</u></b></li> <li>Values and Ethics Metaphor Bag</li> </ul>	<ul style="list-style-type: none"> <li><b>Debate Assignment #2:</b> Canvas (technology)</li> </ul>
<i>TR</i> 10/3	<ul style="list-style-type: none"> <li><b><u>Current ODAL Topics Presentation</u></b></li> <li>Values in Conflict: Case Studies</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading/Reflection Assignment #3:</b> "Wilderness Ethics" Chp 4 &amp; 5 and readings on Canvas</li> </ul>
<b>Week 4</b> <i>T</i> 10/8	<ul style="list-style-type: none"> <li><b><u>Debate activity</u></b></li> <li>LNT: Loving Nature Tenderly or Loving Nature to Death (overuse)???</li> </ul>	<ul style="list-style-type: none"> <li><b>Debate Assignment #3:</b> Canvas (LNT)</li> </ul>
<i>TR</i> 10/10	<ul style="list-style-type: none"> <li><b><u>Current ODAL Topics Presentation</u></b></li> <li>My Land is Your Land Too: Land Management 101</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading/Reflection Assignment #5:</b> Wilderness Ethics" Chps 6-13</li> </ul>
<b>Week 5</b> <i>T</i> 10/15	<ul style="list-style-type: none"> <li><b><u>Debate Activity</u></b></li> <li>Mt Wow Debate</li> </ul>	<ul style="list-style-type: none"> <li><b>Debate Assignment #4:</b> Canvas (Permits)</li> </ul>

TR 10/17	<ul style="list-style-type: none"> <li>• <u>Current ODAL Topics Presentation</u></li> <li>• Review for Midterm-Jeopardy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video/Reading Reflection #6:</b> Preservation vs. Conservation.</li> </ul>
Week 6 T 10/22	<ul style="list-style-type: none"> <li>• <u>Debate Activity</u></li> <li>• Go over take home midterm</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take Home Midterm</b> (open book and canvas)</li> <li>• <b>Debate Assignment #5:</b> Canvas (diversity)</li> </ul>
TR 10/24	<ul style="list-style-type: none"> <li>• <u>Current ODAL Topics Presentation</u></li> <li>• <b>Guest Presenter:</b> Inspiring Community Action</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video/Reading Reflection Assignment #7:</b> Inspiring community action</li> </ul>
FRIDAY	<ul style="list-style-type: none"> <li>• <b>Trail SERVICE FIELD DAY</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>TBD</b></li> </ul>
Week 7 T 10/29	<ul style="list-style-type: none"> <li>• <u>Debate Activity</u></li> <li>• Introduce Landfull Paper</li> <li>• Group Project-TBD</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Debate Assignment #6:</b> Canvas (extreme sports)</li> </ul>
TR 10/31	<ul style="list-style-type: none"> <li>• <u>Current ODAL Topics Presentation</u></li> <li>• Group Project-TBD</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading/Reflection Assignment #8:</b> Various readings on Canvas</li> <li>• Work on Landfull Paper</li> </ul>
Week 8 T 11/5	<ul style="list-style-type: none"> <li>• <u>Eastern Sierra Trails Coalition Conference</u> (Mont Bleu)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Debate Assignment #7:</b> Canvas (autonomy in learning)</li> <li>• Work on Landfull Paper</li> </ul>
TR 11/7	<ul style="list-style-type: none"> <li>• <u>Eastern Sierra Trails Coalition Conference</u> (Mont Bleu)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading/Reflection Assignment #9:</b> various readings on Canvas</li> <li>• Work on Landfull Paper</li> </ul>
Week 9 T 11/12	<ul style="list-style-type: none"> <li>• <u>Debate Activity</u></li> <li>• Group Project-TBD</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Debate Assignment #8:</b> Canvas (mtn climbing and Trouble with Wilderness)</li> <li>• Work on Landfull Paper</li> </ul>
TR 11/14	<ul style="list-style-type: none"> <li>• <u>Current ODAL Topics Presentation</u></li> <li>• Introduce Landfull Paper!</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading/Reflection Assignment #10:</b> various readings on Canvas</li> <li>• Work on Landfull Paper</li> </ul>
Week 10 T 11/19	<ul style="list-style-type: none"> <li>• <u>Debate Activity</u></li> <li>• Group Project-TBD</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Debate Assignment #9:</b> Canvas</li> </ul>

		(accreditation and certification) • Work on Landfull Paper
TR 11/21	<ul style="list-style-type: none"> <li>• <u>Current ODAL Topics Presentation</u></li> <li>• Landfull Paper share!</li> <li>• Group Project! TBD</li> </ul>	• <b>Landfull Paper due!</b>
<b>Week 11</b> 11/25- 11/29	<b>Thanksgiving Break!</b>	<b>ENJOY!</b>
<b>Week 12</b> T 12/3	<ul style="list-style-type: none"> <li>• <u>Debate Activity</u> Group Project-TBD</li> </ul>	• TBD
TR 12/5	<ul style="list-style-type: none"> <li>• <u>Current ODAL Topics Presentation</u> Group Project! TBD</li> </ul>	• TBD
<b>Week 13</b> T 12/10	<ul style="list-style-type: none"> <li>• <u>Current ODAL Topics Presentation</u></li> <li>• How to change the world: Lessons from the Lorax and others</li> <li>• The Ethics Game...what are we trying to preserve? What are the threats and what can we do about it? Full circle.</li> <li>• Introduce Personal Ethics Paper</li> </ul>	• TBD
TR 12/12	<ul style="list-style-type: none"> <li>• <u>Current ODAL Topics Presentation</u></li> <li>• Ethics into practice...personal responsibility...</li> <li>• Course closure/share personal outdoor ethics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Assignment #2</b> on Canvas: What is your Outdoor Adventure Ethic?</li> </ul>

*Please note that the schedule of class topics and assignments are subject to change. As outdoor leaders, we are always **POISED FOR CHANGE!***

*Please bring **WATER** to class...Hydration is the key to learning!*

## Criteria for Evaluation

### Assignments:

- **Reading, Writing, and Debate Assignments:** We want each and every class to be an energetic and inspiring learning experience for all. In order to do this, we need to encourage and ensure that every student comes to class prepared and ready to participate and inspire. These assignments are graded on a POINTS (50 pts/each) or NO POINTS basis. Either you are prepared for class or not. There are no make-up points available for reading, writing and debate assignments. Late assignments will not be accepted.
- **Current Events ODAL Mini Presentations:** Everyday there are new current events involving outdoor education, ethics and/or land management. We want to know about them! One student will be assigned to each class to research and present on a local or national or international current topic, i.e. education practices, fires, national parks, land designation, politics, inventions, economics, master plans, new trails, radical sports, values in conflict, etc. We will start class out with a 15 minute presentation on each current topic. Please make this fun, informative, and interactive. Do not just speak to us! Must provide the class with a handout highlighting/summarizing your “why we care” and “how can we get involved” news. Students are required to list resources (above) for these current topics (i.e. must be from an academic journal or professional organization).
- **Landfull Paper:** Go beyond the local... i.e. Owen’s River Gorge, Tuolumne, Merced River, Yosemite, Donner Summit, American River, etc. This paper takes us through landfullness and ensures that the land around us comes alive. This paper should be **8-10 pages in length**. It should include both personal reflections/imagery as well as solid research (must have at least 3 resources-APA style citing). Note: Interviews with professionals in the field is a FANTASTIC source!  
**How to start the Landfull Paper:** How do you personally RELATE to a specific piece of land, including your personal practice, connection, and relationship. How does the way you relate to land affect your ethic toward it? What are the implications of this relationship? Use quotes from all readings. Choose a spot on a map and go there. Don’t just go there...but find the perfect spot. Sit and REFLECT. In order to overcome people’s disconnection from the land, landfullness necessitates that we move beyond first impressions – that we spend time in a piece of land – and experience the land from multiple perspectives, i.e. **personal, historical, cultural, environmental, economical**. Our interactions and awareness with our environment should encompass the land in its entirety: its **look, feel, taste, smell, its history, its management, its value (economic?), its future**, etc.  
 Building a sense of place is like developing a friendship, including first impressions and then going DEEPER and learning their story/history. The “deeper” part requires RESEARCH (at least 3-5 sources-humans count). Research is nothing more than a sense of WONDER: inquiry, curiosity, physical questioning, appreciation, prediction, and ultimately STORY TELLING. Your RESEARCH should include all the senses and be CREATIVE as well as INFORMATIVE...A sense of place is really just about telling the **FULL STORY** of a piece of land....with all the **people (a cultural history)**-from natives to first explorers to first destroyers to first tourists to first recreationalists to first advocates to first managers to first values in conflict and so on....). Don’t forget to include the specific **land agency** that manages your special spot. Does that agency serve your land well? Include management practices, history, and current and future challenges/opportunities. Who are the users on this land and do they have values in conflict? Why? How can you resolve? Who are the watchdog agencies for this land, i.e. Sierra Club, TRTA, etc. Are they working on anything? Do they need help? **What will this land look like in 10, 20, 50 years from now?** Make this paper FUN and INFORMATIVE for all! ENJOY!

### Extra Credit Assignments:

- **Extra Credit: Community Meeting Attendance:** In this class, you can earn 50 pts extra credit to attend a community meeting involving a local land management issue. As a class, we will need to stay up to date with CURRENT land management debates, i.e. read the paper! Students will need to be able to verify their attendance at this community meeting through a reflection of the minutes/action plan. I also encourage additional creative forms for verifying your presence, i.e. picture of yourself speaking at the meeting, etc.



- **Extra Credit: Paper on “Cool WILD Readings”:** There are so many “cool WILD readings”. We can’t read them all for class. If you want to earn extra points, find a cool reading (I will have some on moodle), and right a response to the reading, engaging us in a though provoking discussion on outdoor adventure ethics...or write a poem or rap. Be creative!
- **Extra Credit: Leadership Practicum:** This is your last class that you will take as an ODAL student and thus it is our goal to provide you with practical leadership experiences. You have an opportunity to earn 100 extra credit points by assisting on an overnight OA trip. You will be responsible for helping on all pre-trip meetings/logistics, the field experience, and all post trip details/debriefs/reflections. You will also be responsible for planning and facilitating a 20 minute activity/lesson that turns the recreational activity into a LANDFULL EXPERIENCES. Be creative and enjoy! A lesson plan and trip reflective paper (1-2 pages) is required.
- **Extra Credit: Write a Grant:** There are many grants out there to help fund outdoor/field courses! Help us write a grant and support outdoor adventure learning experiences!



*“We are alive in the mountains. In the backcountry, we shape our bodies, our minds, and our deepest friendships. The mountains are a crucible in which we make the most meaningful moments of our lives, and so we are relentless advocates for the wild places where we forge ourselves.”*

**Black Diamond**