

**LEAD 430/530**  
**FOUNDATIONS OF ADVENTURE LEADERSHIP**  
(3 Credits)

**Instructor Information**

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**Prerequisites:**

There are no prerequisites for this course.

**Course Credits:**

This course combines approximately 90 hours of instruction, field experiences, online activities, and assignments for 3 credits.

**Course Content/Description:**

Examines leadership concepts utilized in adventure education and provides a foundation for all leadership opportunities in the Adventure Leadership Certificate program. Presents an overview of the history, theoretical foundations and utilization of adventure leadership. Focused leadership topics include theoretical foundations of adventure leadership, learning styles in effective leadership, facilitation techniques in leadership activities, and situational leadership tactics.

**Communication:**

Please post all course-related questions in the General Discussion Forum so the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within seven days of the due date.

**Minimum Technical Skills:**

You **do not** need to be a computer scientist to be successful in this course; however, it is helpful to have some familiarity with navigating the internet, using email, and creating documents.

**Technical Assistance:**

If you experience errors or problems while in your online course, contact 24-7 support via chat, phone, or e-mail by accessing the **Help** link at the top right of Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance with your login, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email [osuhelpdesk@oregonstate.edu](mailto:osuhelpdesk@oregonstate.edu) or visit the [OSU Computer Helpdesk](#) online.

### **Statement Regarding Students with Disabilities:**

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

### **Accessibility of Course Materials:**

All materials used in this course are accessible. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

### **Statement of Expectations for Student Conduct:**

In an academic community, students, faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies.

### **Link to Statement of Expectations for Student Conduct**

<https://beav.es/codeofconduct>

### **Reach Out for Success:**

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success at [oregonstate.edu/ReachOut](http://oregonstate.edu/ReachOut). If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

### **ALI POSITIVE LEARNING ENVIRONMENT:**

The Adventure Leadership Institute is built on a foundation of respect and care. The ALI upholds a culture of honor and dignity, principles that are fundamental to its positive learning environment. The environment is fashioned by personal integrity and discipline, and where self-worth is sustained. The ALI values effective communities.

Our community affirms individuals and groups in pursuit of learning and leadership.

Transgressions towards others, whether innocuous or overt, are inconsistent with these values and are not tolerated within the ALI community.

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone in the ALI. We take this responsibility very seriously and will inform members of our community if their behavior makes it difficult to carry out this task. As a fellow learner, you are asked to respect the learning needs and social rights of your classmates, and assist us in achieving this critical goal.

**Expectation: Maintaining a Positive Learning Environment**

*"Take care of each other. Share your energies with the group. No one must feel alone, cut off, for that is when you do not make it."*

**Willi Unsoeld**  
**OSU Alum and Faculty**  
**Member of the first successful US summit of Mt. Everest**

**ALI BEHAVIOR POLICY:**

This document is designed to provide a general outline of policies regarding student behavior while in ALI courses and on ALI (or ALI sponsored) outings.

As well, students should be respectful of any outside agency's rules regulations and/or policies while on outings or on trips. Students who choose to behave in a manner that is not consistent with these expectations will be face disciplinary action that is consistent with the infraction. Specific examples listed below are designed to provide an overview of common issues and their resolutions; it is not an exhaustive list of all prohibited behaviors and their consequences.

**Failure to follow instructions:**

If an individual fails to follow instruction/direction while on an outing and that failure puts that student or others at risk, the individual could be removed from the trip/event and a meeting will be scheduled to determine further consequences to the actions. The individual may be referred to the Office of Student Conduct and Community. Actions that show a lack of judgment will be treated as putting that student and/or others at risk, and that student will face disciplinary actions including but not limited to the reduction of overall grade, loss of credit or referral to the Office of Student Conduct and Community.

**Drugs, Alcohol and Tobacco:**

The use of any illicit drugs, alcohol, and/or tobacco or the abuse of any other substance will not be tolerated within the ALI frame work, including classroom lectures, outings and Adventure Club sponsored events. Failure to follow these guidelines will result in the individual being removed from the event and a follow up meeting scheduled with the ALI Director. In the event that the event occurs while away from campus, the individual will be responsible for finding his/her own transportation from the event. Any individual that chooses to engage in these behavior will no longer be allowed to take part in ALI sponsored events/outings, and may be referred to the Office of Student Conduct and Community.

**Physical, sexual or other types of harassment:**

No type of physical, verbal, mental, sexual or other type of harassment will be tolerated while on an ALI sponsored outing, or event. Individuals who participate in this type of behavior may be asked to leave the

event/outing and will have a disciplinary meeting with the ALI director scheduled. The incident may be reported to the Office of Student Conduct and Community.

**Mutually exclusive relationships:**

While engaged in ALI sponsored events or outings individuals will refrain from engaging/entering into mutually exclusive relations with others. This includes and is not limited to sexual relations between students, instructors and students, students and trip leaders/facilitators, and between instructors. Individuals who engage in such behavior may be asked to leave the outing/event and a conduct meeting will be scheduled with the ALI director. The incident may be reported to the Office of Student Conduct and Community.

**Consequences of the above infractions:**

In addition to the above listed consequences, the following actions may be taken by the Instructor of Record:

- Expulsion from the course (resulting in a failing grade)
- Loss of credit for the field experience and/or participation portion of the course
- Reduction of overall grade

**Canvas:**

This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

**Required Learning Resources:**

Scanned Readings on Canvas

Kolb Learning Style Inventory Workbook - *available at ALI Service Desk \$18 (required)*

**Measurable Student Learning Outcomes:**

Upon completion of LEAD 430/530, the student will be able to:

1. Summarize a history of Adventure Leadership
2. Evaluate and synthesize theoretical foundations of adventure leadership
3. Identify learning styles and incorporate into effective leadership strategies
4. Utilize effective facilitation techniques to deliver a leadership activity
5. Evaluate situational leadership tactics in different environments
6. Utilize effective group process skills

**Additional Learning Outcomes for LEAD 530 Students**

7. Synthesize and connect course topics to an adventure activity and demonstrate the ability to apply course topics.
8. Effectively conduct a personal leadership reflection

**GRADING SCALE:**

The following grading scale percentages will be utilized to award letter grades:

93%+ = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	59 & less = F

**Grading Philosophy:**

You are responsible for your own learning. When I grade your assignments, I am looking for evidence of engagement with the course subject matter, evidence of preparedness, and evidence of thoughtful and critical analysis and application of the course material.

**Incompletes:**

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible. If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

**Course Assignments:**

<b>LEAD 430 &amp; 530</b>	<b>Points</b>	<b>Due</b>
Attendance	10 x 1pt (10)	Check course calendar/modules
Mother Nature's Child	3	Monday, Week 2
Learning Style Inventory Workbook	3	Monday, Week 2
Belay Skills Check and ALI Trailhead	0	Monday, Week 3
Journal: Learning Styles	4	Monday, Week 3
Field Trip	30	Friday, Week 3
Journal: Stages of Group Development	4	Monday, Week 4
Strength-Finder Inventory	3	Monday, Week 5
Journal: Accident Potential	4	Monday, Week 5
Group Discussion 1	5	Monday, Week 5
Adventure Program Leadership Interview	4	Monday, Week 6
Journal: Situational Leadership	4	Monday, Week 6
Discussion 2	5	Monday, Week 6
Discussion 3	5	Monday, Week 7
Adventure Education Activity	4	Monday, Week 9
Discussion 4	5	Monday, Week 9
Adjourning Activity	3	Monday, Week 10
Journal: Benefits of Reflection	4	Monday, Week 10
<b>LEAD 430 Total</b>	<b>100</b>	
<b>LEAD 530 Only</b>		
Application and integration of topics through adventure leadership program design	75	Monday, Week 10
Personal Leadership Reflection	25	Wednesday of Finals Week
<b>LEAD 530 Total</b>	<b>200</b>	

**Assignment Requirements**

All assignments are to be typed, single spaced, having one-inch margins utilizing 12 point Times-New Roman font and MLA or APA formatting guidelines. All assignments should be submitted electronically via Canvas using protocols outlined below:

1. Save the document as a Microsoft Word document -- .doc.
2. Submit the document via Canvas submission as "onid.assignmentname.doc" example: evanss.mothernatureschild.doc

**Discussion Board Posts:**

Unless otherwise noted, discussion board posts will consist of **one** initial post by 11:59PST on Thursday followed by **two** responses which are due by 11:59PST on Sundays.

### **Late Work**

Late work will be accepted at 10% deduction per calendar day.

### **530 Only:**

You will be asked to integrate the learning from this course to the design of an adventure education experience. Please **identify the client/group and learning outcomes within the first two weeks** of the course and feel free to discuss your selection with the course instructor.

You will be given a score based on your ability to draw application from course topics, integrate this application into content of an adventure education program, and express your learning to enhance the learning of your colleagues.

You will also be asked to complete a reflective analysis of your personal leadership.

**Course Outline** – readings and assignments are available on canvas

Week	Topics	Readings	Assignments
1	<b>Course Overview, History of Adventure Leadership</b>	none	none
2	<b>Foundations of Adventure Leadership</b>  <b>Experiential Learning in Adventure Leadership</b>	Foundations of Adventure Education  Kurt Hahn and the Aims of Education	Mother Nature’s Child  In-Class Discussion Topic: Experiential Learning  Learning Style Inventory (complete workbook)
3	<b>Foundations of Facilitation</b>	Unlocking the Magic of Facilitation  Six Generations of Facilitation	Journal: Learning Styles  Belay Skills and ALI Trailhead  530 Only: Client/Group Outcomes  Smith Rock Field Trip
4	<b>Risk in Adventure Leadership</b>	Risk and Safety in Adventure Programming  Safety and Risk Management  Accident Potential Model	Journal: Stages of Group Development
5	<b>Foundations of Adventure Leadership</b>	Situational Approach  Leadership in Practice	In-Class Discussion Topic: Expeditionary Behavior  Journal: Accident Potential  Strength Finder Assessment
6	<b>Foundations of Adventure Leadership (con’t.)</b>	None  Articles and Podcast (choose from available list in Canvas)	In-Class Discussion Topic: Judgement & Decision-making  Journal: Situational Leadership  Adventure Leadership Interview
7	<b>Diversity, Equity and Inclusion in</b>		In-Class Discussion Topic:



	<b>Adventure Leadership</b> <b>Group Work Assignments</b>		Diversity & Equity in Adventure Programs
8	<b>Challenge Course</b>		
9	<b>Adventure Activity Presentation</b>		In-Class Discussion Topic: Trends & Issues in Adventure Programs
10	<b>LEAD 530: Program Design Presentations</b> <b>Group Adjournment Activity</b>		Journal: Benefits of Reflection
Finals	LEAD 530: Personal Leadership Reflection		