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FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500). See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	RECR	College/School	CTC/CRCD
Prepared by	M. Strohmaier	Phone	2836
Email Contact	mstrohmaier@alaska.edu	Faculty Contact	Mahla Strohmaier

1. ACTION DESIRED (CHECK ONE): Trial Course New Course

2. COURSE IDENTIFICATION: Dept **RECR** Course # **F130U** No. of Credits **1.0**

Justify upper/lower division status & number of credits: **The course content represents first-year level knowledge.**

3. PROPOSED COURSE TITLE: **Hot Hula Fitness**

4. To be CROSS LISTED? YES/NO No If yes, Dept: Course #

(Requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.)

5. To be STACKED? YES/NO No If yes, Dept. Course #

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING: **As Demand Warrants**
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15) **Spring 2014**

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) **lab**

9. CONTACT HOURS PER WEEK:	<input type="text"/>	LECTURE hours/weeks	3/1	LAB hours /week	<input type="text"/>	PRACTICUM hours /week
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)	<input type="text"/>
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10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring
 Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: **COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor.** Cross-listed with NRM F487. (3+0)

RECR F130U Hot Hula Fitness
1 credit Offered As Demand Warrants
 Hula Fitness incorporates traditional Polynesian drum beats as well as Hip Hop and Reggae music while performing dance movements from the South Pacific Islands; These movements give emphasis to core training and strengthening of the larger muscle groups. This unique and exciting exercise class encourages positive well-being and physical health. (0+3)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES: <input type="text"/>	NO: <input checked="" type="checkbox"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 <input type="text"/>	W = Writing Intensive, Format 7 <input type="text"/>	Natural Science, ("X" for Core) Format 8 <input type="text"/>
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11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES <input type="text"/>	NO <input checked="" type="checkbox"/>
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12. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES <input type="text"/>	NO <input checked="" type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?	<input type="text"/>	TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER:

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

None

These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

None

16. **PROPOSED COURSE FEES**

\$0

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

Y

If yes, give semester, year, course #, etc.:

Fall 2012, Spring 2013

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

There is no estimated impact from offering this course on budget, facilities or faculty.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

No impact on library collections.

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

There are no expected impacts on other programs or departments.

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.


Positive impacts include the ability to take a new form of exercise to help both physical and mental well-being of students, faculty & staff. There are no perceived negative impacts.


JUSTIFICATION FOR ACTION REQUESTED

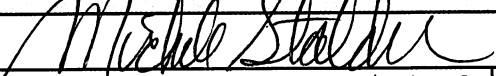
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

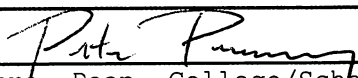
This is a very popular form of exercise that has the added benefit of learning about another culture.

APPROVALS: Add additional signature lines as needed.

 Signature, Chair, Program/Department of:	Date 2-1-2013
<u>RECR/CTC</u>	

 Signature, Chair, College/School Curriculum Council for:	Date 2-4-13
<u>CTC/CRCO</u>	

 Signature, Dean, College/School of:	Date 2/5/13
<u>CTC</u>	

 Signature, Dean, College/School of:	Date 2/6/13
<u>CRCO</u>	

Offerings above the level of approved programs must be approved in advance by the Provost.

Signature of Provost (if above level of approved programs)	

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Signature, Chair Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> SADAC	

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

Signature, Chair, Program/Department of:	

Signature, Chair, College/School Curriculum Council for:	

Signature, Dean, College/School of:	

ATTACH COMPLETE SYLLABUS (as part of this application). The guidelines are online:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.

Supplementary readings (indicate whether required or recommended) and

any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting #171:

<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

UAF CTC/ RECR
Hot Hula Fitness
Fall Semester 2013 1 Credit (pass/fail)

Instructor: Mikela Wood

mikelawood@alaska.edu
(907) 457-7966

Course Meeting Information

Location: Student Recreation Center Balcony unless otherwise noted
Fall Semester instruction dates: Wednesday and Friday 12:30-1:30p.m.

Course description and Instructional Methods

Hula Fitness incorporates traditional Polynesian drum beats as well as Hip Hop and Reggae music while performing dance movements from the South Pacific Islands; These movements give emphasis to core training and strengthening of the larger muscle groups. This unique and exciting exercise class encourages positive well being and physical health.

Hot Hula Fitness is designed for all ages, all body types and all levels of fitness. This class provides a total body workout that is intense, yet easy to perform. There is no skill needed, nor prerequisites. However, physically participating in the dance movements during every class are required. It is imperative to come to class prepared for *at least 30 minutes* of exercise.

Each class will begin with introduction, focusing on the lesson of the day. Segments of class include: warm up, isolation drills, breakdown of dance, choreography, improvisation practice, legs and abs work, and cool down. Demonstration, slight lecture, CD's, videos and printed materials will be utilized for exploring Polynesian dance, history and culture as it is relative to the lesson.

Clothing Requirements & Materials

Notepaper or flashcards can be used for reference to learning and studying the terminology. A pair of exercise shoes and your Polar Express Card are required to enter the Student Recreation Center. *No foot wear* is preferred for this dance class. *Workout clothes* are a must; a comfortable shirt and shorts are recommended. I will correct and critique leg movements, please use yoga pants or any pants you can roll up. No skirts, except for hula skirts are allowed. Sarongs will be provided for students to use in class. If you own a sarong you may bring it for class, or are interested in one for yourself come see me. Bring a *filled water bottle* to class; it is important to stay focused and involved with where we are in our dance lesson.

Course Goals & Student Learning Outcomes

In completion of this course, students will:

- Gain an understanding about the history, culture, and dance of the South Pacific Islands
- Learn various Polynesian dance vocabulary
- Demonstrate correct dance posture
- Learn a choreographed dance
- Learn how to isolate larger muscle groups, and build endurance in exercise
- Improve coordination and balance by gaining more control over body movements
- Increase skill level by controlling body movements
- Encourage health and positive support

Tentative Course Calendar

1. Weeks 1-4: Hot Hula Objectives and Introduction to Polynesian Culture and Dance
 - i. Getting to know your instructor and connecting with the Hot Hula Family
 - ii. Introduction to Foundation and correct posture
 - iii. Hot Hula fitness in learning about the muscles you use
 - iv. Beginning basic Hot Hula Fitness Siva Tasi or dance 1

2. Weeks 5-8: Understanding Polynesian History and Dance
 - i. Polynesian cultures and history
 - ii. Siva Lua (dance 2)
 - iii. Different types of Polynesian dance
 - iv. Improvisations and review to the movements learnt

3. Weeks 9-12: Becoming familiar with Terminology and Movements
 - i. Introducing new movements
 - ii. Siva Tolu (dance 3)
 - iii. Improvisation activity
 - iv. Siva Fa (dance 4)

4. Weeks 15-18: Prepare and Review for Final
 - i. Performance of all 4 Siva
 - ii. Improvisational activity
 - iii. Prep and review for *luau project* performances
 - iv. On the last week of the semester we will have a *luau project* where an individual or group (of up to 4 people) can choose to perform 1 of the 4 dances taught during the semester, or they may dance a 2 minute self choreographed dance using no less than 10 HHF dance moves. No luau is complete without the food. The very last day of class we will celebrate the completion of the course with a few Polynesian dishes. If you would like to bring a dish to share you are welcome to.

Grading Criteria

This is a pass or fail class. A student is responsible for his/her own points by means of attendance, and complete final project performance. You must earn 75 out of a possible 100 points to pass this course.

Breakdown of points

Attendance & Class Participation	80
Luau Project	20

Attendance/Class Participation

Attendance, punctuality, and class participation are essential to master the class content and to pass the class. A maximum of SIX absences are allowed. A seventh absence will result in an automatic FAIL grade for the semester. If you show up to class more than 10 minutes late, it will count as an absence. In the case that you are unable to attend the class on a regular basis, you have the option to audit the class after 2 weeks. If you are physically injured, you will receive full attendance and class participation points for the day by coming to class and taking notes on the topics covered that day. If you have a good excuse for being absent and would like to make it up with an assignment, come and see me. (80 points)

Luau Project

On the last week of classes we will hold a *luau project* in the SRC where one or a group of students will choose to perform 1 of the 4 Sivas or dances we've learnt through the semester. Students may choose to choreograph their own 2 minute performance using no less than 10 Hot Hula Fitness dance moves.

Each student must demonstrate correct form, posture, and technique which will be critiqued in the 2-5 minute dance at the *luau project*. As an authentic luau, a celebration is not complete without Polynesian entertainment *and* food. I will serve a few Polynesian dishes at the *luau project*. Students are more than welcome to bring any dish to share with the rest of the class. (20 points)

Disabilities Service

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development's (CRCD) campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services.

Support Services

Students who need support services can go to the Student Assistance Area at the TVC Center at 604 Barnette Street. If you believe you are eligible, please visit <http://www.uaf.edu/disability> on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-5655 or (907) 474-1827 TTY, fydso@uaf.edu, Whitaker Building rm. 208.

Mikela P Wood

1053 Willow Grouse Rd • Fairbanks, AK 99712 • 907-457-7966 • mikela8carter@yahoo.com

Objective

To obtain an occupation in Hot Hula Fitness instruction through the University of Alaska Fairbanks, and teach students the culture and dance of the Polynesian islands.

Work Experience

2011 - 2012 Alaska Club Fairbanks, Fairbanks, AK
Hot Hula Fitness Instructor/Child Care

Teaching Hot Hula Fitness to the members of the Alaska Club. I instruct, correct, and engage my students with fun and exciting dance and music, all while getting a great workout. I focus on the students' individual needs, as I work with a wide variety of skill level.

My other position in child care requires an energetic and responsible personality who responds immediately to the children's' dynamic demands. Enthusiastic expression, organization and inventiveness are a must for me to participate in engaging the children in activities. This position has allowed me to problem solve, practice safety measures, multitask and assert myself.

2004- 2006 Polynesian Cultural Center, Laie, HI
Polynesian Model and Dancer

I danced and modeled at the Polynesian Cultural Center. This was a unique experience in that I interacted with clients from all over the world. I learned to provide a satisfying experience for tourists from different cultures and backgrounds. A picture of me in a Hula Girl outfit is still displayed on several advertisements.

Education

2004 Kealakehe High School, Kona, HI
Cum Laude Diploma

2007 University of Manoa, Honolulu
Associates In Arts

Skills/Background

- Certified Hot Hula Fitness Instructor
- Certified Instructor in Zumba Fitness and Zumba Gold
- CPR/First Aid Certified
- Performing Musician(Ukulele/Singing)
- 4 Years Hawaiian Language Study
- Professional Polynesian Dancer and Model
- Ethnicity: 50% Hawaiian, Caucasian, Asian, Spanish, Polynesian
- Extensive knowledge of Hawaiian culture (born and raised on island of Hawaii)
- Lifelong student of Hula