

New Course Request

Indiana University

Indianapolis Campus

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit

1. School/Division University College 2. Academic Subject Code UCOL

3. Course Number U200 (must be cleared with University Enrollment Services) 4. Instructor Andrea Engler

5. Course Title Outdoor Leadership Experience

Recommended Abbreviation (Optional) _____

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Summer 2010

7. Credit Hours: Fixed at 1.0 or Variable from _____ to _____

8. Is this course to be graded S-F (only)? Yes _____ No

9. Is variable title approval being requested? Yes No

10. Course description (not to exceed 50 words) for Bulletin publication: This course introduces students to the knowledge, attitudes, and inner resources needed to be an effective leader in the outdoors and in life. Participants will be involved in activities that require various degrees of teamwork, fun, trust, cooperation, and communication. Goals for each activity will be set by both students and instructors. Also, analogies will be made to real orientation and mentoring situations to connect learning and practice. Students will utilize their first hand experiences to obtain the techniques needed to improve their leadership skills.

11. Lecture Contact Hours: Fixed at 1.0 or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at _____ or Variable from _____ to _____

13. Estimated enrollment: 50 students of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: summer only Will this course be required for majors? no

15. Justification for new course: To be in compliance with scholarship requirements for mentoring

16. Are the necessary reading materials currently available in the appropriate library? some

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Sarah Baker Date 4/1/2010
Department Chairman/Division Director

Approved by:

Scott Whitlock Date 4/1/10
Dean

Date _____
Dean of Graduate School (when required)

Date _____
Chancellor/Vice-President

Date _____
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

Ucol-U 200: Outdoor Leadership Experience Summer 2010

Section #: ##### (1 Credit Hour)

Class Times: See Course Schedule

Class location: Bryson City, NC

Class Meeting Dates

- May 25 – May 28

Instructor Contact Information:

Andrea Engler/Stephanie Osborne

Email: sdosborn@iupui.edu

Office: UC 2001 L

Course Credit: 1 credit hour** (**This course can be repeated for up to 2 credit hours by invitation of Component Director only).

Course Format: This course is a highly experiential, interactive, reflective, and intensive 4 days that occurs away from campus.

Prerequisite:

Mentors must have been awarded the University College Leadership Scholarship. Mentors must have a mentoring assignment with an authorized University College mentoring program.

Course Description:

This course introduces students to the knowledge, attitudes, and inner resources needed to be an effective leader in the outdoors and in life. Participants will be involved with activities that require various degrees of teamwork, fun, trust, cooperation, and communication. Goals for each activity will be set by both students and instructors. Also, analogies will be made to real orientation and life situations whenever possible to demonstrate connections between learning and practice. Students will utilize their first hand experiences to obtain the techniques needed to improve their leadership skills.

Course Content:

Participants will receive training in developing an atmosphere of support, acceptance, caring, and trust. Each participant will be exposed to an adventure based leadership education experience. Topics covered include leadership styles, group dynamics, facilitation techniques, and issues dealing with diversity. The activities can be categorized into three levels of understanding: initiatives, low elements, and high elements. High elements will take place on a challenge course.

Course Learning Objectives:

As a result of completing this course, students will be able to:

- Take responsibility for learning, actions, goal setting, and obtainment
- Demonstrate leadership abilities and take initiatives in leadership roles
- Develop awareness of factors and behaviors that influence group development

- Expand capacity for responding to others, to encourage open and effective communication, and to construct a positive group atmosphere
- Extend self-awareness by identifying strengths and limitations
- Provide tools for connecting experiential learning to practical, everyday references

Evaluation Competencies:

This class is highly interactive and reflective while addressing learning experiences which require considerable commitment and discipline. Your evaluation will be based on your demonstration of the following areas:

- **Appreciating Diversity**
 - Develop a understanding and appreciation of people different from ourselves
 - Create an awareness of our IUPUI students and identify their social and academic issues and challenges
 - Identify bias, stereotypes, and limitations when working with people different from ourselves
 - Experience and respect the outdoors, local towns, and people
- **Listening Skills**
 - Recognize that listening is an intricate and necessary element in communication
 - Demonstrate the ability to listen to all participants in your group
 - Demonstrate the ability to comprehend and consider other's ideas even when they are challenging to your own
 - Recognize that understanding and comprehension are an imperative aspect toward listening
- **Positive Communication**
 - Recognize that communication to other team members is an imperative element necessary for successfully achieving goals and tasks
 - Demonstrate the ability to creatively communicate ideas
 - Demonstrate the ability to communicate various levels—making sure all participants clearly understand your ideas
- **Disposition**
 - Recognize that a major ingredient to achieving a goal is participation of one's self
 - Demonstrate the ability to participate in all situations, even when they challenge your personal comfort zone
 - Demonstrate the ability to have fun in an unfamiliar environment and in all situations
- **Creativity and Problem Solving**
 - Recognize that having fun in group related problem solving is an effective means of controlling stress
 - Practice responsible habits that promote an inclusive group environment
 - Demonstrate a developing knowledge of applying new knowledge to existing situations
 - Evaluate decision making processes in resulting implications

- Initiative
- Making Connections
- **Understanding Society and Culture**
 - Appreciating Diversity
 - Group Membership
 - Encouraging Others
 - Making Connections

Grading:

●	Pre-departure Action Plan Paper	100pts
●	Daily Participation Points (200pts Daily)	800pts
●	<u>Final Reflection</u>	<u>100pts</u>
	Total	1000pts

Grades assigned according to the following scale:

A+	100-97%	C+	79-77%	F	59%
A	96-94%	C	76-73%		
A-	93-90%	C-	72-70%		
B+	89-87%	D+	69-67%		
B	86-83%	D	66-63%		
B-	82-80%	D-	62%-60%		

This course can be taken P/F (depending on your academic program) or Graded. Among the criteria to determine your continuation in the mentoring program, the grade in this course is a strong component.

Information on Pass/Fail Option:

During an undergraduate program, a student may enroll in up to a maximum of eight elective courses to be taken with a grade of P (pass) or F (fail). Some schools have a lower maximum and the pass/fail option may not be taken when otherwise restricted by school/division regulations. Contact your school recorder for the Pass/Fail form and more information.

Instructors of undergraduate students are not involved in the selection of the pass/fail option and are not informed the student is taking a course on a pass/fail basis.

All instructors report the traditional letter grades to the Office of the Registrar which will convert any grades of D- or above to a grade of P.

A grade of P does not affect the grade point average. A grade of F will count like any other failing grade.

Courses taken on a pass/fail basis count toward full-time or part-time standing for purposes of financial aid or loan deferments.

The signed forms must be turned into the Office of the Registrar by the deadline specified in the academic calendar.

Once invoked, the student may not later change back to graded status for the course.

Pass/Fail Option deadline ends - Tuesday, May 25, 2010 at 5:00pm

Last day to withdraw with grade of W or F. **Advisor and instructor signatures required**. Submitted in **person only** at the Office of the Registrar, Campus Center 250. Pick up the form from your advisor or school. – **Tuesday, June 8, 2010 by 6:00pm**.

Course Policies:

1. Special needs: If you feel you may need an accommodation but have not been diagnosed, please let the instructor(s) know during first week but no later than the second week of the class in order to make appropriate arrangements. See <http://aes.iupui.edu> or call Tim Anno at 274-3241.

2. Attendance: Mentors are expected to complete the experience because participation is essential, discussions will occur, and ideas will be processed in small and large groups. (consideration given for special circumstances).

3. Academic dishonesty: Cheating, plagiarism, or any breach of the Indiana University Code of Student Ethics will not be tolerated. See <http://dsa.indiana.edu/Code/index.html> 4. Due process - <http://www.iupui.edu/code/#page>

4. Administrative Withdrawal: A basic requirement of this course is that you will participate in class and conscientiously complete writing and reading assignments. Keep in touch with the instructors if you are unable to attend class or complete an assignment on time. If you miss more than half our class meetings within the first four weeks of the semester without contacting us, you will be administratively withdrawn from this section. Our class meets 7 times; thus if you miss more than two classes in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. In the event that you are administratively withdrawn, your scholarship and mentor positions may be directly affected. You will need to meet with your mentoring component director to discuss your specific situation. If you have questions about the administrative withdrawal policy at any point during the semester, please contact us.

Assignments

Readings:

Ender, S. C. & Newton, F. B. (2000). *Students helping students: A guide for peer educators on college campuses*. San Francisco: Jossey-Bass.

- May 12: Chapter One - Peer Educators on College Campuses
- May 17: Chapter Three – Intercultural Competence (*PUL: Understanding Society & Culture*)
- May 20: Chapter Six – Understanding Group Process (*PUL: Understanding Society & Culture; Integration and Application of Knowledge*)
- May 21: Chapter Seven – Leading Groups Effectively (pp. 168-186) (*PUL: Integration and Application of Knowledge*)

Pre-Departure Action Plan: (Due 5/24)

Challenge by Choice! This outdoor experience will be a time for you to set goals, push yourself, and to develop a better understanding of your own limitations. You will need to create an action plan that discusses your excitement and anxieties you may have about this trip and how you plan to overcome and push yourself outside of your comfort zone in order to better understand others and your own strengths and limitations. Also, discuss how you think your experiences on this trip will provide an insight to the service we provide to students as campus leaders. This paper will need to be 2-4 pages (double spaced, Times New Roman, 12pt font).

Final Reflection: (Due 6/1)

Ender and Newton (2000) state that “the combination of knowledge, skills, and personal integration acquired in this training may best be accomplished through a process and reflection model of learning (p. 9). This final reflection gives you the opportunity to:

- Process what happened during this trip and how you reacted to these experience
 - Compare your experiences to your perceived experiences about the trip
- Reflect on your thoughts and experiences and translate them into meaning that is relevant to your work on campus
 - How does setting and obtaining personal goals, as well as, moving beyond your comfort zone relate to your service on campus?
- Finally, discuss what you are going to do with this new information
 - How will you implement the knowledge and skills you have learned and experienced during this trip into your daily interactions with students?

Your final reflection will need to be 3-5 pages (double spaced, Times New Roman, 12pt font) in length and adhering to proper APA style.

Course Content

Day 1: Tuesday

Travel to NOC

- **Activity: Pre-Departure Action Plan Discussion**
 - **Connection to Content:** Ch 3 - Intercultural Competence; Ch 6 – Understanding Group Process

- **Learning Objectives:**
 - Take responsibility for learning, actions, goal setting, and obtainment
 - Extend self-awareness by identifying strengths and limitations
 - Provide tools for connecting experiential learning to practical, everyday references
- **Key Competencies:**
 - Listening Skills
 - Active Participant
 - Encouraging Others
 - Making Connections

Team Bonfire

- **Activity: Show-and-Tell**
 - **Connection to Content:** Ch 3 – Intercultural Competence
 - **Learning Objectives:**
 - Expand capacity for responding to others, to encourage open and effective communication, and to construct a positive group atmosphere
 - Develop awareness of factors and behaviors that influence group development
 - **Key Competencies:**
 - Appreciating Diversity
 - Listening Skills
 - Disposition
 - Group Membership
 - Encouraging Others

Day 2: Wednesday

Team Breakfast

- **Activity: Morning Setup**
 - **Connection to Content:** Ch 6 – Understanding Group Process; Ch 7 – Leading Groups Effectively
 - **Learning Objectives**
 - Demonstrate leadership abilities and take initiatives in leadership roles
 - Expand capacity for responding to others, to encourage open and effective communication, and to construct a positive group atmosphere
 - Provide tools for connecting experiential learning to practical, everyday references
 - **Key Competencies:**

<ul style="list-style-type: none"> ▪ Listening Skills ▪ Positive Communication ▪ Disposition ▪ Creativity and Problem Solving 	<ul style="list-style-type: none"> ▪ Group Membership ▪ Active Participant ▪ Initiative ▪ Making Connections
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High Element

- **Activity: Alpine Tower**
 - **Connection to Content:** Ch 6 – Understanding Group Process
 - **Learning Objectives**
 - Take responsibility for learning, actions, goal setting, and obtainment
 - Demonstrate leadership abilities and take initiatives in leadership roles
 - Develop awareness of factors and behaviors that influence group development
 - Expand capacity for responding to others, to encourage open and effective communication, and to construct a positive group atmosphere
 - Extend self-awareness by identifying strengths and limitations
 - Provide tools for connecting experiential learning to practical, everyday references
 - **Key Competencies:**
 - Listening Skills
 - Positive Communication
 - Active Participant
 - Encouraging Others

Low Element

- **Activity: Survivor Challenge**
 - **Connection to Content:** Ch 7 – Leading Groups Effectively
 - **Learning Objectives**
 - Take responsibility for learning, actions, goal setting, and obtainment
 - Demonstrate leadership abilities and take initiatives in leadership roles
 - Develop awareness of factors and behaviors that influence group development
 - Expand capacity for responding to others, to encourage open and effective communication, and to construct a positive group atmosphere
 - Extend self-awareness by identifying strengths and limitations
 - Provide tools for connecting experiential learning to practical, everyday references
 - **Key Competencies:**
 - Listening Skills
 - Positive Communication
 - Active Participant
 - Encouraging Others
 - Initiative

Diversity Workshop

- **Activity: Cross the Line**
 - **Connection to Content:** Ch 3 – Intercultural Competence
 - **Learning Objectives:**
 - Develop awareness of factors and behaviors that influence group development
 - Expand their capacity for responding to others, to encourage open and effective communication, and to construct a positive group atmosphere
 - Extend self-awareness by identifying strengths and limitations
 - Provide tools for connecting experiential learning to practical, everyday references
 - **Key Competencies:**

- Appreciating Diversity
- Disposition
- Group Membership
- Active Participant
- Encouraging Others

Dinner

- **Activity: Meal Preparation**
 - **Connection to Content:** Ch 6 – Understanding Group Process; Ch 7 – Leading Groups Effectively
 - **Learning Objectives:**
 - Demonstrate leadership abilities and take initiatives in leadership roles
 - Expand capacity for responding to others, to encourage open and effective communication, and to construct a positive group atmosphere
 - Provide tools for connecting experiential learning to practical, everyday references
 - **Key Competencies:**

<ul style="list-style-type: none"> ▪ Listening Skills ▪ Positive Communication ▪ Disposition ▪ Creativity and Problem Solving 	<ul style="list-style-type: none"> ▪ Group Membership ▪ Active Participant ▪ Initiative ▪ Making Connections
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Closing Activity

- **Activity: Nightly Debrief**
 - **Connection to Content:** Ch 3 – Intercultural Competence; Ch 6 – Understanding Group Process
 - **Learning Objectives:**
 - Develop awareness of factors and behaviors that influence group development
 - Expand capacity for responding to others, to encourage open and effective communication, and to construct a positive group atmosphere
 - Provide tools for connecting experiential learning to practical, everyday references
 - **Key Competencies:**
 - Active Participant
 - Making Connections

Day 3: Thursday

Team Breakfast

- **Activity: Morning Setup**
 - **Connection to Content:** Ch 6 – Understanding Group Process; Ch 7 – Leading Groups Effectively

- **Learning Objectives**
 - Demonstrate leadership abilities and take initiatives in leadership roles
 - Expand capacity for responding to others, to encourage open and effective communication, and to construct a positive group atmosphere
 - Provide tools for connecting experiential learning to practical, everyday references
- **Key Competencies:**
 - Listening Skills
 - Positive Communication
 - Disposition
 - Creativity and Problem Solving
 - Group Membership
 - Active Participant
 - Initiative
 - Making Connections

Wilderness Experience

- **Activity: Waterfall Hike**
 - **Connection to Content:** Ch 7 – Leading Groups Effectively
 - **Learning Objectives:**
 - Take responsibility for learning, actions, goal setting, and obtainment
 - Expand capacity for responding to others, to encourage open and effective communication, and to construct a positive group atmosphere
 - Extend self-awareness by identifying strengths and limitations
 - **Key Competencies:**
 - Disposition
 - Group Membership
 - Active Participant

Bryson City Experience

- **Activity: Explore Downtown & Lunch**
 - **Connection to Content:** Ch 3 – Intercultural Competence
 - **Learning Objectives**
 - Expand capacity for responding to others, to encourage open and effective communication, and to construct a positive group atmosphere
 - **Key Competencies:**
 - Appreciating Diversity

Water Adventure

- **Activity: Whitewater Rafting**
 - **Connection to Content:** Ch 7 – Leading Groups Effectively
 - **Learning Objectives**
 - Take responsibility for learning, actions, goal setting, and obtainment
 - Demonstrate leadership abilities and take initiatives in leadership roles
 - Develop awareness of factors and behaviors that influence group development
 - Expand capacity for responding to others, to encourage open and effective communication, and to construct a positive group atmosphere
 - Extend self-awareness by identifying strengths and limitations

- Provide tools for connecting experiential learning to practical, everyday references
- **Key Competencies:**
 - Listening Skills
 - Positive Communication
 - Disposition
 - Creativity and Problem Solving
 - Group Membership
 - Active Participant
 - Initiative
 - Encouraging Others
 - Making Connections

Dinner

- **Activity: Meal Preparation**
 - **Connection to Content:** Ch 6 – Understanding Group Process; Ch 7 – Leading Groups Effectively
 - **Learning Objectives:**
 - Demonstrate leadership abilities and take initiatives in leadership roles
 - Expand capacity for responding to others, to encourage open and effective communication, and to construct a positive group atmosphere
 - Provide tools for connecting experiential learning to practical, everyday references
 - **Key Competencies:**
 - Listening Skills
 - Positive Communication
 - Disposition
 - Creativity and Problem Solving
 - Group Membership
 - Active Participant
 - Initiative
 - Making Connections

Closing Activity

- **Activity: Nightly Debrief**
 - **Connection to Content:** Ch 3 – Intercultural Competence; Ch 6 – Understanding Group Process
 - **Learning Objectives:**
 - Develop awareness of factors and behaviors that influence group development
 - Expand capacity for responding to others, to encourage open and effective communication, and to construct a positive group atmosphere
 - Provide tools for connecting experiential learning to practical, everyday references
 - **Key Competencies:**
 - Active Participant
 - Making Connections

Day 4: Friday

Travel to IUPUI

- **Activity: Experiences to Practice**

- **Connection to Content:** Ch 3 – Intercultural Competence; Ch 6 – Understanding Group Process; Ch 7 – Leading Groups Effectively
- **Learning Objectives:**
 - Take responsibility for learning, actions, goal setting, and obtainment
 - Extend self-awareness by identifying their strengths and limitations
 - Provide tools for connecting experiential learning to practical, everyday references
- **Key Competencies:**
 - Listening Skills
 - Active Participant
 - Encouraging Others
 - Making Connections