



CLASS DESCRIPTIONS AND SYLLABI FOR NOLS- UNIVERSITY OF UTAH CLASSES

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LETTER GRADES FOR ALL CLASSES:

93-100% A, 90-92 A-, 88-89% B+, 83-87% B, 80-82% B-, 78-79% C+, 73-77% C, 70-72% C-, etc.

Note: These course descriptions and syllabi have been created as guides and are as accurate as possible. However, all information is subject to change as the semester progresses. Any changes will be discussed during class and will be documented in writing. It is your responsibility to keep track of any changes.

Papers for graduate credit should be emailed, mailed or faxed to the **NOLS Registrar** at:

registrar@nols.edu

284 Lincoln St., Lander, WY 82520

Fax: 307-332-8811

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ENVST 3011: ENVIRONMENTAL STUDIES: WILDERNESS, LEAVE NO TRACE, AND LEADERSHIP

Curriculum and Syllabus

COURSE CURRICULUM DESCRIPTION

The NOLS Expedition Core Curriculum is composed of four themes: leadership, wilderness skills, risk management, and environmental studies. Environmental studies are a central theme that permeates nearly every class and activity on a NOLS course, whether observing and studying ecological systems, exploring environmental ethics, applying leadership skills, pausing to enjoy beautiful scenery, or adapting your schedule to nature's rhythms. Environmental studies at NOLS are relevant, fun, and proactive. They are founded on the practical need to understand Earth's natural systems and how we interact as part of them. They are also inspirational as extended wilderness experiences that support development of a "sense of place" and an ethic grounded in deep appreciation for the natural world. When it takes place in two or more different natural environments (which it will when offered for 3 or 4 credits), this course offers opportunities to apply scientific principles in different ways and compare and contrast the biota and natural processes of various ecosystems. This contextual variety helps students look more deeply at abstract concepts and values, aiding their transfer beyond the course and their application of knowledge from interdisciplinary training.

Each student will finish the course with the knowledge and desire to self-assess, implement change, and lead others as a responsible citizen and steward as well as experience investigating, understanding and exploring the natural world in a variety of contrasting ecosystems. Based on scientific and empirical understanding of ecosystems, an ethic evolves to guide how we interact with the natural world. Students learn the guiding principles behind land managers' decisions and regulations, and they apply these same principles to our group's behavior during the expedition. The social skills from the NOLS leadership curriculum work synergistically in gaining tools not only for developing ethics, but also for taking these ethics to communities back home. Students take from this course the knowledge, skills, and ability to lead others in an ethical way.

STUDENT OUTCOMES

The following environmental studies learning objectives detail what students learn during their NOLS course. All curriculum emphasizes transfer of learning and prepares students to act as environmental leaders by assessing themselves, working towards sustainable changes in their own lives, and leading others toward a more sustainable future. By the end of the course each student will:

- Explore the natural world through observation and application of ecological concepts
- Develop a sense of place
- Articulate an environmental ethic
- Understand land management and environmental issues relevant to all areas in which the course travels as well as global environmental issues
- Apply Leave No Trace principles to camping and travel in varied environments
- Role model responsible environmental behaviors

Over 45 hours per credit of specific classes, demonstrations, activities, instructor role-modeled behaviors and student practice support the above learning objectives. Every instructor has the academic freedom to arrange the learning process to custom fit each course environment, to serve each group of students. Additionally, the classes are generally team taught, increasing the multidisciplinary training and discussion. Most instructors offer the following core information, activities, and assessments:

1. Natural History and Environmental Science

Classes and activities typically include ecological concepts (nested systems, networks, cycles, energy flow, change, dynamic balance), natural selection, plant and animal adaptations, geology, botany, tracking, astronomy, climate, weather, glaciology, oceanography, local animals, and many more. Assessments are made via discussion participation, games, activities and quizzes. The most important assessment is situational application of concepts and values to the expedition, including occasional application to novel situations.

2. Sense of Place

Classes and activities often include journaling, writing, drawing—any of which may be shared with the group—as well as solo, readings, and silent hikes. These are mediums for reflection on the environment, key to developing a sense of place.

3. Environmental Ethics

Classes and activities may include environmental ethics readings from Edward Abbey, David Brower, David James Duncan, Aldo Leopold, Margaret Murie, Roderick Nash, Rachel Carson, Annie Dillard, Henry David Thoreau, John Muir, Craig Childs, Terry Tempest Williams or similar authors followed by discussions and/or writing assignments where students articulate their own environmental ethic, allowing instructors to assess their understanding.

4. Land Management & Environmental Policy

Classes and activities may include U.S. land management history, summary of US environmental acts (NEPA, ESA, WA), ecosystem services, relevant local and global issues and sometimes service projects with local agencies or within the context of the expedition.

5. Leave No Trace

Classes and activities include seven Leave No Trace principles with an exploration of how to apply them in various environments (Plan Ahead and Prepare, Travel and Camp on Durable Surfaces, Dispose of Waste Properly, Leave What You Find, Minimize Campfire Impacts, Respect Wildlife, and Be Considerate of Other Visitors). Much of this curriculum develops through day-to-day application of the principles during the expedition as well as through an exploration of how these principles can be applied in each student's daily life once they return home.

6. Sustainability

Classes and activities may include ecological footprint calculation, discussions about our lives in the front country as well as additional readings.

OPTIONS

Some NOLS expeditions combine this course with certification in the national *Leave No Trace* program at the LNT Trainer or LNT Master Educator level. The latest standards for these certifications are explained at <https://www.nols.edu/en/coursefinder/skills/leave-no-trace/>. This certification adds specific expectations beyond this syllabus.

Text Resources:

Brame, R. & Cole, D. (2011). *Soft Paths*, 4th ed.

Hunt, J. (1994). *Ethical Issues in Experiential Education*, 2nd ed.

Lamb, J. & Goodrich, G. (2006). *Wilderness Ethics: valuing and managing wild places Leave No Trace Skills and Ethics*, V1-16 Nash, R. (2001). *Wilderness and the American Mind*, 4th ed.

Teachers Guides:

Gookin, J. & Swisher, A. (2015). NOLS Wilderness Educator Notebook

Gookin, J. & Leach, S. (2009). NOLS Leadership Educator Notebook

McKenzie-Mohr, Doug (2011). *Fostering sustainable behavior: an introduction to community-based social marketing*

O'Donnell, J. (2014). NOLS Environmental Educator Notebook

Tilton, B. (2003). *Leave No Trace Master Educator Handbook*



PRT 6050: ENVIRONMENTAL STUDIES: WILDERNESS, LEAVE NO TRACE, AND LEADERSHIP

Curriculum and Syllabus

COURSE CURRICULUM DESCRIPTION

The NOLS Expedition Core Curriculum is composed of four themes: leadership, wilderness skills, risk management, and environmental studies. Environmental studies are a central theme that permeates nearly every class and activity on a NOLS course, whether observing and studying ecological systems, exploring environmental ethics, applying leadership skills, pausing to enjoy beautiful scenery, or adapting your schedule to nature's rhythms. Environmental studies at NOLS are relevant, fun, and proactive. They are founded on the practical need to understand Earth's natural systems and how we interact as part of them. They are also inspirational as extended wilderness experiences that support development of a "sense of place" and an ethic grounded in deep appreciation for the natural world. When it takes place in two or more different natural environments (which it will when offered for 3 or 4 credits), this course offers opportunities to apply scientific principles in different ways and compare and contrast the biota and natural processes of various ecosystems. This contextual variety helps students look more deeply at abstract concepts and values, aiding their transfer beyond the course and their application of knowledge from interdisciplinary training.

Each student will finish the course with the knowledge and desire to self-assess, implement change, and lead others as a responsible citizen and steward as well as experience investigating, understanding and exploring the natural world in a variety of contrasting ecosystems. Based on scientific and empirical understanding of ecosystems, an ethic evolves to guide how we interact with the natural world. Students learn the guiding principles behind land managers' decisions and regulations, and they apply these same principles to our group's behavior during the expedition. The social skills from the NOLS leadership curriculum work synergistically in gaining tools not only for developing ethics, but also for taking these ethics to communities back home. Students take from this course the knowledge, skills, and ability to lead others in an ethical way.

STUDENT OUTCOMES

The following environmental studies learning objectives detail what students learn during their NOLS course. All curriculum emphasizes transfer of learning and prepares students to act as environmental leaders by assessing themselves, working towards sustainable changes in their own lives, and leading others toward a more sustainable future. By the end of the course each student will:

- Explore the natural world through observation and application of ecological concepts
- Develop a sense of place
- Articulate an environmental ethic
- Understand land management and environmental issues relevant to all areas in which the course travels as well as global environmental issues
- Apply leave no trace principles to camping and travel in varied environments
- Role model responsible environmental behaviors

Over 45 hours per credit of specific classes, demonstrations, activities, instructor role-modeled behaviors and student practice support the above learning objectives. Every instructor has the academic freedom to arrange the learning process to custom fit each course environment, to serve each group of students. Additionally, the classes are generally team taught, increasing the multidisciplinary training and discussion. Most instructors offer the following core information, activities, and assessments:

1. Natural History and Environmental Science

Classes and activities typically include ecological concepts (nested systems, networks, cycles, energy flow, change, dynamic balance), natural selection, plant and animal adaptations, geology, botany, tracking, astronomy, climate, weather, glaciology, oceanography, local animals, and many more. Assessments are made via discussion participation, games, activities and quizzes. The most important assessment is situational application of concepts and values to the expedition, including occasional application to novel situations.

2. Sense of Place

Classes and activities often include journaling, writing, drawing—any of which may be shared with the group—as well as solo, readings, and silent hikes. These are mediums for reflection on the environment, key to developing a sense of place.

3. Environmental Ethics

Classes and activities may include environmental ethics readings from Edward Abbey, David Brower, David James Duncan, Aldo Leopold, Margaret Murie, Roderick Nash, Rachel Carson, Annie Dillard, Henry David Thoreau, John Muir, Craig Childs, Terry Tempest Williams or similar authors followed by discussions and/or writing assignments where students articulate their own environmental ethic, allowing instructors to assess their understanding.

4. Land Management & Environmental Policy

Classes and activities may include U.S. land management history, summary of US environmental acts (NEPA, ESA, WA), ecosystem services, relevant local and global issues and sometimes service projects with local agencies or within the context of the expedition.

5. Leave No Trace

Classes and activities include seven Leave No Trace principles with an exploration of how to apply them in various environments (Plan Ahead and Prepare, Travel and Camp on Durable Surfaces, Dispose of Waste Properly, Leave What You Find, Minimize Campfire Impacts, Respect Wildlife, and Be Considerate of Other Visitors). Much of this curriculum develops through day-to-day application of the principles during the expedition as well as through an exploration of how these principles can be applied in each student's daily life once they return home.

6. Sustainability

Classes and activities may include ecological footprint calculation, discussions about our lives in the front country as well as additional readings.

OPTIONS

Some NOLS expeditions combine this course with certification in the national *Leave No Trace* program at the LNT Trainer or LNT Master Educator level. The latest standards for these certifications are explained at <https://www.nols.edu/en/coursefinder/skills/leave-no-trace/>. This certification adds specific expectations beyond this syllabus.

ELIGIBLE STUDENTS

College baccalaureate graduates who register in advance.

The University of Utah grade will be composed of:

1. 80%, grades the student earned in the field on the course
2. 20%, the student's grade on a written paper, as graded by a University of Utah faculty member

GRADUATE CREDIT PAPER REQUIREMENTS

- At least 10 standard pages in length with double spacing and a 10- or 12-point font
- Written in a format used by scholarly journals in the student's discipline APA format is preferred; if written in another format, the identity of the format must be stated
- Follow the topic guidelines as described for each specific course number (a sheet separate from this page)

The paper will be evaluated by a University of Utah faculty member according to its logic, organization, grammatical construction, and support (references).

It should be mailed, emailed or faxed within 4 weeks of NOLS course completion date to the NOLS registrar.



PRT 3041, PRT 6051: GROUP LEADERSHIP TECHNIQUES

Curriculum and Syllabus

COURSE CURRICULUM DESCRIPTION

This course begins with the fundamentals, forming a foundation that enables students to step forward with the skills and knowledge to lead others toward a common goal. The extended outdoor field-course environment provides an ideal opportunity for developing leadership skills through a progression where each student observes, applies, and discusses leadership techniques. Teaching a leadership progression begins with good role modeling. Instructors model instructor-team cooperation, public decision-making, and constructive feedback. Instructors pair up with students to specifically coach each student. As students develop, instructors allow them increased freedom to make independent choices and experience the outcomes of those choices, with instructors maintaining a presence in case safety is compromised. Ideally, students take over the course leadership from the instructors; instructors become an outside source of expert information.

More than 45 hours per credit of specific classes, demonstrations, and facilitated experiences, in addition to the modeling of behaviors by instructors, guide students in their understanding and immediate application of leadership techniques throughout a course. Every instructor has the academic freedom to arrange the learning process to custom-fit each environment, to best serve each group of students. Most instructors offer the following core information, activities and assessments:

- Expedition behavior, which includes leading by being a great expedition member and taking responsibility for oneself
- Outdoor leadership and judgment exemplified by reflecting on experiences as a group and individually
- Hazard assessment through outdoor environment-specific technical skills and judgment gained by experience
- Communicating ideas by being heard and listening for understanding
- Conflict resolution through solutions with dignity and growth for all
- Student teaching by which students are given opportunities to prepare and present material to their peers
- Designated leader of the day who takes on responsibilities and expectations for practical application of formal leadership
- Expedition planning by organizing permits, food, equipment, participant dynamics, etc. for the group
- Daily plans: route, timing, hazards, vistas, etc.
- Leadership decision-making styles that fit the activity, the people and the situation
- Small group expeditions, when student groups demonstrate the ability to travel independently, are several days of small group travel and leadership application without instructors being immediately present

STUDENT OUTCOMES

By the end of the course each student will:

- Serve a team in a variety of roles: self-leader, peer leader, designated leader, and active follower
- Demonstrate good expedition behavior—take initiative, balance group and personal goals, and remain respectful and inclusive of their team members
- Demonstrate competence
- Communicate effectively
- Make sound decisions
- Display a tolerance for adversity and uncertainty
- Demonstrate self-awareness
- Display initiative by setting and achieving goals

SAMPLE COURSE LEADERSHIP PROGRESSION

PHASE I – SETTING THE STAGE

- Big picture and overall course goals explained at the first meeting
- Students involved with organizing for the expedition
- Explain expedition behavior (EB), discussion on effective groups and a positive learning environment
- Instructor and student evaluations and leadership role expectations of students
- Introduce the NOLS 7 leadership skills, and develop 2-4 group goals and personal goals
- Instructors model leading and decision-making in front of the class
- Start skills, information, and tool-oriented classes that students will need to lead (e.g. map-reading, decision-making, travel plans)

PHASE II – LEARNING LEADERSHIP

- Designated leader of the day (DLOD) role, responsibilities, and expectations explained
- Students lead with instructors present and coaching
- Communication class and exercise, structure for debriefing student leadership day
- Leadership classes, discussions, or exercises in stages of group development, in-depth decision-making model, leadership styles, (“no-doze”), gender and leadership

PHASE III – DEVELOPING LEADERSHIP

- Students focus on practicing leadership, peer coaching, increasing challenge, technical and group management skills
- Leadership oriented classes, discussions, or exercises: the waterline model in conflict management, decision-making for students, resiliency = tolerance for adversity and uncertainty, teaching self-leadership at NOLS, leadership habits and & leadership faux pas, leadership theories we use at NOLS, the four dimensions of leadership at NOLS, participatory leadership for a small community, a simple model for debriefing student groups (processing)

PHASE IV -- TRANSITIONING

- Practical experience leading without instructors (but instructors present at debrief)
- If the group is ready, independent small group expedition. Debrief with instructors at end
- Tools and plans for further leadership growth at home
- Transfer of learning from NOLS leadership lessons to other contexts
- Briefing for entry into a more harsh environment

ADDITIONAL INFORMATION FOR PRT 6051 GRADUATE CREDIT

ELIGIBLE STUDENTS

College baccalaureate graduates who register in advance.

The University of Utah grade will be composed of:

- 80%, grades the student earned in the field on the course
- 20%, the student's grade on a written paper, as graded by a University of Utah faculty member

GRADUATE CREDIT PAPER REQUIREMENTS

- At least 10 standard pages in length with double spacing and a 10- or 12-point font
- Written in a format used by scholarly journals in the student's discipline APA format is preferred; if written in another format, the identity of the format must be stated
- Follow the topic guidelines as described for each specific course number (a sheet separate from this page)

The paper will be evaluated by a University of Utah faculty member according to its logic, organization, grammatical construction, and support (references). It should be mailed, emailed or faxed within 4 weeks of NOLS course completion date to the NOLS registrar.

Text Resources:

Bennis, W. (1994). *On Becoming a Leader*

Bennis and Goldsmith. (1994). *Learning to Lead*.

Teachers Guides:

Gookin, J. & Swisher, A. (2015). *Wilderness Educator Notebook*

Gookin, J. & Leach, S. (2009). *NOLS Leadership Educator Notebook*



PRT 3042, PRT 6052: WILDERNESS SKILLS PRACTICUM AND LEADERSHIP

Curriculum and Syllabus

COURSE CURRICULUM DESCRIPTION

Educating students to become leaders of their peers and their larger community is central to the curriculum of both NOLS and the University of Utah's Natural Resources Learning program within the Department of Parks, Recreation, and Tourism. Leadership begins by first educating oneself with fundamental skills, forming a foundation from which to step forward with the skills and knowledge to lead others toward a common goal. The extended outdoor field-course environment provides an ideal opportunity for developing leadership skills through a progression where each student observes, discusses, and applies wilderness skills and leadership techniques.

Wilderness Skills begin with the safety of the students. Recognition of the inherent environmental hazards and the diverse limitations in experience and skill levels of each of the students is the first step toward safety management. After recognizing the potential hazards, both environmental and human, a student must learn the wilderness skills to cope with or avoid the hazard. Learning the skills of each outdoor activity provides the foundation from which a student then can lead others in the activity. NOLS courses excel in providing the opportunity for extended learning and application of wilderness skills and applying the skills in a leadership experience.

Over 30 hours of specific classes and demonstrations in addition to the modeling of behaviors by instructors will guide students in their understanding and immediate application of wilderness skills and leadership techniques throughout a course. Every instructor has the academic freedom to arrange the learning process to custom fit each environment, to serve each group of students. Most instructors offer the following core information on wilderness skills and leadership:

- Travel Techniques - Bio-mechanically correct movement and positions, appropriate rest intervals
- Sport/Activity specific skills - Fundamentals to as advanced as the students are ready for
- Navigation - Competent map and chart use in a variety of situations
- Hazard Evaluation - Environment and activity specific technical skills gained by experience
- Safety Management - Skills to competently handle or avoid a hazard or correct with back-up systems
- Outdoor leadership and judgment - Reflecting on experiences as a group and individually
- Leader of the Day - Responsibilities and expectations, a practical step toward formal leadership
- Expedition planning - Organizing for the group: permits, food, equipment, participants...
- Time control plans - The endless possibilities for the day: route finding, timing, hazards, vistas...
- Leadership decision-making styles - B fit your style to the activity, the people, and the situation

STUDENT OUTCOMES

By the end of the course we expect each student to:

- Travel competently, using correct wilderness activity skills, judgment, and leadership skills

- Master the fundamental skills and demonstrate an understanding of more advanced skills in each activity
- Consistently perform techniques taught on the course to reduce or avoid hazards
- Understand the use, design, limitations, and proper care of the related equipment
- Describe an emergency plan for a group in the outdoors
- Accurately assess skills, strengths, and endurance in self and others, and conservatively apply those limits
- Live comfortably in the wilderness, able to camp, cook, and dress for a variety of conditions
- Take responsibility for health and safety of self and others

TEACHING AND LEARNING CATEGORIES COMMON TO WILDERNESS SKILLS PRACTICUM SECTIONS (sample topics):

- Safety and Risk Management - Travel conditions and hazard assessment, weather patterns, avalanche conditions, sea state group management models, travel plans for team leaders
- Travel Skills - Navigation (maps/charts, compass use), equipment use and maintenance, rules of the road, passing another party/vessel
- Rescue Procedures - Patient assessment, stabilization of group situation, rescues (self and assisted), evacuations
- Activity Skills - Multi-level, on-going, bio-mechanically correct skill development for each activity
- Leadership - Designated leader of the day, leadership styles, situational leadership theory, risk-benefit model for decision-making, the experiential learning cycle in education
- Transference - Activities as metaphors, transferring control and responsibility together, applying the NOLS leadership model to small group situations at home, NOLS leadership model vs. top-down hierarchical management
- Outdoor Living Skills - Leave No Trace camping and travel skills specific to the environment and travel methods

ADDITIONAL INFORMATION FOR PRT 6052 GRADUATE CREDIT

ELIGIBLE STUDENTS

College baccalaureate graduates who register in advance.

The University of Utah grade will be composed of:

- 80%, grades the student earned in the field on the course
- 20%, the student's grade on a written paper, as graded by a University of Utah faculty member

GRADUATE CREDIT PAPER REQUIREMENTS

- At least 10 standard pages in length with double spacing and a 10- or 12-point font
- Written in a format used by scholarly journals in the student's discipline APA format is preferred; if written in another format, the identity of the format must be stated
- Follow the topic guidelines as described for each specific course number (a sheet separate from this page)

The paper will be evaluated by a University of Utah faculty member according to its logic, organization, grammatical construction, and support (references). It should be mailed, emailed or faxed within 4 weeks of NOLS course completion date to the NOLS registrar.

Selected Text Resources:

- Anderson, D. (2009). *NOLS Rock Climbing Instructor Notebook*
- Bechdel and Ray (1997). *River Rescue: A manual for whitewater safety.*
- Bennett, L. (1996). *The Complete Whitewater Rafter.*
- Burch, D. (1993). *Fundamentals of Kayak Navigation.*
- Dowd, J. (1988). *Sea Kayaking: A manual for long-distance touring.* Gookin, J. & Leach, S. (2009). *NOLS Leadership Educator Notebook*
- Gookin, J. & Swisher, A. (2015). *NOLS Wilderness Educator Notebook* Graydon, D. (1997). *Mountaineering: The freedom of the hills*
- Gullion, L. (1987). *Canoeing and Kayaking – Instruction Manual*
- Harvey, M. (1999). *NOLS Wilderness Guide* Loughman, M. (1992). *Learning to Rock Climb* Powers, P. (2009). *NOLS Wilderness Mountaineering*
- Schimelpfenig, Padgett, & Barrett. (2014) *NOLS Wilderness Medicine Field Guide*
- Van Sickle, G. (2010). *NOLS Mexico Sailing Instructor Notebook*
- Smithhammer, B. (2015). *NOLS Sea Kayaking Instructor Notebook*



PRT 3043, PRT 6043: RISK ASSESSMENT, RISK MANAGEMENT, AND DECISION MAKING

Curriculum and Syllabus

COURSE CURRICULUM DESCRIPTION

Hazards and risks are an inherent component of all outdoor courses, but intelligent management of risks is central to the curriculum of both NOLS and the University of Utah's Parks, Recreation and Tourism Program. To minimize the risk to each student and the group, students learn to recognize developing hazardous situations. They learn avoidance or compensatory actions for mitigating many risks, and use several judgment and decision-making tools. Students take from this course the knowledge, skills, and ability to lead others in wild places in an intelligent way.

More than 45 hours per credit of specific classes and demonstrations in addition to the modeling of behaviors by instructors will guide students in their understanding and application of wilderness risk assessment, management, and decision-making throughout a course. Every graduate student will also complete a written paper as assigned by NOLS and University of Utah. Every instructor has the academic freedom to arrange the learning process to custom fit each environment, to serve each group of students. Most instructors offer sessions from the following core information:

- Accident potential model
- Human factors in accident analysis
- Local weather and climatic hazards, assessment, and mitigations
- Common camp and travel hazards, assessment, and mitigations
- Common activity hazards, assessment, and mitigations
- First-aid for common injuries
- Skills for competent use of equipment
- Defining and developing judgment in the outdoors
- Decision making and styles of leadership
- Using a cost/benefit analysis as a foundation for decision-making
- Decision making theories – classical, heuristics, expertise
- Communication skills
- Leadership skills to responsibly analyze and manage risk, and keep the group informed

STUDENT OUTCOMES

By the end of the course each student will be able to:

- Identify and assess hazards and understand risks in the wilderness
- Use technical skills, leadership, judgment, and situational awareness to manage risks
- Use risk management terminology and models to assess and communicate decisions and actions

- Create and implement contingency plans

ADDITIONAL INFORMATION FOR PRT 6053 GRADUATE CREDIT

ELIGIBLE STUDENTS

College baccalaureate graduates who register in advance.

The University of Utah grade will be composed of:

- 80%, grades the student earned in the field on the course
- 20%, the student's grade on a written paper, as graded by a University of Utah faculty member

GRADUATE CREDIT PAPER REQUIREMENTS

- At least 10 standard pages in length with double spacing and a 10- or 12-point font
- Written in a format used by scholarly journals in the student's discipline APA format is preferred; if written in another format, the identity of the format must be stated
- Follow the topic guidelines as described for each specific course number (a sheet separate from this page)

The paper will be evaluated by a University of Utah faculty member according to its logic, organization, grammatical construction, and support (references). It should be mailed, emailed or faxed within 4 weeks of NOLS course completion date to the NOLS registrar.

Domain specific text resources:

Anderson, D. (2009). *NOLS Rock Climbing Instructor Notebook* Bechdel and Ray. (1997). *River Rescue: A manual for whitewater safety* Bennett, J. (1996). *The Complete Whitewater Rafting*
 Burch, D. (1993) *Fundamentals of Kayak Navigation*
 Dowd, J. (1988) *Sea Kayaking: A manual for long-distance touring* Gookin, J. & Leach, S. (2009). *NOLS Leadership Educator Notebook* Gookin, J. & Swisher, A. (2015). *NOLS Wilderness Educator Notebook* Graydon, D. (1997) *Mountaineering: The freedom of the hills*
 Gullion, L. (1987) *Canoeing and Kayaking – Instruction Manual*
 Harvey, M. (1999). *NOLS Wilderness Guide* Loughman, M. (1981) *Learning to Rock Climb* (1992) Powers, P. (2009) *NOLS Wilderness Mountaineering*
 Schimelpfenig, Padgett, & Barrett. (2014) *NOLS Wilderness Medicine Field Guide*
 Smithhammer, B. (2015). *NOLS Sea Kayaking Instructor Notebook*
 Van Sickle, G. (2010). *NOLS Mexico Sailing Instructor Notebook*



PRT 3044, PRT 6054: OUTDOOR EDUCATOR

Curriculum and Syllabus

COURSE CURRICULUM DESCRIPTION

The outdoor educator course is designed to inspire and train students to become outdoor educators. Every graduate will be prepared to lead others in the outdoors, teaching them travel techniques, Leave No Trace practices, risk management and an appreciation for their surroundings.

More than 45 hours per credit of specific classes and demonstrations are devoted to the presentation and practice of outdoor teaching techniques, communication and group management. Additionally, students participate in coaching sessions with instructors. In these one-on-one meetings attention is given to the individual student's presentation and leadership styles. Each student receives extensive feedback. Role modeling by instructors is another crucial aspect of this course.

All instructors are given academic freedom to adapt their curriculum progression and presentation to the environment, terrain and climate encountered, as well as to the needs and desires of the student group. However, most instructors present the following topics:

OUTDOOR TEACHING TECHNIQUES

Class topic selection and research

Suggested class structures and one-on-one preparation with instructors

Outdoor teaching techniques for the outdoor classroom, teaching aids for wilderness, and activity-based presentation strategies

Feedback for teaching

Leave No Trace principles and adaptations for different environments

GROUP MANAGEMENT

Stages of group development

Expedition behavior

Communication topics focusing on different tools and modeling the improvement of interpersonal communication

Conflict resolution

Decision-making styles

DEVELOPMENT OF A PERSONAL LEADERSHIP STYLE

The seven NOLS leadership skills

The four NOLS leadership roles

Several leadership models

Development of a personal style

Mentorship includes extensive on-on-one coaching focused on the development of each student as a unique outdoor educator

STUDENT OUTCOMES

By the end of the course each student will be able to:

- Supervise people and manage risk in wilderness environments
- Prepare lessons, design educational activities, deliver curriculum content and guide reflection
- Adapt curriculum plans to the audience, environment, and context
- Facilitate effective briefings and debriefings
- Demonstrate familiarity with experiential learning theory
- Assess learning and give feedback
- Foster a positive learning environment
- Demonstrate the competence, personal organization, and self-care that enables supervising and teaching

ADDITIONAL INFORMATION FOR PRT 6054 GRADUATE CREDIT

ELIGIBLE STUDENTS

College baccalaureate graduates who register in advance.

The University of Utah grade will be composed of:

- 80%, grades the student earned in the field on the course
- 20%, the student's grade on a written paper, as graded by a University of Utah faculty member

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- Written in a format used by scholarly journals in the student's discipline APA format is preferred; if written in another format, the identity of the format must be stated
- Follow the topic guidelines as described for each specific course number (a sheet separate from this page)

The paper will be evaluated by a University of Utah faculty member according to its logic, organization, grammatical construction, and support (references). It should be mailed, emailed or faxed within 4 weeks of NOLS course completion date to the NOLS registrar.

Text Resources:

Brame, R. & Cole, D. (2011). *Soft Paths*, 4th ed.

Hunt, J. (1994). *Ethical Issues in Experiential Education*, 2nd ed.

Lamb, J. & Goodrich, G. (2006). *Wilderness Ethics: valuing and managing wild places*

Gookin, J. & Leach, S. (2009). *NOLS Leadership Educator Notebook* Gookin, J. & Swisher, A. (2015). *NOLS Wilderness Educator Notebook*

O'Donnell, J. (2014). *NOLS Environmental Educator Notebook*

Tilton, B. (2003). *Leave No Trace Master Educator Handbook*



PRT 3045: EXPEDITION PLANNING

Curriculum and Syllabus

COURSE CURRICULUM DESCRIPTION

Planning and successfully carrying out an expedition yields an incredible sense of accomplishment, but it also requires a great deal of forethought. Planning the appropriate food, equipment, route, and contingencies in case of emergency as well as group goal setting and alignment are the essential skills and techniques necessary for achieving this objective. In addition to formal classes on these topics, the course will include route discussions and planning sessions, evacuation option brainstorming time, first aid scenarios, equipment repair sessions and other informal educational activities.

More than 45 hours per credit hour of classes and supervised activities directly address the issues of planning a wilderness expedition. Instructors are given academic freedom to adapt their curriculum progression and presentation to the environment, terrain and climate encountered, as well as to the needs and desires of the student group, but most instructors present the following topics:

FOOD PLANNING

Nutrition

Expedition food selection

Ration planning

Food bagging and packing, including techniques for packing and storing food for mountain, glacier, rock and coastal expeditions

Field re-rationing

EQUIPMENT PLANNING

Personal equipment selection, including personal equipment options for mountain, glacier, rock and coastal environments

Personal equipment care and repair

Shelter selection, care and repair

Stove selection, care and repair

Kitchen equipment selection, care and repair

Sea kayak, whitewater kayak, rock climbing, mountaineering equipment selection, care and repair

ROUTE PLANNING

Mountain route selection

Written travel plans and route descriptions

Map and chart selection and preparation

Coastal kayaking route selection including tides, currents, nautical traffic and other hazards

Mountaineering and rock climbing route selection including guidebook use and evaluation of routes for novices

EMERGENCY PLANNING

Emergency communication devices including satellite phones, EPIRBs, VHF radios and flares

Emergency procedures; contingency plans

Evacuation management

Medical documentation; SOAP notes

Multiple victim scenarios, triage and the incident command system

STUDENT OUTCOMES

By the end of the course each student will be able to:

- Plan field rations and utilize cooking skills to prepare nutritious meals
- Use charts and maps to plan and travel efficiently through a variety of terrain
- Develop written travel plans for camp-to-camp travel, including route descriptions and contingencies
- Effectively communicate plans and objectives to other groups and coordinate logistics accordingly
- Appropriately respond to and document first aid incidents and evacuation situations
- Select, use and maintain personal and group equipment in a sustainable manner
- Participate in the planning and execution of a multi-day student-led expedition

Text Resources:

Anderson, D. & Absolon, M. (2011) *NOLS Expedition Planning*

Brame, R. & Cole, D. (2011). *Soft Paths*, 4th ed.

Dowd, J. (2004) *Sea Kayaking: a manual for long distance touring*

Gookin, J. & Leach, S. (2009). *NOLS Leadership Educator Notebook* Gookin, J. & Swisher, A. (2015). *NOLS Wilderness Educator Notebook*

Harvey, M. (1999). *NOLS Wilderness Guide*

Howley, M. (2008) *NOLS Nutrition Field Guide*

O'Donnell, J. (2014). *NOLS Environmental Educator Notebook*

Pearson, C. (2012) *NOLS Cookery*

Schimelpfenig, T. (2006). *NOLS Wilderness Medicine*

Soles & Powers (2003) *Climbing: Expedition Planning*



PRT3046, PRT 5046: CULTURAL STUDIES: IMMERSION PRACTICUM IN INTERNATIONAL CROSS-CULTURAL ISSUES AND SUSTAINABLE TOURISM CURRICULUM AND SYLLABUS

COURSE CURRICULUM DESCRIPTION

This course trains students in basic cross-cultural awareness then places them in communities with indigenous and/or agrarian families to develop understanding of another culture as well as to highlight the student's home culture and privilege. This immersion in a locally sustainable family setting also illuminates human ecology issues and political issues related to power. Ultimately, being surrounded by different points of view helps students get in touch with their own values and identity and increases their self-awareness as a global citizen.

This course includes pre-immersion classwork and goal-setting, guided exposure to an indigenous culture, and a home stay immersion experience where NOLS students help with the daily chores of subsistence living with indigenous/rural families. The course also offers a personal experience in sustainable living, using short feedback cycles where all consumption and impact are local. Course curriculum also examines the benefits and pitfalls of ecotourism, using a systems approach to look at sustainable tourism in international settings. The sustainability model includes the triple bottom line of ecological, economic, and social sustainability with humans as an integral part of the ecosystem.

The culture experienced will be the Masai tribe of Tanzania, the Johar Valley villagers of India, the Bardi Aboriginals of Australia, the remote fishing villages of Mexico's Baja California Sur, or the Pobladores of Patagonia in Chile. Conversations with local people are typically in their local languages. NOLS helps students develop cursory language skills but this is generally an immersion experience with no formal language school.

STUDENT OUTCOMES

The following learning objectives detail what students learn during a NOLS course. All curriculum emphasizes transfer of learning and prepares students to be curious and respectful guests in new cultural environments. By the end of the course students will:

- Live with a host family, participating in daily life and chores
- Behave in ways that demonstrate respect within local cultures
- Approach cross-cultural differences with curiosity for cultural context
- Understand cultural roles of individuals within a family, family economy, and the role of the family in the community
- Use basic local language and nonverbal communication skills
- Reflect on the values of the students' home culture
- Adapt to environments with different resources and measures for standard of living
- Understand how environmental issues and tourism affect the local community

CLASSES AND CONCEPTS MAY INCLUDE

- The interpersonal communication gap
- Cultural styles (e.g., clock time vs. event time, social hierarchy, social interdependence, risk-taking modes, explicit and implicit communication styles, task vs. relationship preferences, and short vs. long term worldviews)
- Human-nature interaction
- Ecological economics and biophilia
- Cross cultural awareness-ethnographic inquiry approach - learn from people, not about people
- Exposure to an indigenous or rural culture
- Increased awareness of the student's home culture and privilege
- Techniques to interact with and function with other cultures, without judgment
- Language issues related to functioning within other cultures
- Practical integration with alternative worldviews
- Balancing tolerance with personal standards of acceptable behavior
- Cross cultural issues in risk management
- Principles of ecotourism

SPECIAL NEEDS

- Diet - Home stays include the local diets that indigenous peoples harvest from their immediate natural and built environments. Special dietary accommodations may not be available during these cultural immersion sections.
- Exposure to animal harvesting - Indigenous cultures often consume wild and domestic animals that they harvest themselves. Students are not required to harvest these animals but are expected to support the family during the process. Language barriers may preclude delicate discussions of this topic, but students are expected to use social intelligence and self-discipline to maintain poise and respect in this or any other cultural interactions.
- Risk management - Specific course descriptions clarify which locations keep the entire NOLS group intact and which locations use home stays with smaller groups. During home stays, NOLS places students in groups of at least pairs.
- Goals - NOLS uses a worksheet to guide development of goals for the immersion experience. This worksheet will ultimately be used to develop an action plan for becoming a more inclusive and global citizen.
- Evaluation - students are evaluated by assessment of written action plans and by observation of how they apply the values and concepts of cultural competency to social interactions.

ADDITIONAL INFORMATION FOR PRT 5046 GRADUATE CREDIT

ELIGIBLE STUDENTS

College baccalaureate graduates who register in advance.

The University of Utah grade will be composed of:

- 80%, grades the student earned in the field on the course including at least one presentation to the entire student group to help the cohort prepare for the cultural immersion experience. This student teaching is

done in collaboration with the outdoor leadership course teaching requirement and is based on reading the instructor guides.

- 20%, the student's grade on a written paper, as graded by a University of Utah faculty member.

THE GRADUATE PAPER WILL ADDRESS ONE OF THESE TWO TOPICS

1. How experience aligns with theory:

Use your field notes to explain specific cases when your cultural immersion experience aligned with theory of multicultural education.

2. Development of an improved lesson plan:

This paper will describe a lesson plan used on the course and make the case for improvements that are both practical and effective in development of the knowledge, skills, attitudes, and/or aptitudes in the expected learning outcomes. As with all graduate level papers, this needs to reference theory that is being applied to the suggested praxis.

3. Additional graduate paper requirements:

- At least 10 standard pages in length with double spacing and a 10- or 12-point font
- Written in a format used by scholarly journals in the student's discipline APA format is preferred; if written in another format, the identity of the format must be stated
- Follow the topic guidelines as described for each specific course number (a sheet separate from this page)

The paper will be evaluated by a University of Utah faculty member according to its logic, organization, grammatical construction, and support (references). It should be mailed, emailed or faxed within 4 weeks of NOLS course completion date to the NOLS registrar.

Textbooks:

Nisbett, A. (2003). *The Geography of Thought: How Asians and Westerners Think Differently...and Why*. NY: Free Press. Levine, R. (1998). *A geography of time: the temporal misadventures of a social psychologist, or how every culture keeps time just a little bit differently*. NY: Basic Books.

Daly, H. E. and Farley, J. (2004). *Ecological economics: Principles and applications*. Washington, D.C.: Island Press. Diamond, J. (2005). *Collapse: how societies choose to fail or succeed*. NY: Penguin Books.

Edwards, A.R. (2005). *The sustainability revolution: portrait of a paradigm shift*. Gabriola Island, British Columbia: New Society Publishers.

Gladwell, M. (2008). *The ethnic theory of plane crashes*, ch.7 in *Outliers*. NY: Little, Brown, & Co. Kellert, S. (1993). *The biophilia hypothesis*. Washington, D.C.: Island Press.

Vellas, F. (2011). *Monitoring the costs and benefits of ecotourism: equitable distribution between all actors*. WTO/UN Environment Programme www.unep.fr/shared/publications/cdrom/WEBx0139xPA/.../vefrac.PDF

Teachers Guides - required for graduate students enrolled in this course:

Gookin, J. & Leach, S. (2009). *NOLS Leadership Educator Notebook*

Savicki, V. ed. (2008). *Developing Intercultural Competence and Transformation: Theory, research, and application in international education*. VA: Stylus Publishing.

Slimbach, R. (2010). *Becoming World Wise: A Guide to Global Learning*. VA: Stylus Publishing.