



### I. Course and Instructor

Course Title: Issues in Sustainability  
Course Code: SUS2001  
Credits: 3  
Prerequisites: *College Level Reading*  
Semester: FALL 2023  
Format: In-person

Meeting Days & Times:  
Location: SB213  
Start Date: 9/18/23  
End Date: 12/16/23  
Refund Date: 10/02/23  
Withdraw Date: 11/24/23

Course Title: River Orientation  
Course Code: OUT1330  
Credits: 2  
Prerequisites: *N/A*  
Semester: FALL 2023  
Format: In-person

**Classroom Dates: 9/18, 10/16, 11/6, 11/27 5-7:00PM SB213**

**International Field Session Dates: 12/3-16**

No Show Attendance Reporting Date: 9/27/23

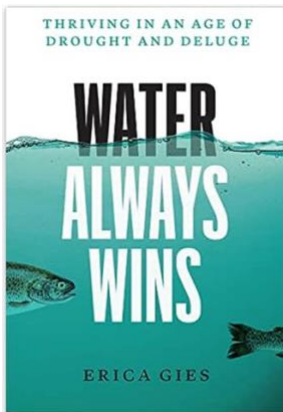
No Show Attendance Reporting is based on your attendance and engagement. If you are a No Show, you may be dropped from the course, and this may impact your financial aid. Go to the [No Show Attendance Reporting website](#) for more information.

### Instructor Information

Instructor Name: John Saunders, PH.D.  
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Office Number: SB242  
Office Hours: T & Th 11:10 AM – 1:40 PM, or by student appointment. If these student hours don't work for you all, just reach out and we will find a time.

Instructor Name: Matt Jost  
CMC Phone: 970 870 4527  
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Office Number: SB243  
Office Hours: tba

## Required Course Materials



Gies, E. (2022). *Water Always Wins*.  
University of Chicago Press  
USBN: 978-0226719603

**Readings, videos, podcasts and supplementary material will be provided for this course: We will be reading/exploring supplemental materials for class and field. We will provide you any such materials in Canvas in the module prior to the class or in the field in which we will examine/explore these concepts and ideas. For your own success in this course, please engage with these materials prior to coming to the class in which we explore them.**

Credit-based students participate in CMC's Learning Materials Program (LMP). This program provides all physical or digital textbooks and course materials to students as rentals for an all-inclusive flat per credit fee. There are a few exceptions to included materials such as Lab Kits and a select number of excluded courses. Access detailed information about the Learning Materials Program, including how to receive and return your textbooks, can be found at the [Learning Materials Program website](#).

### II. Course Description:

SUS2001: Explores in depth one to two major sustainability issues that are both local and global in their scope and draws connections between specific sustainability challenges and the larger causes and effects of the global sustainability crisis. This course examines the selected issues from environmental, social or cultural, and economic perspectives; and presents the framework of social-ecological resilience as a normative guide for applied action.

OUT1330: Emphasizes camp and travel skills in whitewater river environments as a self-contained group. Areas of study include boat handling skills, safety procedures, ecology, geology, geography, safe and efficient travel, Leave No Trace principles, and group dynamics.

### III. Student Learning Outcomes, Competencies, and Skills

Upon completion of this course, students will be exposed to and assessed on the following Program Student Learning Outcomes (PSLO's).

SUS2001:

1. Articulate an in-depth understanding of the environmental, social/cultural, and economic aspects and drivers of major sustainability issues.
2. Demonstrate an understanding of connections between local sustainability challenges and the global sustainability crisis.
3. Indicate avenues for mitigation of major sustainability problems.
4. Analyze how a focus on resiliency can support an overall approach to sustainability.

OUT1330:

1. Assess one's abilities & limitations in camp and travel techniques for river environments.
2. Demonstrate sound judgment during river travel.

3. Utilize appropriate communication while in group settings.
4. Demonstrate appropriate Leave No Trace practices for river environments.
5. Demonstrate adherence to risk management policies and procedures in river environments.
6. Demonstrate proficient map and water reading skills in river environments.
7. Demonstrate proficient boating techniques for river environments.
8. Identify common flora, fauna, and geological features found in river environments.
9. Evaluate weather & climate patterns in river environments.
10. Recognize current & past cultural uses of river environments.
11. Demonstrate ability to maintain and repair personal and group gear.

## IV. Evaluation Methods

SUS2001:

Sustainability a crucial aspect of our lives and culture. Assessment is something that indicates what you may be getting from our class and reflects your engagement. The following is how we assess your grade for our course.

Grades for SUS2001 will be assessed as follows:

Background reading and preparation	10% of final grade
Healthy Watershed Criteria	10% of final grade
Water issues: 5 E's, systems, implications	15% of final grade
Resiliency in Water Systems	15% of final grade
Group Presentations	15% of final grade
Course Notebooks	25% of final grade
<u>Trip Report: Introspection &amp; Reflection</u>	<u>10% of final grade</u>
Semester Total:	100%

Grade	%	Quality Points
A	93.5%-100%	4.0
A-	89.5%-93.4%	3.7
B+	86.5%-89.4%	3.3
B	82.5%-86.4%	3.0
B-	79.5%-82.4%	2.7
C+	76.5%-79.4%	2.3
C	72.5%-76.4%	2.0
C-	69.5%-72.4%	1.7
D+	66.5%-69.4%	1.3
D	62.5%-66.4%	1.0
D-	59.5%-62.4%	0.7
F	below 59.5%	0.0

**Background reading and preparation, (10% of final grade):** Students will demonstrate their engagement with our course books and share relevant information regarding this.

- *Addresses learning outcome 1 & 2*

**Healthy Watershed Criteria, (10 % of final grade):** We will develop criteria for healthy watersheds based upon our reading materials prior to leaving for our international portion of the course. This will consist of extracting and demonstrating relevant watershed knowledge from our readings and construct a healthy watershed system diagram representing the various factors influencing such. We will broadly focus on the 3-5 E's of sustainability for this assignment.

- *Addresses learning outcome 1,2, 3, & 4*

**Water issues, 15% of final grade:** We will explore sustainability challenges related to fresh water in local communities, regional communities, and global communities (both Yampa Valley and communities in Chile),. This will be an exploration of the various aspects related to sustainable thinking and action revolving around the social, ecological, and economic aspects of watershed dynamics. Our book and supplementary materials for the course will provide a broad scope basis for this exploration.

- *Addresses learning outcome 1,2, 3, & 4*

**Resiliency in Water Systems, (15% of your final grade).** We will explore what resiliency means and apply these concepts to watersheds and water systems while on our Chile trip. You will be asked to demonstrate your knowledge of resiliency and what this means with both respect to water systems and to the watershed of where you call home.

- *Addresses learning outcome 1,2, 3, & 4*

Each of the above 3 assignments will correlate to the assessment criteria below.

- ◆ Research component (20%): consisting of background research, information gleaned from readings, and current research on the specific area.
- ◆ Systemic exploration (20%): systemically exploring the various aspects of the case study reflecting and in depth and articulate engagement with the topic. And representing both how and why you are thinking and engaging with the subject this way.
- ◆ Synthesis of information (20%): thoughtful synthesis of the information into a cohesive and organized summary both showing your work and demonstrating your own interpretation and understanding of the case study.

**Group Presentations, (15% of final grade):** You will all be asked to do a group presentation in Chile at Pucon Kayak Retreat. Our course books will provide a more regional perspective and base knowledge for our presentations. You will need to gather information and data here in the Yampa Valley and while on course in Chile. We will discuss the group presentation topic in more depth as we get closer.

Presentations will be graded on the following criteria:

- ◆ Depth and quality of research and material explored (6%)
- ◆ Coherence & organization of your presentation (3%)
- ◆ Creativity of your presentation while in the field (3%)
- ◆ Engagement with both topic and audience (3%)

- *Addresses learning outcome 1, 2, & 3*

**Course Notebooks, (15% of final grade):** You will be given a journal to record various aspects of our course & journey. Your journal entries should reflect the following:

- ◆ Notes & thoughts on the various lessons & readings we have during the course including your/others case studies
- ◆ Daily reflections on your own systems, your thoughts regarding what is working, what may be challenging, and what could be changed. And pertinent observations of what you are aware of regarding sustainable thinking and being
- ◆ Notes and thoughts of both your own presentations and your peer’s presentations.
- ◆ Thoughts & reflections on sustainability while visiting/staying with the families in Chile who are actively trying to understand and create sustainable initiatives based on the rivers that are their livelihood
- ◆ Exploring the various aspects of our case studies, and relating these ideas to our own valley and water challenges

**Course Notebooks** will be assessed with the following criteria:

SUS2001 & OIUT1330 Student Notebook Assessment		Very thorough	Thorough	Bullet style	Marginal	Lacking or None
%		20 - 17	16 - 13	12 - 9	8 - 5	4-0
Lessons/Readings & Research notes	20					
Expedition planning	20					
Daily notes: logistics, journaling	20					
Presentations & Community visit entries – thoughts & notes	20					
Relating experiences to place	20					
<b>Total:</b>						

- *Addresses learning outcome 1, 2, 3, & 4.*

**Final reflection paper, 10% of final grade:** This assignment is a reflective essay. Details on content and approach will be discussed in class. While this is not a research paper, please note that any sources you choose to use must be cited in APA style.

- *Addresses learning outcome 1.*

**Extra Credit Opportunities:** Throughout this course there may be various opportunities to earn extra credit such as attending various community functions, going to see presentations/speakers related to sustainability & water, etc. Please share any opportunities you may be aware of that are related to this course and those opportunities will be considered as well.

OUT1330: Students will be assessed on their ability to demonstrate the skills identified on the River Orientation Skills Checklist.

Grades for OUT1330 will be assessed as follows:

Being present and participating during course	10% of final grade
Expedition Planning (includes gear & logistics)	15% of final grade
Food planning, procurement, and preparation	10% of final grade
River skills (River skills checkoff sheet)	30% of final grade
Leave No Trace	5% of final grade
Student Presentation (Safety talk)	10% of final grade
Student Notebooks	10% of final grade
Trip Report: Debrief & Reflection	10% of final grade
Course Total:	100%

**Being present and participating during course (10% of final grade).** You will be graded on your participation in all class meetings both while in the U.S. and in Chile. Being present will also be noted in terms of presence during lecture while in Chile, presence being ability to engage in class conversation and lectures. *Expedition Behavior* will also be a part of your *being present and participating* grade. We will cover this in our preparatory classes.

**Expedition Planning (15% of final grade):** You all will be heavily involved with the transport of group gear to and from Chile. And you will be responsible for certain items, checklists, materials or tasks while traveling abroad. This relates to planning for an expedition abroad and will be covered in more detail both in our preparatory classes and abroad.

**Food planning, procurement, and preparation (10% of final grade):** Student's will gain an understanding of planning, organizing, shopping and implementing a river menu that can be utilized on single and multiple day river trips. Shopping will take place in Chile, providing you all will both a cultural experience and navigating food shopping in a Spanish speaking country. Menus will be built with consideration of nutritional value, cost efficiency, participant food concerns/needs, and diversity.

**River Skills (30% of final grade).** Students will be assessed on a variety of river-based learning outcomes for packrafting and rafting on an international white water trip using the skills based worksheet provided. You will be given a skills check off list that will be contain our student learning objectives for River Orientation.

**Leave No Trace principles and application (5% of final grade).** You will be assessed on your demonstration of LNT principles as a whole as well as written understanding within your student notebooks.

**Student Presentation (10% of final grade):** You all will learn and practice giving a safety talk to our group prior to each day on the river. This is part of your leadership development skills and a critical part of risk management on the river.

**Student Notebooks (10% of final grade):** You will each be given one student notebook for our Chile course (using the same notebook for our combined SUS2001 & OUT1330 course). See *Student Notebook assessment rubric* above.

**Trip Report: Debrief and reflection (10% of final grade):** You will submit a trip report due Friday December 22 after we return. Your trip report should include the following:

- an analysis of what systems worked for you, what systems didn't work, what you would have changed,
  - include gear systems, sleep systems, food systems, travel, accommodations, etc.
- an overview of key concepts you learned about leadership & group dynamics & river stuff,
- what you found to be impactful and/or detracting from your experience,
- a general reflection on your experience in terms of what your overall thoughts and impressions were from the trip now that you are back!

Students always ask "how long should this be?" and my general answer is "as long as it needs to be". That being said a quality answer should be 2-3 pages minimum if you are truly reflecting and being introspective.

## V. Class Management

Here are some general guidelines to help you understand the structure of this course, the expectations we have of you, and what you can expect from us.

- Our purpose is both to teach and to help you reach your goals i.e., we want to help you learn the about these issues in sustainability, manage your time and energy to do such, and enjoy this experience!
- This is an International Course. We will be representing both Colorado Mountain College and our country as we travel abroad. That be stated, we need to be sensitive to cultural differences and adjust our thoughts and actions accordingly to honor how other people and cultures live and operate.
- Please be aware that we have a limited number of pre-trip classes and attendance to each of these in mandatory considering that information we need to share with you and the planning we need to do beforehand. Matt and I are planning and running this course partnering with David Hughes of Pucon Kayak Retreat and there is a lot of planning and preparation to involve you all in and with.
- We may modify or alter the course material as the course progresses. These changes will be conveyed to you in class, in person and reflected in Canvas prior to any assignments/work being due.
- Canvas (<https://coloradomtn.instructure.com/>) is where you will find all of our course stuff for our course. I will provide an overview of our Canvas for this course during the first class.
  - All assignments must be turned in via Canvas unless otherwise stated. Focus on the quality of your work when you turn assignments in.
  - Assignments are due by the date indicated in Canvas under the assignment. Late work will not be accepted unless accommodations are made in advance. All coursework except your Trip Report and Reflection will need to be submitted by the last day of our course, 12/16/23.
- Your CMC e-mail address is the official means of contacting you about your courses. Therefore, any emails I send to you via Canvas will go to this email address, so make sure your set up your email to receive emails this way.
- Here are some aspects to consider and implement for our classes and field:
  - Please be respectful of the class beginning and end time. I will honor you all by starting class at the allotted time and finishing at/by the allotted time. I hope you will do the same.
  - Please be respectful of both others and myself with your phones. Turn them to silent mode during class or presentations in the field!
  - We are embracing DEI (Diversity, Equity, and Inclusion) at CMC and as such, we should model our behaviors in a manner that reflects this. If you feel/think this is not occurring in our class, please contact me ASAP so that we may address this.
- And finally, just a quick note on academic honesty. You create your path in this life and building a meaningful and satisfying path takes effort. Knowledge means nothing unless you take it in, chew on it, and create your own interpretation and connections from this. This course is designed for you to learn foundational knowledge about ethics. Plagiarism is not acceptable in this class. Plagiarism

occurs when you use someone else's work, do not cite them for their work, and claim such work as your own. Plagiarism is considered academic misconduct and will be treated as such as defined in the "Academic Policies and Requirements" section of the *Colorado Mountain College Student Handbook*.

## VI. Tentative Course Schedule

*NOTE: This schedule is subject to change at any time, depending on instructor evaluation of student skills/understanding/knowledge. See Canvas for more information.*

## TENTATIVE PROGRAM OF ACTIVITIES

Rivers of Life: Sustainability & Wild Rivers of Chile, Chile, SA

**CMC Professors:** Matt Jost & John Saunders

**Chile Host and Legal Tourism Operator:** David Hughes, Pucon Kayak Retreat

**Class portion at CMC Alpine:**

**4 classroom sessions: 9/18, 10/16, 11/6, 11/27**

**Monday evenings: 5-7:00 pm**

- **9/18: Introductions, overview, watersheds, logistics (plane flight info, gear lists, passports, shots, etc.), issues in sustainability, overview of packrafting and questions.**
  - **Assignments: read assigned chapters from *Gies Water Always Wins* and from *Packrafting***
  - **SUS2001: 1 hr., OUT1330: 30 mins**
- **10/16: discuss assignments and their relevance to our journey, case studies, presentation overview, logistics, packrafting questions.**
  - **Reading assignment: *Shiva's Water Wars***
  - **SUS2001: 1 hr., OUT1330: 30 mins**
- **11/6: gear list, trip itinerary, travel information, risk management, group dynamics, logistics & details**
  - **reading assignment: TBA**
  - **SUS2001 1 hr., OUT1330: 30 mins**
- **11/27: finalization and prep. Meeting in Santiago logistics, pre-departure logistics and questions.**
  - **Reading assignment: TBA**
  - **SUS2001: 1 hr., OUT1330: 30 mins**

**Contact Hours:**

- **SUS2001 4 hours**
- **OUT1330 2 hours**

**Field Session: Chile, S.A.**

**Day 1, December 3, 2023**

Depart Denver, CO and fly to Dallas/Ft Worth, Board overnight flight to Sanantiago.

Arrival at Santiago, Chile S.A., next day

Flights depart Houston at night and arrive to Santiago International Airport the following morning.

### **DAY 2, December 4, 2023**

7:30 am -7:30 pm **Santiago Arrival/Customs + Rio Maipo Presentation by the Astorga Family**

SUS field study class: Guest Speaker on proposed Dam site and impacts

After clearing customs our hosts with Pucon Kayak Hostel will drive us to the Cascadas de las Animas riverside property for lunch. As Chile's largest eco-tourism company the famous Astorga family for decades has fought government battles to protect the valley's most precious resource, the Maipo River. Today, a mining company to the north has passed legislation to dam the Maipo. But the resistance is the most proactive in Chile. The Astorga Clan has lead hundreds of people by foot and horse marching to the capital, been aggressively detained by police, built road blockades, illustrated water contamination problems caused by mining and dam development, employed legal teams, and pursued a public relations campaign to gain public and political support. Should the Maipo River be dammed it would impact 100's of thousands of people. Students will receive a presentation of what is happening to the Maipo River and the efforts made to halt the hydro project.

After the presentation and showers (needed after 24+ hours travel) at the rafting bath house the group will drive 1.5 hours up the Maipo Valley. One of the most beautiful drive students will ever encounter the vehicles will drive up the Maipo River to it's source. Climbing higher and higher into the Andes to the place where condors soar. This place is nothing less than spectacular and it also passes hydropower construction sites.

Our destination will be the most beautiful hot springs you've experienced, Banos Colina. Surrounded on two sides by snow-capped peaks this high Andes location is a gem. It's one of those places where you can feel the high energy. We'll set camp and eat dinner before soaking in the hot springs

Contact hours:

- SUS2001: 4 hours (meeting with local indigenous families)
- OUT1330 6 hours (preparation and reconnaissance)

### **Day 3, December 5, 2023**

7:30 am Breakfast & Break Camp.

8:30am-6:30pm **Maipo Presentation. Drive to Nuble Riverside Camp. Practice river techniques for packrafting**

SUS field study class: We will drive back down the rugged road to the Maipo River and Cascadas riverside property for lunch and our second presentation related to the plight of the Maipo. After lunch students will have an opportunity to shower and freshen up prior to driving to the Rio Nuble base camp. It is unknown at this point if and which sections of the Nuble will still be free flowing. Today, the 50+ free flowing miles of whitewater have 3 hydroprojects in construction. No matter we will visit this region and our host will have scouted our base camps for our first pack raft float trip.

Driving the Nuble Valley it is apparent by the new road construction on the valley walls where the lake waterline will be and what will be under water. This is a revealing and powerful drive for students where we will focus on contemporary & past issues facing dam building and the complexities associated with damming rivers.

7:30pm-9:30pm SUS field daily reflection & OUT219 field preparation



Contact hours:

- SUS2001 6 hours (presentations by local community members fighting for protection of the Rio Maipo)
- OUT1330 4 hours (preparations to be on river)

#### **Day 4, December 6, 2023**

07.30 am Breakfast

08:30am- 6:30pm **Day Plan – Rio Nuble Pack Raft Trip + Rio Nuble Presentation at Nuble Camp 2**

SUS field study class: Guest Speaker on proposed Dam site and impacts

After breakfast students gear up for a fun day of pack raft floating the Nuble. The goal is to reach Nuble Base Camp 2. Lunch on river. Dinner at camp.

Nuble History – NOC's Jon Clarke came to the Nuble 20+ years ago. Jon organized the town of San Fabian illustrating the ecotourism potential, he started a youth kayak program, he taught locals how to start a eco-sustainable rafting company, he brought business to family hosterias and the community, he rallied the mayor and the town behind the Nuble Festival. Jon sadly died in a tragic accident in 2014 but you can see the presence of his efforts within the San Fabian community.

The construction sites of the dams and roads along the valley walls clearly indicate where the lake high marks will be. It will be easy for the students to envision the before and after environmental impacts of the nearly complete hydropower projects.

6:30pm Set up camp and dinner

Contact hours:

- SUS2001 4 hrs (exploration of proposed dam sites and impacts),
- OUT1330 6 hrs (river reading skills and navigation, packrafting skills-explore sites from river corridor)

#### **Day 5, December 7, 2023**

7.00 am Breakfast

8:00am-5:00pm **Day Plan – Break Camp. Come off river. Drive to Pucon/Rio Trancura Base**

After breakfast the group will break camp and load up to depart the Central Valley district for the more lush and cooler Rivers District and Pucon. We will examine watersheds, rivers, hydrographs & river hydrology along the drive. Pucon is surrounded by volcanoes, Andean Peaks and lies in the heart of Chile's lakes and rivers district. This region is known to whitewater kayakers as the world's best whitewater for both beginners and pros. Our base will be on one Chile's most popular whitewater rivers, the Rio Trancura. Arriving in the afternoon for dinner we'll settle into our new base and fresh beds. Food. Shower. Bed.

6:00pm-8:30pm Guest lecture & presentation from local University professors regarding dams & potential dam sites & challenges.

Contact hours:

- SUS2001 3 hours (local educational expert lectures)

- OUT1330 7 hours, (watersheds, hydrology, and hydrographs, packrafting to take out plus wet exits and boat safety),

### **Day 6, December 8, 2023**

7:00am-8:00am	Breakfast
8:00am-12 noon	Day Plan – Morning SUS guest lecture. Tour Pucon and visit families that are struggling with sustainability issues.
12 noon	Lunch
1:00pm-6:00pm	Afternoon River Adventure! Work on paddling skills on Rio Trancura.
6:30pm-7:30pm	Dinner
7:30pm-9:30pm	preparation time for OUT1330 & OUT219 to float Lower Maichin next day

#### Contact hours:

- SUS2001 5 hours (guest lecture and family visits)
- OUT1330 6 hours (river running & safety techniques for River Orientation & prep time for rafting/packrafting lower Maichin)

### **Day 7, December 9, 2023**

#### **Day Plan – Drive to Puesco Valley / Trancura headwaters – arrange presentation with indigenous Mapuche related to their fight to keep the Puelo River. Float Lower Maichin canyon**

7:00 am	Breakfast.
8.00 am – 12 noon	Presentation with indigenous Mapuche related to their fight to keep the Puelo River and explore region afflicted by various entities trying to dam rivers.
12:00 am	Lunch.
1:00 pm – 6:00pm	Packraft Lower Miachin Canyon. Work on river rafting skills and visit dam site.
6:30pm-7:30pm	Dinner
7:30pm-9:30pm	preparation time for OUT1330 & OUT219 for overnight packraft trip.

#### Contact hours:

- SUS2001 4 hours (guest lecture and family visits)
- OUT1330 6 hours (on river and prep time for rafting/packrafting trip, river running & safety techniques for River Orientation)

### **Day 8, December 10, 2023**

#### **Day Plan – Depart for Rio San Pedro Overnight Pack Raft Trip. Raft San Pedro to Base Camp.**

07:30 am	Breakfast.
8:30 am – 6:30pm	Depart for Rio San Pedro. Arrive at put in and packraft San Pedro. About the Rio San Pedro – The Rio San Pedro first fell victim to Chile’s aggressive hydropower projects. The whitewater community was saddened and 7 years ago were stopped from

paddling the section due to construction. But due to civil engineering mistakes and soft bedrock the construction magically halted. This river is clear, warm and beautiful. Flowing out of Lago Rinimapu students will start on class II and build to class III rapids. Some rapids will require scouting and some folks may get in the oar frame rafts carrying our camp and kitchen supplies.

6:30 pm Pull off river and set up basecamp.

06:30-9:30pm SUS field study class: Healthy watersheds and communities associated with healthy watersheds

Contact hours:

- SUS2001 3 hours (evening seminar session)
- OUT1330 7 hours (river running & safety techniques for River Orientation)

### **Day 9, December 11, 2023**

**Day Plan – Breakfast. River techniques (surfing & ferrying). Break Camp. Photo Shoot at Dam Construction Site. Drive back to Pucon Kayak Hostel.**

07.00 am Breakfast

8:00 am – 6:30pm Paddling on the Rio San Pedro. After breaking camp we'll paddle down to the dam construction site. Stop for lunch and have a photo shoot and discussion at the construction site. Lunch on the river. Paddle to take out & take off the river and return to the Pucon base.

06:00 pm Dinner

07:30-9:30pm SUS seminar at Pucon base

Contact hours:

- SUS2001 4 hours (on river discussion & evening seminar session)
- OUT1330 7 hours (river running & safety techniques for River Orientation)

### **Day 10, December 12, 2023**

**Day Plan – Flex day to explore Pucon, work on presentations, fun local paddles.**

### **Day 11, December 13, 2023**

**Day Plan – Morning hike El Cani peak. Afternoon Lago Caburgua SUP board & explore Pucon's markets.**

07.00 am Breakfast.

08:00 am – 12 noon Hike El Cani Peak to view watershed from spectacular vista and discuss sustainability challenges related to communities in valley.

12 noon – 1:00pm lunch

1:00pm – 7:00 pm Float on Lago Caburgua. Explore market's of Pucon.

Contact hours:

- SUS2001 4 hours (morning hiking session)
- OUT1330 6 hours (river techniques)

### **Day 12, December 14, 2023**

**Day Plan – Students have day to prepare for their presentation, pack up all gear, help with clean up and travel arrangements.**

06:00 pm      **Farewell Chile Asado Dinner**

07:00-9:30pm Student presentations and closing ceremony.

### **Day 13, December 15, 2023**

06.00 am              Breakfast

07:00 am – 6:00pm    Morning SUS & OUT wrap up sessions. Pack. Drive to Temuco Airport and fly Temuco to Santiago (late afternoon).

06:00 pm              Dinner in Santiago Airport

Evening                plane flights typically leave around 11 PM

Contact hours:

- SUS2001 4 hours (morning discussion & wrap up)
- OUT1330 4 hours (packing up river gear to return home)

### **Day 14, December 16, 2023**

Arrive home.

Total contact hours per course:

- ✧ SUS2001            45 contact hours
- ✧ OUT1330            60 contact hours

## **VII. CMC Libraries & Learning Commons**

As a CMC student, you have access to the CMC Libraries both in-person and virtually. You have 24/7 access to thousands of online journals, magazines, newspapers, e-books, audiobooks, videos, images, career resources and practice tests from the [CMC Libraries website](#) or from the Libraries link in Basecamp and Canvas. The CMC Libraries Team is here to help you. You can use any or all of these ways to connect with your helpful, professional library staff!

- In-person at the Dillon, Edwards, Leadville, Spring Valley, and Steamboat Springs campuses
- [Virtual library](#) support via email, 24/7 chat, telephone, or video conferencing
- [Online resources](#) such as video tutorials

## **VIII. Student Information and Support Services**

- A. **Right to Know:** The College is required by law to share certain types of information with students. The [Right to Know website](#) includes information including disability services, complaint processes, policies and procedures, textbook information, registration, attendance and grading, graduation rates, and more. In addition, [Student Services](#) offers resources to promote your well-being and success. Take advantage of these programs and services, which include academic support and advising, access and disability services, career services,

veterans' benefits, housing, orientations, food and nutrition support, and financial aid. Reach out and find support at [CMC Counseling Services](#), [You@CMC](#), and [Colorado Crisis Services](#).

- B. **Students Rights and Responsibilities:** The [CMC Student Handbook](#) outlines the expectations for student conduct as well as the college's academic policies and expectations. This includes expectations for appropriate use of technology, students' rights and responsibilities within and outside of the classroom, and academic policies and requirements. Classroom behavior that disrupts the teaching and learning environment is unacceptable.
- C. **Notice of Nondiscrimination:** Colorado Mountain College does not discriminate on the basis of age, color, disability, gender identity, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, and family and genetic information, or in its programs and activities, as required by Harassment and Discrimination Prevention (Title IX) of the Education Amendments of 1972, Title II of the Americans with Disabilities Act of 1990, as amended, Section 504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, and as provided in other applicable statutes and College policies. The College prohibits sexual and gender-based harassment, including sexual assault, and other forms of interpersonal violence. To obtain more information regarding non-discrimination policies, visit the [Notice of Nondiscrimination website](#) or contact Lisa Doak, Harassment and Discrimination Prevention (Title IX) Coordinator, [ldoak@coloradomtn.edu](mailto:ldoak@coloradomtn.edu), 970-947-8351, or Angela Wurtsmith, Director of Human Resources, [awurtsmith@coloradomtn.edu](mailto:awurtsmith@coloradomtn.edu), 970-947-8311.