



Proposal for a New Academic Program

Institution: Southern Oregon University (SOU)

College/School: Division of Education, Health and Leadership

Department/Program: Health, Physical Education and Leadership (HPEL) / Outdoor Adventure Leadership (OAL)

Proposed Degree and Title: Master of Outdoor Adventure & Expedition Leadership

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number (contact your Registrar or Institutional Research office for this number). 31.0601 Outdoor Education

A program that prepares individuals to work as an educator, instructor or facilitator in parks, recreational facilities, camps and other outdoor settings. Includes instruction in leadership skills, wilderness survival skills, wilderness first aid, group processes, counseling techniques, environmental stewardship, risk management and instruction in adventure recreational activities such as rock climbing, backcountry skiing, backpacking, kayaking and canoeing.

- b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The Department of Health, Physical Education, and Leadership provides a broad discipline approach for optimal promotion of health and wellness, human performance, recreation and leadership. The proposed Master of Outdoor Adventure & Expedition Leadership (MOAEL) aligns with our commitment to the quality of human life, and maximizes the utilization of resources that already exist within our department, institution, community, and region. The proposed program is rigorous, with thoughtfully designed graduate level course offerings, and establishes and maintains high academic and professional standards for students pursuing a Master of OAL. We have outlined a curriculum that promotes exposure to critical concepts in outdoor adventure leadership through theory-based and experiential learning opportunities. In general, the curriculum has been designed to 1) project breadth and depth in primary content; 2) engage students in applied, experiential, and community-based learning in the context of existing standards in the discipline; and 3) promote the development of lifelong learning, global stewardship and leadership within and outside the intended curriculum.

The MOAEL is designed to meet the needs of outdoor adventure leaders and educators in the regional, national, and international communities. This program targets outdoor educators and adventure leaders seeking a high-level graduate program with a strong foundation in theory and experiential learning to equip students with the interdisciplinary skills required to grasp and develop new concepts, technologies, methods and trends in the outdoor adventure leadership field. The MOAEL will provide outdoor adventure leaders with the experience, knowledge and tools needed to advance into leadership roles and shape the future of this dynamic field. Above all, students will grasp and embody the concept of the explorer mindset, being determined, resilient and inquisitive to meet the demands of a more volatile, uncertain, complex and ambiguous world.

Students will gain leadership skills associated with the outdoor and international environment and learn to transfer and redirect their abilities towards any endeavor. In short, MOAEL students will gain the skills to lead any group, in any environment, towards any goal. To achieve this objective, students will develop their own regional, national and international expeditions to gain key skill sets that are critical for experiential leaders and modern day explorers. To learn, one must experience. Our students will become the leaders, activists and explorers, developing their own unique and innovative leadership styles to shape the future of the outdoor adventure industry and tackle the unstable, inexact, multifaceted, and unclear obstacles and challenges associated with any transformational expedition.

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

Admission Criteria

- Bachelor degree from an accredited institution with a degree in outdoor adventure leadership, outdoor education, adventure education, experiential education, outdoor recreation, or other relatable degree. May substitute professional/personal experience if degree is not in an appropriate field of study.
- Official copy of academic transcripts and minimum undergraduate GPA of 3.0 (4.0 scale) of last 90 credits.
- Three letters of recommendation that specifically evaluate academic and/or professional skills and abilities to pursue graduate studies in the adventure programing discipline.
- Personal statement (1000 words maximum) describing the nature of the student's interest in OAEL, their teaching and guiding philosophy, academic and work objectives, and explain how the Master in OAEL will help the student fulfill those interests and objectives. This writing piece should include references in APA style and will serve as a writing sample.
- Submit copies of all professional, state, national, and international certifications and certificates, such as American Mountain Guide Association (AMGA), American Canoe Association (ACA), Professional Climbing Instructor Association (PCIA), Professional Association of Diving Instructors (PADI), Rescue 3 Int., American Institute for Avalanche Research and Education (AIARE), and Leave No Trace Master Educator (LNT), etc..
- Demonstrate adventure sports skills, leadership experience and potential for success through submission of a statement of purpose, a resume, and a logbook of appropriate experience.

Proposed Curriculum for Master in Outdoor Adventure & Expedition Leadership

Core Classes:

Fall Year 1

| | |
|--|------------|
| OAL 511: Self-Assessment for Adventure Practitioners | 1 |
| OAL 512: Adventure Leadership & Philosophy | 4 |
| OAL 525: Research Methods in Adventure Programing | 4 |
| Electives: | <u>2-4</u> |
| Total | 11-13 |

Winter

| | |
|--|---|
| OAL 526: Outdoor Adventure Risk Management | 4 |
| OAL 515: Expedition Planning | 4 |

| | |
|-----------------|------------|
| OAL 503: Thesis | 1 |
| Electives: | <u>2-4</u> |
| Total | 11-13 |

Spring

| | |
|----------------------------------|----------|
| OAL 509: Guiding Field Practicum | 9 |
| OAL 503: Thesis | <u>1</u> |
| Total | 10 |

Summer

| | |
|--|----------|
| OAL 545: International Expedition Experience | <u>9</u> |
| Total | 9 |

Fall Year 2

| | |
|------------------------------|------------|
| OAL 503: Thesis | 4 |
| OAL 575: Critical Reflection | 4 |
| Electives: | <u>2-4</u> |
| Total | 10-12 |

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|---------------------------|-------|
| Total Coursework Credits: | 51-57 |
| Core Courses Credits: | 45 |
| Elective Courses: | 6-12 |

Elective/Recommended OAL Classes:

| | |
|--|-------------|
| OAL 505: Reading and Conference | 1-8 credits |
| OAL 507: Seminar | 1-8 credits |
| OAL 510: Special Topics | 1-8 credits |
| OAL 530: Outdoor Survival | 3 credits |
| OAL 533: Outdoor Adventure Literature | 3 credits |
| OAL 535: Adventure Writing and Photography | 3 credits |
| OAL 552: Minimal Impact Adventuring | 3 credits |
| OAL 554: Adventure Therapy | 3 credits |
| OAL 565: Adventure Skills Facilitation | 1-8 credits |
| OAL 570: Environmental Physiology | 3 credits |
| OAL 576: Experiential Leadership Development | 3 credits |
| OAL 580: Swiftwater Rescue Technician Level 1 | 2 credits |
| OAL 581: Technical Rope Rescue | 2 credits |
| OAL 582: Swiftwater Rescue Technician Advanced | 2 credits |
| OAL 583: Avalanche 1 | 2 credit |
| OAL 595: Outdoor Pursuits Field Experience | 6 credits |

Elective Non Major Classes:

| | |
|---|-------------|
| BA 579 - Small Business Start-up and Management | 4 credits |
| BA 580 - Nonprofit Theory and Leadership | 4 credits |
| BA 583 - Sustainability Leadership | 4 credits |
| BA 592 - Working with Emotional Intelligence | 4 credits |
| COMM 507 - Seminar on Creative Entrepreneurship | 1-4 credits |
| COMM 555 - Conflict Resolution | 4 credits |
| COMM 556 - Negotiation | 4 credits |
| COMM 560 - Topics in Communication | 4 credits |
| COUN 571 – Counseling Theory | 4 credits |
| COUN 502 – The Helping Relationship | 4 credits |

| | |
|---|-------------|
| COUN 574 – Group Counseling | 4 credits |
| COUN 575 – Crisis Intervention | 4 credits |
| EE 524 - Concepts in Environmental Education | 3 credits |
| EE 526 - Trends in Environmental Education | 2 credits |
| EE 528 - Environmental Issues | 3 credits |
| ES 523 - Sustainability and Natural Resources | 4 credits |
| ES 537 - Conservation in the United States | 4 credits |
| ES 539 - Land Use Planning | 4 credits |
| ES 542 - Valuation of Ecosystem Good and Services | 4 credits |
| ES 582 - Climatology | 4 credits |
| LEAD 588 - Cultural and Organizational Leadership | 3-4 credits |
| PSY 535 - Environmental Psychology | 4 credits |
| PSY 537 - Creative Thinking | 4 credits |
| PSY 538 - Group Dynamics | 4 credits |
| PSY 539 - Group Facilitation and Assessment | 4 credits |
| PSY 540 - Organizational Development | 4 credits |
| PSY 543 - Process of Behavioral Change | 4 credits |
| PSY 548 - Mediation and Conflict Management | 4 credits |
| SOAN 552 - Global Environmental Movements | 4 credits |

1. **OAL 503: Thesis for OAEL.** The master's thesis must demonstrate evidence of scholarly study and writing and contribute to the knowledge base of Outdoor Adventure Leadership. Students will conceptualize and design their thesis over an entire year, starting with the research methods course, and continuing in winter and spring quarter, and finishing up the following fall quarter. The final draft will be a well-written including a comprehensive literature review, the theoretical approach, the plan for data collection and analysis, and a presentation of the findings. Students will present a poster presentation at a professional conference in the Fall. (Need a total of 6 credits, 1 credit Winter, 1 credit Spring, 4 credits Fall year 2)
2. **OAL 509: Guiding Field Practicum.** This course will provide practical experience for implementing the the core principles of adventure programing, addressing aspects of leadership, planning, implementing risk management protocols, and designing appropriate outcomes. Students enrolled in this class will help design and lead the Spring undergraduate intensive quarter. (9 credits, Spring)
3. **OAL 511: Self-Assessment for Adventure Practitioners.** This course provides OAEL graduate students the opportunity to self-examine the physical, mental, spiritual, technical, and strategic values necessary for self-growth as adventure educators, guides and leaders. Students will design and implement a plan to overcome areas discovered from the self-assessment. Specifically, this course will examine the entire OAEL curriculum to provide a blueprint for achieving personal goals. (1 credits, Fall)
4. **OAL 512: Adventure Leadership and Philosophy.** This course studies the core aspects of adventure leadership though history, principles, practices and ethics. The course explores informed decisions making, communicating effectively, group dynamics, and development theory to cultivate a set of ideals transferable to any adventure endeavor. Students will understand the relationship between leadership, risk management, and planning, all foundational components to adventure programing. (4 credits, Fall)

5. **OAL 515: Expedition Planning.** This course considers the explicit planning process for expeditions, including identifying goals, cultural competency, organizing the team and coordinating logistics. Relevant to all levels of adventure, the planning component is a clear and deliberate process designed to implement the core tenets of the expeditionary mindset. Students will be responsible for creating short, medium and long duration adventures and apply the concepts to the Spring OAL Undergraduate Intensive quarter and Summer International Expedition. (4 credits, Winter)
6. **OAL 525: Research Methods in Adventure Programing.** This course will focus on research methods designed to develop a graduate level thesis based on sound qualitative, quantitative or mixed methods research. This course will involve travel to and attendance at a professional conference such as AORE or AEE to gain a better understanding of the current issues in outdoor adventure leadership with a particular emphasis on the leading research in the industry. (4 credits, Fall)
7. **OAL 526: Outdoor Adventure Risk Management.** This course exams risk management, insurance, and law from both an historical and contemporary viewpoint. Students will explore tort liability, relevant case law, risk evaluation, legal management strategies, and the principles of waivers and releases. As a main way of mitigating potential incidents, this course understands risk management as a central component of expeditionary thinking. This course concludes with the development of a comprehensive risk management plan. (4 credits, Winter)
8. **OAL 535: Adventure Writing and Photography:** Students in this course will expand their writing and photography reporting skills and explore new ways to tell stories across multimedia platforms. Students will review and analyze examples of adventure journalism and gain technical skills in photography and point of view videography, learning how to apply these skills and knowledge in their course work. Through this course, students will learn about the appropriate use of digital platforms to present and share their work and will gain experience in blogging and social media for journalistic purposes. Students will learn how to pitch their adventure pieces to media outlets for publication. (3 credits, Winter) Elective
9. **OAL 545: International Expedition Experience.** This course is a required international expedition that will involve the entire OAEL cohort. In conjunction with OAEL faculty, the students will utilize the expeditionary process to plan and execute a non U.S. based expedition. The course will incorporate and demonstrate planning, risk management, cultural competency, and leadership skills acquired from the graduate theory and practicum courses. (9 credits, Summer)
10. **OAL 565: Adventure Skills Facilitation (1-6 Credits).** Students will help facilitate undergraduate activity courses in the areas of backcountry skiing, mountaineering, wilderness navigation, whitewater kayaking, whitewater rafting, rock climbing, etc. (Fall, Winter Electives)
11. **OAL 575: Critical Reflection:** An essential component of adventure learning includes thinking critically about the learning objective of an adventure course or expedition and analyzing emotional responses to the experience, with the aim of connecting the learning to the experience. This reflective experience will exam the entire graduate process for each

student, encouraging connecting the experience to academic content, considering multiple viewpoints, making perceptive observations, cultivating students' awareness of themselves and their environment, and engaging the whole person. The reflective process ultimately creates a learning environment in which student can share and construct their own sense of understanding. Students will work with the incoming cohort to share their ideas and experiences. (4 credits, Fall year 2)

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The Master in OAEL will incorporate a cohort model with a new cohort starting every Fall quarter and progressing through the academic program together. The cohort model fits perfectly with the expedition mindset where teams engage in tight knit learning communities of 10-12 students, encouraging members to think deeply, actively participate, and work collaboratively towards a common goal. The cohort model in higher education is increasingly popular and the benefits are enumerable, particularly in the outdoor adventure realm. Cohorts are inherently student-centered, designed to elicit collaboration where each cohort member acts as the leader and learner; and are encouraged to support everyone's contribution to the group. Members build strong bonds through shared learning experiences, reflective in-depth group discussions, and an intense and demanding extended international expedition. These cohort members can build professional relationships extending well beyond the classroom and graduate experience, helping students' career development and professional advancement. The cohort model enables more efficient administration, with non-competitive course enrollment, helping administrators predict revenue sources and expenditures.

OAEL courses will be offered on SOU's main campus, off-campus, nationally and internationally. The course of study will consist of five consecutive quarters, starting in the Fall and ending the following Fall, and will include the summer quarter. Fall quarter will include a comprehensive self-assessment course, a graduate level research methodology course and adventure leadership course. Winter quarter will include 2 more theoretical courses focusing on adventure programming and risk management. During the winter, students will apply course content to planning the intensive spring undergraduate course and planning their summer international program. Spring quarter will involve helping to guide and teach undergraduate OAL students during the intensive spring quarter. Summer quarter will include a 5-week international expedition. The second fall quarter will culminate with an entire quarter of reflection, including a final thesis that will involve a public presentation that reflects their graduate experience. Students will also take 6 to 12 elective graduate courses during both Fall quarters and the winter quarter. The program will incorporate technology, utilizing Moodle, and developing online content for professional web sites.

e. Adequacy and quality of faculty delivering the program.

The core faculty for the Outdoor Adventure Leadership degree are Senior Instructor Adam Elson, Senior Instructor Erik Sol, Assistant Professor Chad Thatcher and Professor Jamie Vener. In terms of quality, the faculty in the OAL are particularly strong, including numerous years as guides, teaching technical and interpersonal skills, and have substantial experience leading international expeditions. Our faculty have multiple international and national certification in various fields such as Wilderness and Remote First Aid (American Red Cross[ARC]), Avalanche I (American Institute for Avalanche Research & Education[AIARE]), Ski/Snowboard Instructor (Professional

Ski Instructors of America[PSIA]/American Association for Snowboard Instructors[AASI]), Swiftwater Rescue Technician I (Rescue 3 International), Technical Rope Rescue: Technician Level (Rescue 3 International), Swiftwater Rescue Technician Advanced (Rescue 3 International), Open Water Diver (SCUBA Educators International[SEI]/Confédération Mondiale des Activités Subaquatiques[CMAS]), Advanced Open Water Diver (SEI/CMAS), Dive Rescue and Accident Management (SEI/CMAS), Divemaster (SEI/CMAS), Open Water SCUBA Instructor (SEI/CMAS), Open Water SCUBA Instructor Trainer (SEI/CMAS) Whitewater Kayaker Level 1-4 (American Canoe Association[ACA]), Leave No Trace (Center for Outdoor Ethics), and Leave No Trace Instructor (COE).

Chad Thatcher PhD is an assistant professor in the Outdoor Adventure Leadership (OAL) program and has taught and guided in the outdoor adventure world for 27 years. He has been with the program since the Fall of 2015. Most recently he directed the Colorado Mesa University Outdoor Program and taught courses for the Kinesiology department. He currently teaches Backcountry Skiing, Avalanche Rescue, Adventure Programing, Adventure Therapy, Wilderness Survival, Research Methods in OAL, Adventure Writing and Photography, Wilderness First Aid, Sea Kayaking, Whitewater Kayaking, Whitewater Rafting, Wilderness Navigation, and Expedition Planning. Chad's specialty involves international expedition planning, having taught and led 31 international expeditions to 54 countries, ranging from 3 weeks to 10 weeks. Chad received his BA in History and Spanish from Portland State University (2000), his Master of Education from PSU (2002), and his PhD in Sustainability Education from Prescott College (2010). His doctoral dissertation, titled *International Learning Adventures: A Phenomenological Exploration of International Backpacker Style Study Abroad*, focused on sustainable transformations through adventure expeditions. Chad is an avid writer and photographer, having published over 70 articles and 200 photos, ranging from how to rock and ice climb to whitewater kayaking the headwaters of Amazon and climbing Denali and Aconcagua.

Erik Sol is a senior instructor in the OAL degree program and has been at SOU for 12 years, 5 years as the Outdoor Program Coordinator and 7 years as a faculty member. Erik has professionally guided and instructed for the past 25 years in various outdoor fields, particularly as a whitewater rafting guide, taking him to Nepal, Tibet, India, New Zealand, Chile and throughout the United States. He is a Rescue 3 International Swiftwater and Technical Rope Rescue Instructor and teaches Backcountry Split-Boarding, Wilderness First Responder, Avalanche Rescue, Whitewater Rafting, Ski and Boat maintenance, Minimal Impact Adventuring, Rock Climbing, Outdoor Living skills, Practicum, Capstone projects and Expedition Planning. Erik's passion no doubt revolves around whitewater rafting and backcountry split-boarding. Erik received his BS at Southern Oregon University and Master's Degree in Interdisciplinary Studies with concentrations in Health, Physical Education, and Education (SOU).

Adam Elson is a senior instructor in the OAL degree program and has taught at SOU since 2005. As one of the chief designers of the OAL curriculum, he has been a part of the program since its inception in 2008. Adam has professionally guided for 25 years in various fields, such as whitewater rafting, climbing, sea kayaking, backpacking and mountain biking. He lived in New Zealand for two years working at the Outdoor Pursuit Center which focused on delivering adventure education for grades 2-12, working mainly with high school students. He also led university adventure education groups on eight week expeditions throughout New Zealand and Australia for several years. Adam is also a certified SCUBA Diving Instructor Trainer, having worked and dived in Hawaii, the Great Barrier Reef and SE Asia. Adam is currently serving as the OAL Coordinator and teaches Outdoor Living Skills, Wilderness Navigation, Adventure Literature, Adventure Programing, Sustainability in Outdoor Programming, Advanced Techniques in

Adventure Leadership, Expedition Planning, Mountain Biking, Whitewater Kayaking, Whitewater Rafting, Sea Kayaking, Backcountry Skiing/Splitboarding, Mountaineering and Avalanche Awareness & Rescue. Adam received his Bachelor of Science in Physical Education from New Mexico State University and his Master of Arts in Teaching from Pacific University. His focus in his Master's program was on experiential education.

Jamie Vener PhD is a professor and the chair of the Health, Physical Education, and Leadership department. Jamie was instrumental in creating the OAL undergraduate degree and currently teaches Environmental Physiology, Nutrition, Program Evaluation, and Health and Society. Jamie has published in many journals focusing women's self-worth and physical activity. Jamie's passion is scuba diving, where you will find her most weekends spearfishing from her boat. Jamie received her BS from U.C. Davis (1984), her M.S. in Kinesiology from U.C. Fresno (1999), and her PhD in Exercise Sport Science from the University of Utah (2003).

Elective graduate classes will be taught by other qualified faculty in other departments across campus. The list of elective courses incorporates a wide range of subject areas including business, communication, education, environmental education, environmental science, leadership, counseling, psychology, and social anthropology. In this manner students will be able to engage in cross disciplinary studies outside their cohort group, incorporating other perspectives and ideas into the OAEL program.

The program is designed to operate with existing faculty but as enrollment grows, we anticipate needing one more FTE PhD faculty member. The Rogue Valley has an appropriately credentialed pool of adjunct faculty that will help out with undergraduate courses.

f. Faculty resources – full-time, part-time, adjunct.

The Outdoor Adventure Leadership faculty resources include four full time faculty with support from the Health, Physical Education and Leadership department, in addition to support from the Education Division. The Psychology, Environmental Education, Communication, Business departments will support the non major elective courses. The OAL degree also employs adjunct faculty. We will need a designated graduate coordinator with an 8 ELU release.

MOAEL Coordinator General Roles and Responsibilities:

- General oversight and maintenance of programs
- Chair MOAEL committee
- Oversee annual program assessments (Annual Learning Assessment and Program Exit survey)
- Finalize and communicate program groups, registration, and calendars
- Coordinate recruitment and retention of students
- Advise Chair on hiring and ongoing support and mentoring of adjunct faculty
- Advise with faculty loading and assignments
- Review and revise program calendars, handbooks, policies and procedures - coordinator with office staff
- Monitor schedules, room assignments, posting of courses, etc. – coordinator with office staff
- Coordinate technology needs of faculty and adjuncts (Bb, VTEL, Banner, etc.) – consult with Coordinator of Professional Development (Angela H)

- Coordinate with office staff on application process and procedures
- Advise Placement Coordinator on field placements
- Work with cross-campus faculty / programs
- Represent programs on TEC and Consortium
- Assign advisees to faculty within specific programs
- Work with Chair in planning summer international sessions
- Coordinate course offerings
- Point-of-Contact for:
 - Program inquiries
 - Admission and Retention (chain of communication, monitoring entry/exit, etc.)
 - Representation of Programs (Preview Day, Graduate Fair, etc.)
 - Chain of communication (grievances, issues with students, etc.)

g. Other staff

Administrative Assistant: A part-time (0.25 FTE) staff will manage administrative duties for the Program. This position could be added onto an existing office coordinator position. We have examples in other departments such as the Psychology Office Assistant, where a single person helps coordinate both an undergrad and graduate position.

Graduate Assistants (GA): To attract high quality graduate candidates, we will be offering two to three Graduate Assistant positions during each academic year. The GAs will help facilitate the undergraduate program by helping with classes, maintaining gear, logistics, developing curriculum, and bringing valuable experience to the overall program. The GA positions will include a tuition remission and stipend.

h. Facilities, library, and other resources.

The SOU Hannon Library's holdings were assessed for adequacy in Winter 2016. The SOUL resources were judged by library staff to be adequate to support the Master in Outdoor Adventure and Expedition Leadership program. The Hannon Library had access to specific key journals and e-journal that included subjects pertinent to the MOAEL program such as subscriptions to *The Journal of Outdoor Recreation, Education, and Leadership*, and *The Journal of Outdoor Recreation and Tourism*.

i. Anticipated start date.

We anticipate starting the program in Fall Term 2017.

2. Relationship to Mission and Goals

- a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

Alignment with University Mission, Vision, and Goals:

The proposed program in MOAEL is closely aligned with the mission, vision, and goals of Southern Oregon University. Evidence of this may be seen in the following statements taken directly from the university's mission, vision, or goals:

Mission: "The University is a vital partner in the healthy development of its region and state in association with civic, national, and international engagements."

Vision: "It is distinguished regionally and nationally in practical liberal learning at the intersection of the liberal arts and sciences and the professions, where learners gain the foundation for long-term career agility and informed civic leadership."

Goal: "Forge partnerships that best achieve our vision and seize opportunities that benefit the region and state."

Goal: "Focus on contemporary societal needs and regional strengths for liberal learning, practice and scholarship."

Goal: "Strengthen our human, physical, and technological infrastructure, focusing on Ashland and Medford."

SOU has a tradition of regional service. The proposed program offering is aligned with this commitment providing regional recruits and place bound students with programming that is not currently offered at SOU or in the state.

The increased practicum and service learning opportunities for students; building partnerships and utilizing our region's resources more; and providing well trained professionals for the workforce are all ways that this initiative could help SOU achieve the above mission, vision, and goals.

The HPEL Department's mission and vision states that we are in a phase of intentional growth and are interested in expanding programs and bringing in faculty who will increase the recruitment and retention of students. Specifically, this proposed masters is part of our new vision for SOU. Administrators support our strategic focus of offering a Masters in OAEL. In addition, the proposed program contributes to long-term goals and strategic planning of the institution through the following considerations:

- SOU has recently faced enrollment challenges. We believe this new masters will draw new students to campus. We expect that many of these students will be from the region or place bound students. SOU serves a large group of place bound students, 54% from southern Oregon (we have recently seen growth from Josephine and Jackson counties), 25% non-traditional students, and California students through WUE.
- Due to numerous student requests, the popularity of non-academic Outdoor Programs and academic degrees throughout the nation, and the minimal cost it would take to develop this master's program, this would be a proactive endeavor for SOU with significant potential to attract high-level graduate students.
- There are many businesses in the region associated with outdoor recreation. This major would allow for more community outreach and partnerships through student practicum and service learning opportunities.
- According to recent statistics and predictions, many job opportunities nationwide are available in outdoor recreation. SOU and the HPE Department will be preparing students for this rising trend.

b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

Oregon is blessed with natural resources and the OAEL program will prepare students to utilize these resources in a non extractive manner. Graduates can pursue vocations in areas of adventure services, outdoor recreation leadership and management, tourism, camp management, adventure therapy, parks and recreation services, guide services, adult and youth recreation, adventure programming, and environmental stewardship to name a few. These jobs

need Oregon's vast natural resources and Oregon needs a well-trained workforce to help preserve these resources for future generations.

To help fuel innovation and creativity in the outdoor recreation field, we will need sound research to contribute to the body of knowledge surrounding outdoor adventure. By introducing Oregon's first graduate program in outdoor adventure leadership, SOU graduates will push the envelope in this ever evolving field.

On a very local level, SOU students will live in and experience a community that embraces the tourism and outdoor industry. Surrounded by mountains, the Siskiyou-Cascade National Monument, the Rogue and Klamath Rivers, and Mt. Shasta and Crater Lake National Park, Ashland supports a plethora of outdoor activities from skiing and whitewater kayaking to mountain biking and mountaineering. SOU was also recently recognized by Backpacker Magazine as the 6th best Adventure University in America. The region supports a host of rafting companies, guide services, outdoor schools, mountain bike shops, the United Bicycle Institute, Sawyer Oars, Rogue River Keepers, local outdoor stores such as Ashland Outdoor Store and Mountain Provisions, Mt. Ashland Ski Resort and a host of national outdoor retailers such as REI, Sportsman's Warehouse and Field & Stream. The SOU Outdoor Adventure Leadership students currently get hands on practicum experiences with local outdoor related businesses, creating lasting relationships and connections.

The expected impact of this Master Program would be to:

- Take advantage of recent SOU restructuring to better utilize the skills and availability of current faculty in a more effective way. This includes effective utilization of a recent OAL professorial track hire with significant experience in outdoor recreation education and expeditionary pursuits.
- Attract new students to SOU due to the unique nature of this degree and the region.
- Strengthen community partnerships and drive the development of new regional and global partnerships.
- Facilitate transfer from the many regional and national institutions offering degrees in outdoor recreation and related areas of study.
- Address educational and economic needs in Oregon and provide better-prepared students for the workforce.
- Better utilize the outdoor recreational resources of the region, including outstanding and abundant access to regional mountain ranges, coastal sectors, rivers, parks and monuments (Siskiyou, Klamath, Marble, Russian and Cascade Mountains, Klamath Basin, Rogue Valley, Valley of the Rogue State Park, Lassen National Park, Crater Lake National Park, etc.).

c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

- Improve educational attainment in the region and state;
- Responds effectively to social, economic, and environmental challenges and opportunities; and
- Addresses civic and cultural demands of citizenship.

Currently, students in Oregon must leave the state to seek graduate programs in the field of outdoor leadership, making access to such programs difficult for underserved populations. SOU would provide a regional solution to statewide goals of promoting the outdoor and tourism industry and providing a well educated and experienced work force. Southern Oregon University will be the only institution in the Oregon HECC system offering a Master's degree in the outdoor

leadership discipline and one of only a dozen universities across the country, with only two programs in the Western United States.

Outdoor Recreation falls within the tourism sector of Oregon's economy and according to the Oregon Tourism Commission, 95 percent of Oregonians believe the industry is important to Oregon's economy, contributing \$8.8 billion in direct visitor spending in 2011. In addition, 82 percent of Oregonians see tourism as environmentally friendly and 70 percent believe the industry improves the state's quality of life. In addition, 66 percent of Oregonians voted for Measure 99 insuring funding for Outdoor School Education. The outdoor and tourism industry benefits all regions of Oregon, especially in rural counties.

OAEL graduates would be particularly prepared for the Outdoor Recreation component of the tourism industry. The Outdoor Industry Association reports that states such as Utah, Colorado, and Washington have recognized outdoor recreation as a core priority for the health of their citizens and economy, creating and investing in high-level positions charged with the dual role of supporting the outdoor industry and improving outdoor recreation opportunities in the state. No doubt Oregon will be appointed a similar position in the near future. Oregon representative Earl Blumenauer and Oregon Senator Ron Wyden introduced in 2015-2016 the "Recreation Not Red-Tape Act" to help remove barriers to outdoor recreation, making it easier for more Americans to get outdoors and enjoy its benefits and generate jobs. The bill states that "Congress supports the creation of outdoor recreation sector leadership positions within the economic development offices of States or in the office of the Governor to guide the growth of this sector." In addition, President Obama signed into law in December 2016 the Outdoor Recreation Jobs and Economic Impact Act, recognizing the outdoor recreation industry as a significant economic driver and instructing the Department of Commerce to assess and analyze the U.S. outdoor recreation economy which supports an estimated 6 million jobs and \$646 billion in economic activity. No doubt these trends show a real commitment to the outdoor recreation economy.

3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

The Association of Experiential Education developed the first industry-accepted professional evaluation program for experiential and adventure programs. The newest Accreditation Standards book includes a brand new section for programs that are part of a university undergraduate or graduate program.

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

The OAL is just now starting the process of accreditation. After 9 years of operation and with the addition of a new faculty member, the program now has the time and experience to start the process of accreditation. No doubt, the OAEL graduate students will be a vital part of completing the accreditation process, giving the students hands on experience with the accreditation process.

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

The undergraduate program is not accredited and will start the process during the winter of 2017-18.

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

The OAL program has recognized a need for accreditation and is currently aligning curriculum goals with AEE standards.

4. Need

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

We anticipate enrolling 10-12 students for each cohort at roughly 9 credits each term yielding approximately 90-108 FTE for Fall 2017.

- b. Expected degrees/certificates produced over the next five years.

We anticipate conferring approximately 40 - 60 degrees (cumulatively) by the fifth year. To minimize attrition in the program, we will work closely with students to provide mentoring and financial support.

- c. Characteristics of students to be served - We anticipate all of the following: resident/nonresident/international/ traditional/ nontraditional and full-time.

- d. Evidence of market demand.

National Data:

Only 10 graduate outdoor/adventure education degree programs exist in the United States, with only two programs in the West, one at Alaska Pacific University in Anchorage and the other at Prescott College in Arizona. However, there are approximately 112 undergraduate and 12 associate programs in adventure/outdoor leadership across the U.S. with six programs in Oregon, three undergraduate programs with one at Southern Oregon University, another at Oregon State University's Cascade campus in Bend, and a minor offered at Pacific University. Central Oregon Community College, Rogue Community College and Mt. Hood Community College each offer associate degrees with articulation agreements with SOU. Many of these students desire to further their scope of adventure leadership through research, innovation and experiential programs. In addition, thousands of potential graduate students across the nation have participated in college outdoor programs, combining their undergraduate studies with extensive outdoor experience leading adventures for organizations like Portland State's Outdoor Program and the University of Oregon's Outdoor Program. Even more have professionally guided in the adventure industry and seek further education in the outdoor adventure leadership realm.

According to the Outdoor Industry Association 2012 report, each year Americans spend \$646 billion on outdoor recreation, creating 6.1 million jobs, \$39.9 billion in federal tax revenue, and \$39.7 billion in state and local tax revenue. In Oregon outdoor recreation generates \$12.8 billion in consumer spending, 141 thousand direct Oregon jobs, \$4 billion in wages and salaries, and \$955 million in state and local tax revenue. Thousands of jobs exist in the outdoor industry with many requiring a master's degree. Southern Oregon University, with a well-established 9-year Outdoor Adventure Leadership undergraduate program, qualified faculty, graduate assistant positions in the the OAL degree and university Outdoor Program, abundant natural resources,

and a thriving outdoor industry, is uniquely situated to meet the higher education needs that currently exist.

In 2012, it was estimated that Americans spent approximately \$524 billion on trips and travel with a growing emphasis on diverse adventure travel (Outdoor Industry Report, 2012)

The field of outdoor recreation will increase by 10% (faster than the average) over the 2014-2024 timeline as compared to all other occupations in the U.S. In 2014, there were approximately 379,300 jobs in this sector in the U.S. (U.S. Occupational Outlook Handbook, 2014).

For perspective, globally, “..... The recreation industry generates in excess of \$1 trillion dollars in consumer spending. This spending has developed new career opportunities, new companies, expanded travel and tourism, increased requirements on community based recreation services, and more programs and activities to satisfy the consumer ” (California State University, Fresno, Leisure Services Management website, 2006).

Regional and State Data:

The MOAEL program would be the only program of its kind offered in Oregon.

The most recent data in the industry, according to the Oregon Parks and Recreation Department Statewide Planning report, states that participation in the following recreational activities has increased significantly between 1987 and 2002: Downhill Skiing up 2775%, Snowmobiling up 1732%, Horseback Camping up 269%, RV/Trailer Camping up 239%, non-motorized boating up 230%, Nature/Wildlife Observation up 226%, Backpacking up 168%, Boat Fishing up 89%, and Day Hiking up 40%. From: Oregon SCORP; <http://www.oregon.gov/OPRD/PLANS/SCORP.shtml>

Our graduates will be uniquely prepared for the increased participation rates across the state.

e. If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

There are no current master’s degrees in outdoor leadership in Oregon.

f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

The data suggests that the need for professionally prepared and certified workers in the field will grow significantly in the coming years. It is critical that state and regional academic institutions like SOU be proactive and foresighted in their planning and programming. We feel that it is imperative that we offer this program at this time in order to effectively meet the needs of our state and region in the face of ever increasing outdoor recreation user trends.

Analysis of Career Opportunities in OAL/Recreation: The following is a sampling of the types of numerous professional opportunities available in outdoor recreation and related fields:

- Recreation Leader or Superintendent
- Recreation Specialist or Supervisor
- Recreation Programmer
- College or University Outdoor Program Director
- Grade School Outdoor Program Coordinator

- Special Events Planner
- Survival Instructor
- Military Recreation Director
- Director of Parks and Recreation
- Outdoor Retail Manager
- Adventure Photographer and Writer
- Recreation Center Director
- Natural Resources Manager
- Correctional Recreation Director
- Community Recreation/Recreational Sports Director
- Wilderness Therapy Director
- Leisure and Fitness Director for the Elderly
- Wilderness Expedition Director
- Rafting/Mountaineering Guide
- Ski Instructor
- Travel and Tour Director
- Resort, Hotel, Motel Manager
- Camp Director

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

- Students will be able to analyze key technical and interpersonal skills required for the outdoor adventure and expedition leadership industry.
- Students will be able to develop risk management procedures commonly used during outdoor activity facilitation.
- Students will be able to examine and apply the core tenets of the expeditionary mindset which include planning, risk management, and leadership.
- Students will be able to generate a critical question within the OAEL field and design a thesis that investigates the question.

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction

We have identified learning outcomes that are program specific and also support and align with the university mission and foundational goals. We will utilize campus resources, CIS, Tracdat and embedded assessment techniques.

Instruction will be varied as the program is dynamic and is designed to maximize the use of internal and external resources, offering comprehensive coursework in outdoor leadership, outdoor recreation management, adventure planning, tourism, risk management, stewardship, conservation, and preservation. In addition, the curriculum has been designed to facilitate a variety of certification opportunities in the outdoor recreation profession. Several classes and components of classes within the curriculum are delivered using non-traditional formats (i.e., predominantly experiential-based learning in field settings) and occur during non-traditional times (i.e., over breaks and on weekends). The utilization of alternative scheduling facilitates extended stays in the wilderness that intensify learning. Outdoor experiential learning is intended to facilitate learning through instructor-oriented, student-oriented, and environment-oriented (physical and social) mechanisms. Activities include small group and solo experiences

that foster communication, leadership, problem solving and outdoor skills and enhance judgment and environmental awareness while fostering core learning outcomes.

Evaluation methods vary across the curriculum and include traditional, non- traditional, qualitative and quantitative approaches.

Students are evaluated through a variety of formative and summative assessment strategies:

- Written and oral examinations
 - Land and water skill-based examinations
 - Professional leadership portfolio development and presentation
 - Peer evaluation
 - Student and faculty self assessment
 - Project/research/experiential- based cooperative learning
 - Collaborative group and individual presentations
 - Population-specific adventure and outdoor programming evaluation
 - Field-based observations, conferencing
 - Risk Management and safety competencies
 - Research papers
 - Reflective inquiry process, self study, multiple-levels of learning processes
- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.
- Well-informed publications in disciplinary and/or interdisciplinary journals and books
 - Advising and mentoring Expedition Leadership students
 - Participation in professional meetings, conferences, and workshops that pertain to Outdoor Adventure Leadership
 - Funding for research and outreach activities
 - Advancing national and international certification relevant to the OAL field
 - Involvement and leadership in local, national, and international organizations and committees that further support OAL and global stewardship

6. Program Integration and Collaboration

- a. Closely related programs in this or other Oregon colleges and universities.
- There are no graduate programs in Outdoor Adventure Leadership in Oregon. SOU offers a comprehensive Outdoor Adventure Leadership undergraduate degree that will be integrated with the graduate program during the intensive spring semester and several split level courses. OSU Cascade offers an undergraduate degree in Tourism and Outdoor Leadership. Students from both programs could potentially apply for the MOAEL graduate program.
- b. Ways in which the program complements other similar programs in other Oregon institution and other related programs at this institution. Proposal should identify the potential for collaboration.

Program will complement the OSU Cascade Campus and Central Oregon Community College by offering a graduate program for student graduating with a Tourism and Outdoor Leadership Degree.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

N/A

- d. Potential impacts on other programs.

Based on initial communication with existing Oregon Universities and Colleges, no negative impacts have been identified at this time.

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

We had 3 experts from the field for the External Review and brought them to campus in November, 2016. They submitted a comprehensive review of the program proposal on 11/22/2016. The three reviews are listed below.

Dr. Rick Medrick, Professor Emeritus from Prescott College. He helped develop the Graduate Adventure Education program at Prescott College. Rick is the founder and has been executive director of Colorado-based Outdoor Leadership Training Seminars (OLTS) since 1973. He has also run the eight-month Outdoor Growth and Leadership Training Seminar to train outdoor leaders with intensive skills instruction, training in group process and facilitation skills, and exploration of issues and processes related to deep ecology, ecopsychology, and personal transformation. He founded and ran Arkansas River Tours, worked as an Exum mountain guide (Tetons), and has been a PSIA-certified ski instructor for over 35 years. He also served as an instructor and director for the Colorado Outward Bound School. He is currently graduate faculty for Adventure Education in Prescott College's Master of Arts Program, the PhD Sustainability Education Program and sponsor for a site-based group in Colorado. He has a B.A. in philosophy and literature from Dartmouth and a doctorate in humanistic psychology and experiential education from the University of Northern Colorado. He served as a Peace Corps Volunteer in East Africa. He has practiced and taught tai chi for 25 years and incorporates Taoist perspectives, tai chi, and meditation into teaching climbing, skiing, and leading other wilderness pursuits. He has designed numerous programs and retreats for corporate groups and other populations.

Dr. Michael Gassner, Assistant Professor from OSU Cascades teaches and conducts research in the area of outdoor recreation, outdoor adventure education and outdoor leadership. His specific research interests are the long-term benefits of outdoor adventure programs and the history of outdoor adventure education programs in Asia and Southeast Asia. He teaches courses in outdoor and adventure education, experiential education, and risk management. He has been involved with outdoor adventure education programs for over 15 years and has lived and worked in the U.S.A., Sabah, East Malaysia and Hong Kong as well as travelled extensively in Asia and Southeast Asia. The TOL program partners with the United World College of Southeast Asia (UWCSEA) in Singapore to provide research and internship opportunities for TOL students. UWCSEA is participating in a seven-year study to evaluate the outdoor education program's impact on overall student learning and development. The study is being conducted by faculty researchers at Oregon State University-Cascades, Dr. Michael Gassner and Dr. Christopher Wolsko. Dr. Gassner reflects on the study and the thinking behind it. He has a Ph.D. in Education (Recreation, Parks, and Leisure Studies) with an emphasis in outdoor education and a minor in

international education from the University of Minnesota-Twin Cities and a Master of Science in Experiential Education from Minnesota State University-Mankato.

Rick Stock is an instructor and Program Coordinator in the Outdoor Recreation Leadership Program. Rick started the ORL Program in 2000. Prior to working at FRC, Rick was on the faculty in the Recreation Program at Western State College of Colorado where he taught a variety of Outdoor Recreation classes. While at WSC, Rick founded the Center for Outdoor Leadership. Prior to working in higher education, Rick enjoyed a variety of jobs related to teaching and leading in the outdoors. These jobs include: Wilderness Climbing Ranger on Mt. Shasta, Commercial Raft Guide, Whitewater Kayak Instructor, Wilderness Counselor for "hoods in the woods", and Trip Leader for a large college outings program. Rick's Masters is in Recreation Administration from CSU, Chico. Rick completed coursework for an EdD at the University of Northern Colorado. Rick enjoys traveling and camping with his wife Inge and his daughter Leta.

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** OAL 511
2. **Course title:** Self-Assessment for Adventure Practitioners
3. **Abbreviated title for class schedule** (30 characters or less): Self-Assess Adv. Practitioners
4. **Credit hours:** 1
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** This course provides OAEL graduate students the opportunity to self-examine the physical, mental, emotional, technical, and strategic values necessary for self-growth as adventure educators, guides and leaders. Students will design and implement a plan to identify areas for growth and methods for developing the desired skills. Specifically, this course will examine the entire OAEL curriculum to provide a blueprint for achieving personal and professional goals.
6. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)

| | | | | |
|--|----|----|----|----|
| A. (course prefix, (space) and number) | or | or | or | or |
| B. (course prefix, (space) and number) | or | or | or | or |
| C. (course prefix, (space) and number) | or | or | or | or |
7. **Co-requisites (including labs, if any):**

| | | | | |
|--|----|----|----|----|
| A. (course prefix, (space) and number) | or | or | or | or |
|--|----|----|----|----|
8. **Major/Class restrictions:** Please indicate any class or major restrictions: None
9. **Is course repeatable?** Yes No: X If Yes, list maximum credits:
10. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:
11. **Fees:** List any course fees: \$50
12. **Grade Mode:** Graded only: X Pass/No Pass only: **Option:**
13. **CIP Code:** Six-digit CIP code (check with your Division Director): 31.0601

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? No If yes, list Strand(s)

B. Honors? No

15. Cross-listing: List any cross-listing: and and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course? This course provides an avenue for personal and professional self-assessment, as well as assessment of the graduate program itself.

B. **Alignment:**

1. How does this course align with the unit's mission plan? It provides the opportunity for mental and intellectual development of the student.

2. How does the course fit into the rest of the unit's curriculum? Self and program assessment will be utilized regularly throughout the program, and provides foundational knowledge upon which students will learn more advanced skills and methods.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1: 12; Year 2: 12; Year 3: 12

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? OAL Full time faculty
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. No impact, teaching in-load for current faculty.
- c. If additional faculty members are needed, how will that need be met?
Adjunct Faculty

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course?
Yes
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? None

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/29/16

COURSE SYLLABUS

CLASS: OAL 511 Self-Assessment for Adventure Practitioners

COURSE DESCRIPTION: This course provides OAEI graduate students the opportunity to self-examine the physical, mental, emotional, technical, and strategic values necessary for self-growth as adventure educators, guides and leaders. Students will design and implement a plan to identify areas for growth and methods for developing the desired skills. Specifically, this course will examine the entire OAEI curriculum to provide a blueprint for achieving personal & professional goals.

MATERIALS: No special materials.

REQUIRED TEXTS: Articles on self-reflection.

OBJECTIVES:

- Gain an understanding of self-reflection and assessment in the outdoor industry.
- Understand physical, mental, spiritual, and technical aspects of self-growth.
- Develop a plan for self-growth in the context of the graduate program.

COURSE FORMAT:

- Lecture, discussion and discourse
- Practical application

EVALUATION: Your grade in this class will be based on reading summaries, discussions and a final course project in the form of a self-assessment plan.

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** OAL 512
2. **Course title:** Adventure Leadership and Philosophy
3. **Abbreviated title for class schedule** (30 characters or less): Adv. Leadership & Philosophy
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** This course studies the core aspects of adventure leadership through history, principles, practices and ethics. The course explores informed decision-making, effective communication, group dynamics, and developmental theories to cultivate a set of ideals transferable to any adventure endeavor. Students will understand the relationship between leadership, risk management, and planning, all foundational components to adventure programming.
6. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)

| | | | | |
|--|----|----|----|----|
| A. (course prefix, (space) and number) | or | or | or | or |
| B. (course prefix, (space) and number) | or | or | or | or |
| C. (course prefix, (space) and number) | or | or | or | or |
7. **Co-requisites (including labs, if any):**

| | | | | |
|--|----|----|----|----|
| A. (course prefix, (space) and number) | or | or | or | or |
|--|----|----|----|----|
8. **Major/Class restrictions:** Please indicate any class or major restrictions: None
9. **Is course repeatable?** Yes No ☒ If Yes, list maximum credits:
10. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:
11. **Fees:** List any course fees: \$50
12. **Grade Mode:** Graded only: ☒ Pass/No Pass only: Option:
13. **CIP Code:** Six-digit CIP code (check with your Division Director): 31.0601

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? No If yes, list Strand(s)

B. Honors? No

15. Cross-listing: List any cross-listing: and and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course?

Provides students with a philosophical understanding of adventure leadership and how it applies practically.

B. **Alignment:**

1. How does this course align with the unit's mission plan? It provides the opportunity for mental and intellectual development of the student.

2. How does the course fit into the rest of the unit's curriculum? Provides foundational knowledge upon which students will learn more advanced aspects of expedition leadership.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1: 12; Year 2: 12; Year 3: 12

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? OAL Full time faculty
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. No impact, teaching in-load for current faculty.
- c. If additional faculty members are needed, how will that need be met?
Adjunct Faculty

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course?
Yes
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? None

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/29/16

COURSE SYLLABUS

CLASS: OAL 512 Adventure Leadership and Philosophy

COURSE DESCRIPTION: This course studies the core aspects of adventure leadership through history, principles, practices and ethics. The course explores informed decision-making, effective communication, group dynamics, and developmental theories to cultivate a set of ideals transferable to any adventure endeavor. Students will understand the relationship between leadership, risk management, and planning, all foundational components to adventure programming.

MATERIALS: No special materials.

REQUIRED TEXTS: *Outdoor Leadership: Theory and Practice* by Bruce Martin
Effective Leadership in Adventure Programming-2nd Edition by Michael A. Gass

OBJECTIVES:

- Gain an understanding of adventure leadership in the outdoor industry.
- Understand the art of communicating effectively.
- Develop transferable leadership skills.

COURSE FORMAT:

- Lecture, discussion and discourse
- Practical application

EVALUATION: Your grade in this class will be based on reading summaries, discussions and a final course paper and a project highlighting the student's personal leadership philosophy.

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** OAL 515
2. **Course title:** Expedition Planning
3. **Abbreviated title for class schedule** (30 characters or less): Expedition Planning
4. **Credit hours:** 4 (*note: if credits are variable, list range of credits (e.g. 1-8 credits)*)
5. **Catalog description:** This course considers the explicit planning process for expeditions, including identifying goals, selecting and organizing a team and coordinating logistics. Relevant to all levels of adventure, the planning component is a clear and deliberate process designed to implement the core tenets of the expeditionary mindset. Students will be responsible for creating short, medium and long duration adventures and apply the concepts to the Spring OAL Undergraduate Intensive quarter and Summer International Expedition.
6. **Prerequisites (to add each additional prerequisite, start a new line):**
(*See attached Note for samples*)

| | | | | |
|--|----|----|----|----|
| A. (course prefix, (space) and number) | or | or | or | or |
| | | | | |
| B. (course prefix, (space) and number) | or | or | or | or |
| | | | | |
| C. (course prefix, (space) and number) | or | or | or | or |
7. **Co-requisites (including labs, if any):**

| | | | | |
|--|----|----|----|----|
| A. (course prefix, (space) and number) | or | or | or | or |
|--|----|----|----|----|
8. **Major/Class restrictions:** Please indicate any class or major restrictions: None
9. **Is course repeatable?** Yes No ☒ **If Yes, list maximum credits:**
10. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:
11. **Fees:** List any course fees: \$50
12. **Grade Mode:** Graded only: ☒ Pass/No Pass only: **Option:**
13. **CIP Code:** Six-digit CIP code (check with your Division Director): 31.0601

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? No If yes, list Strand(s)

B. Honors? No

15. Cross-listing: List any cross-listing: and and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course?
Provides students with a holistic understanding of adventure leadership and how it applies practically.

B. **Alignment:**

1. How does this course align with the unit's mission plan? It provides the opportunity for mental and intellectual development of the student that will assist with creating career opportunities.

2. How does the course fit into the rest of the unit's curriculum? Synthesizes foundational knowledge and applies to real-world application.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1: 12; Year 2: 12; Year 3: 12

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? OAL Full time faculty
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. No impact, teaching in-load for current faculty.
- c. If additional faculty members are needed, how will that need be met?
Adjunct Faculty

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? Yes
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? None

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

A. Course description (same as Catalog description, above)

B. Learning objectives of the course

C. Required texts

D. Course format

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/29/16

COURSE SYLLABUS

CLASS: OAL 515 Expedition Planning

COURSE DESCRIPTION: This course considers the explicit planning process for expeditions, including identifying goals, selecting and organizing a team and coordinating logistics. Relevant to all levels of adventure, the planning component is a clear and deliberate process designed to implement the core tenets of the expeditionary mindset. Students will be responsible for creating short, medium and long duration adventures and apply the concepts to the Spring OAL Undergraduate Intensive quarter and Summer International Expedition.

MATERIALS: No special materials.

REQUIRED TEXTS: *Climbing: Expedition Planning* by Clyde Soles and Phil Powers.

OBJECTIVES:

- Understand adventure planning in the outdoor industry.
- Apply planning theory to real-world practical adventures.
- Demonstrate expeditionary mindset.

COURSE FORMAT:

- Lecture, discussion and discourse
- Practical application

EVALUATION: Your grade in this class will be based on assigned readings, discussions and a final project creating detailed itineraries for the undergraduate spring intensive term and the graduate summer international expedition.

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** OAL 526
2. **Course title:** Outdoor Adventure Risk Management
3. **Abbreviated title for class schedule** (30 characters or less): Outdoor Adventure Risk Management
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** This course examines risk management from both a historical and contemporary viewpoint. Students will explore tort liability, relevant case law, risk evaluation, legal management strategies, and the principles of waivers and releases. With a focus on mitigating potential incidents, this course views risk management as a central component of expeditionary thinking. The course concludes with the development of a comprehensive risk management plan.
6. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)

| | | | | |
|--|----|----|----|----|
| A. (course prefix, (space) and number) | or | or | or | or |
| B. (course prefix, (space) and number) | or | or | or | or |
| C. (course prefix, (space) and number) | or | or | or | or |
7. **Co-requisites (including labs, if any):**

| | | | | |
|--|----|----|----|----|
| A. (course prefix, (space) and number) | or | or | or | or |
|--|----|----|----|----|
8. **Major/Class restrictions:** Please indicate any class or major restrictions: None
9. **Is course repeatable?** Yes No x **If Yes, list maximum credits:**
10. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:
11. **Fees:** List any course fees:
12. **Grade Mode:** Graded only: X Pass/No Pass only: **Option:**
13. **CIP Code:** Six-digit CIP code (check with your Division Director): 31.0601
14. **Special qualifications; Is course proposed for (yes/no):**

A. University Studies? No If yes, list Strand(s)

B. Honors? No

15. **Cross-listing: List any cross-listing:** and and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course? This course provides critical theory and practices of outdoor adventure risk management, an essential component for any outdoor educator and leader.

B. **Alignment:**

1. How does this course align with the unit's mission plan? It provides the opportunity for mental and intellectual development of the student that will assist with creating career opportunities.

2. How does the course fit into the rest of the unit's curriculum? Builds on foundational knowledge and is synthesized in the OAL 515, 527 and 545.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1: 12; Year 2: 12; Year 3: 12

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? OAL Full time faculty
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. No impact, teaching in-load for current faculty.
- c. If additional faculty members are needed, how will that need be met?
Adjunct Faculty

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. Standard Classroom

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course?
Yes
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? None

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/29/16

COURSE SYLLABUS

CLASS: OAL 526 Outdoor Adventure Risk Management

COURSE DESCRIPTION: This course examines risk management from both a historical and contemporary viewpoint. Students will explore tort liability, relevant case law, risk evaluation, legal management strategies, and the principles of waivers and releases. With a focus on mitigating potential incidents, this course views risk management as a central component of expeditionary thinking. The course concludes with the development of a comprehensive risk management plan.

MATERIALS: No special materials.

REQUIRED TEXTS: *Outdoor Recreation Insurance, Risk Management, and Law* by James H Moss

Lessons Learned II: Using Case Studies and History to Improve Safety Education by Deb Ajango
Risk Management in Outdoor and Adventure Programs: Scenarios of Accidents, Incidents, and Misadventures by Aram Attarian.

OBJECTIVES:

- Gain an understanding of risk management in the outdoor industry.
- Understand case studies, statutes, and laws that govern the outdoor industry.
- Develop practical skills in risk management.
- Understand the use of waivers and how to obtain insurance.

COURSE FORMAT:

- Lecture, discussion and discourse
- Practical application

EVALUATION: Your grade in this class will be based on reading assignments, written abstracts and discussions, mid-term exam, and final course project in the form of a risk management plan.

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** OAL 527
2. **Course title:** Guiding Field Practicum
3. **Abbreviated title for class schedule** (30 characters or less): Guiding Field Practicum
4. **Credit hours:** 9 (*note: if credits are variable, list range of credits (e.g. 1-8 credits)*)
5. **Catalog description:** This course will provide practical experience for implementing core principles of adventure programing, addressing aspects of leadership & planning, implementing risk management protocols, and designing appropriate outcomes. Students enrolled in this class will help design and facilitate the undergraduate spring intensive quarter.
6. **Prerequisites** (*to add each additional prerequisite, start a new line*):
(*See attached Note for samples*)

| | | | | |
|--|----|----|----|----|
| A. (course prefix, (space) and number) | or | or | or | or |
| B. (course prefix, (space) and number) | or | or | or | or |
| C. (course prefix, (space) and number) | or | or | or | or |
7. **Co-requisites** (including labs, if any):

| | | | | |
|--|----|----|----|----|
| A. (course prefix, (space) and number) | or | or | or | or |
|--|----|----|----|----|
8. **Major/Class restrictions:** Please indicate any class or major restrictions: None
9. **Is course repeatable?** Yes No ☒ **If Yes, list maximum credits:**
10. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:
11. **Fees:** List any course fees: \$3000
12. **Grade Mode:** Graded only: ☒ Pass/No Pass only: **Option:**
13. **CIP Code:** Six-digit CIP code (check with your Division Director): 31.0601

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? No If yes, list Strand(s)

B. Honors? No

15. Cross-listing: List any cross-listing: and and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course? Provides students with a holistic understanding of adventure leadership and how it applies practically.

B. **Alignment:**

1. How does this course align with the unit's mission plan? It provides the opportunity for physical, mental and intellectual development of the student that will assist with creating career opportunities.

2. How does the course fit into the rest of the unit's curriculum? Synthesizes foundational knowledge and applies to real-world application.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1: 12; Year 2: 12; Year 3: 12

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? OAL Full time faculty
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. No impact, teaching in-load for current faculty.
- c. If additional faculty members are needed, how will that need be met? Adjunct Faculty

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? Yes
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? None

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/29/16

COURSE SYLLABUS

CLASS: OAL 527 Guiding Field Practicum

COURSE DESCRIPTION: This course will provide practical experience for implementing core principles of adventure programming, addressing aspects of leadership & planning, implementing risk management protocols, and designing appropriate outcomes. Students enrolled in this class will help design and facilitate the undergraduate spring intensive quarter.

MATERIALS: Equipment for facilitating particular adventure activities.

REQUIRED TEXTS: None

OBJECTIVES:

- Facilitate positive group dynamic environment.
- Implement appropriate risk management protocols.
- Demonstrate expeditionary mindset.

COURSE FORMAT:

- Field-based application

EVALUATION: Your grade in this class will be based on level of engagement and a final reflection paper documenting the undergraduate spring intensive term and transferring the learning to potential future applications.

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** OAL 545
2. **Course title:** International Expedition
3. **Abbreviated title for class schedule** (30 characters or less): International Expedition
4. **Credit hours:** 9 (*note: if credits are variable, list range of credits (e.g. 1-8 credits)*)
5. **Catalog description:** This course is a required international expedition that will involve the entire OAEL cohort. In conjunction with OAEL faculty, the students will utilize the expeditionary process to plan and execute an expedition outside of the US. The course will incorporate and demonstrate planning, risk management, and leadership skills acquired from the graduate theory and practicum courses.
6. **Prerequisites** (*to add each additional prerequisite, start a new line*):
(*See attached Note for samples*)

| | | | | |
|--|----|----|----|----|
| A. (course prefix, (space) and number) | or | or | or | or |
| | | | | |
| B. (course prefix, (space) and number) | or | or | or | or |
| | | | | |
| C. (course prefix, (space) and number) | or | or | or | or |
7. **Co-requisites** (including labs, if any):

| | | | | |
|--|----|----|----|----|
| A. (course prefix, (space) and number) | or | or | or | or |
|--|----|----|----|----|
8. **Major/Class restrictions:** Please indicate any class or major restrictions: None
9. **Is course repeatable?** Yes No ☒ **If Yes, list maximum credits:**
10. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:
11. **Fees:** List any course fees: \$5000
12. **Grade Mode:** Graded only: ☒ Pass/No Pass only: **Option:**
13. **CIP Code:** Six-digit CIP code (check with your Division Director): 31.0601

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? No If yes, list Strand(s)

B. Honors? No

15. Cross-listing: List any cross-listing: and and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course? Provides students with a holistic understanding of adventure leadership and how it applies practically.

B. **Alignment:**

1. How does this course align with the unit's mission plan? It provides the opportunity for physical, mental and intellectual development of the student that will assist with creating career opportunities.

2. How does the course fit into the rest of the unit's curriculum? Synthesizes foundational knowledge and applies to real-world application.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1: 12; Year 2: 12; Year 3: 12

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? OAL Full time faculty
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. No impact, teaching in-load for current faculty.
- c. If additional faculty members are needed, how will that need be met? Adjunct Faculty

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? Yes
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? None

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/29/16

COURSE SYLLABUS

CLASS: OAL 545 International Expedition

COURSE DESCRIPTION: This course is a required international expedition that will involve the entire OAEL cohort. In conjunction with OAEL faculty, the students will utilize the expeditionary process to plan and execute an expedition outside of the US. The course will incorporate and demonstrate planning, risk management, and leadership skills acquired from the graduate theory and practicum courses.

MATERIALS: Appropriate equipment and clothing for traveling internationally.

REQUIRED TEXTS: None

OBJECTIVES:

- Facilitate positive group dynamic environment.
- Implement appropriate risk management protocols.
- Demonstrate expeditionary mindset.

COURSE FORMAT:

- Field-based application

EVALUATION: Your grade in this class will be based on level of engagement and a final reflection paper documenting the expedition and transferring the learning to potential future applications.

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** OAL 565
2. **Course title:** Adventure Skills Facilitation
3. **Abbreviated title for class schedule** (30 characters or less): Adventure Skills Facilitation
4. **Credit hours:** 2 (*note: if credits are variable, list range of credits (e.g. 1-8 credits)*)
5. **Catalog description:** Students in this course will help facilitate undergraduate OAL activity courses.
6. **Prerequisites (*to add each additional prerequisite, start a new line*):**
(*See attached Note for samples*)

A. (course prefix, (space) and number) or or or or

B. (course prefix, (space) and number) or or or or

C. (course prefix, (space) and number) or or or or

7. **Co-requisites (including labs, if any):**
A. (course prefix, (space) and number) or or or or

8. **Major/Class restrictions:** Please indicate any class or major restrictions: None

9. **Is course repeatable?** Yes ☒ No If Yes, list maximum credits: 6

10. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:

11. **Fees:** List any course fees: \$350

12. **Grade Mode:** Graded only: ☒ Pass/No Pass only: Option:

13. **CIP Code:** Six-digit CIP code (check with your Division Director): 31.0601

14. **Special qualifications; Is course proposed for (yes/no):**
A. University Studies? No If yes, list Strand(s)

B. Honors? No

15. **Cross-listing: List any cross-listing:** and and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course?
Provides students with a holistic understanding of adventure leadership and how it applies practically.

B. **Alignment:**

1. How does this course align with the unit's mission plan? It provides the opportunity for physical, mental and intellectual development of the student that will assist with creating career opportunities.

2. How does the course fit into the rest of the unit's curriculum? Synthesizes foundational knowledge and applies to real-world applications.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1: 12; Year 2: 12; Year 3: 12

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? OAL Full time faculty
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. No impact, teaching in-load for current faculty.
- c. If additional faculty members are needed, how will that need be met?
Adjunct Faculty

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? Yes
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? None

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No
NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director Date

4/29/16

COURSE SYLLABUS

CLASS: OAL 565 Adventure Sports Facilitation

COURSE DESCRIPTION: Students in this course will help facilitate undergraduate OAL activity courses.

MATERIALS: Equipment for facilitating particular adventure activities.

REQUIRED TEXTS: None

OBJECTIVES:

- Facilitate positive group dynamic environment.
- Instruct specifics in the activity.
- Implement appropriate risk management protocols.

COURSE FORMAT:

- Practical application

EVALUATION: Your grade in this class will be based on level of engagement and a final reflection paper documenting the experience and transferring the learning to potential future applications.

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** OAL 575
2. **Course title:** Critical Reflection
3. **Abbreviated title for class schedule** (30 characters or less): Critical Reflection
4. **Credit hours:** 4 (*note: if credits are variable, list range of credits (e.g. 1-8 credits)*)
5. **Catalog description:** This reflective experience involves the student examining his/her entire graduate process, connecting the experience to academic content, considering multiple viewpoints, making perceptive observations, cultivating awareness of themselves and their environment, and engaging the whole person.
6. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)

| | | | | |
|--|----|----|----|----|
| A. (course prefix, (space) and number) | or | or | or | or |
| | | | | |
| B. (course prefix, (space) and number) | or | or | or | or |
| | | | | |
| C. (course prefix, (space) and number) | or | or | or | or |
7. **Co-requisites (including labs, if any):**

| | | | | |
|--|----|----|----|----|
| A. (course prefix, (space) and number) | or | or | or | or |
|--|----|----|----|----|
8. **Major/Class restrictions:** Please indicate any class or major restrictions: None
9. **Is course repeatable?** Yes No X **If Yes, list maximum credits:**
10. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:
11. **Fees:** List any course fees:
12. **Grade Mode:** Graded only: X Pass/No Pass only: **Option:**
13. **CIP Code:** Six-digit CIP code (check with your Division Director): 31.0601
14. **Special qualifications; Is course proposed for (yes/no):**

| | | |
|------------------------|----|------------------------|
| A. University Studies? | No | If yes, list Strand(s) |
|------------------------|----|------------------------|

B. Honors? No

15. **Cross-listing: List any cross-listing:** and and and and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course? An essential component of adventure learning includes thinking critically about the learning objectives of a course and analyzing emotional responses to the experience, with the aim of connecting the learning to the experience.

B. **Alignment:**

1. How does this course align with the unit's mission plan? It provides the opportunity for mental and intellectual development of the student that will assist with creating career opportunities.

2. How does the course fit into the rest of the unit's curriculum? Students will mentor the new incoming cohort.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1: 12; Year 2: 12; Year 3: 12

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? OAL Full time faculty
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. No impact, teaching in-load for current faculty.
- c. If additional faculty members are needed, how will that need be met? Adjunct Faculty

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? Yes
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? None

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/29/16

COURSE SYLLABUS

CLASS: OAL 575 Critical Reflection

COURSE DESCRIPTION: This reflective experience involves the student examining his/her entire graduate process, connecting the experience to academic content, considering multiple viewpoints, making perceptive observations, cultivating awareness of themselves and their environment, and engaging the whole person.

MATERIALS: None

REQUIRED TEXTS: None

OBJECTIVES:

- Describe and interpret experiences had throughout the program, identifying particularly seminal events.
- Connect the learning with the academic content and practical experience.
- Transfer the experience to potential future experiences, personal and professional.

COURSE FORMAT:

- Discussion
- Written reflections

EVALUATION: Your grade in this class will be based on level of engagement and a final reflection paper discussing your personal leadership philosophy.