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RECEIVED FEB 18, '14

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 #: F170J 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: Introduction to Arctic Backpacking

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

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)
 Summer 2015

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:
 LECTURE hours/weeks 8/1 LAB hours /week PRACTICUM hours /week

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) One one-week backpacking trip in an Arctic field setting

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 F170J Introduction to Arctic Backpacking

1 credit Offered as Demand Warrants

Designed to introduce students to the art of backpacking the Arctic: route planning, food preparation, gear choices, and emergency preparedness leading to a week-long arctic backpacking trip. Many of the Leave No Trace camping ethics that are important while backpacking in the Arctic will be addressed (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: NO:

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 Natural Science, ("X" for Core) Format 8

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 NO

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

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? TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course? 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? 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
These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES
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

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

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 a RECR course that students appreciate given Alaskan geography.

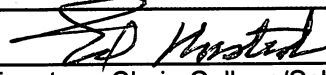
JUSTIFICATION FOR ACTION REQUESTED

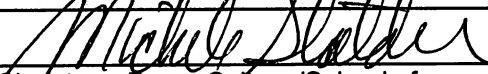
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory.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

There is a demand for continuation of this course from our students.

APPROVALS: Add additional signature lines as needed.

 Date 2-1-2014
Signature, Chair, Program/Department of: RECR/CTC

 Date 2-12-14
Signature, Chair, College/School Curriculum Council for: CTC

 Date 2/13/14
Signature, Dean, College/School of: CTC

Signature, Dean, College/School of: _____ Date _____

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

Signature of Provost (if above level of approved programs) Date _____

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

Signature, Chair Date _____

Faculty Senate Review Committee: ___ Curriculum Review ___ GAAC
___ Core Review ___ SADAC

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.

8/1/2012

Introduction to Arctic Backpacking

1-Credit

Instructor-Frank Olive

Contact: 474-6027; folive@alaska.edu

June 13th-22nd

Field trip fee: \$450

Course Meetings-

Pre-Trip Meeting- Outdoor Adventures office at 519 Copper Lane

Friday 6/13 5:30pm-7:30pm

Classroom- Outdoor Adventures Office at 519 Copper Lane

Saturday 6/14 9am-5pm

Classroom- Outdoor Adventures Office at 519 Copper Lane

Sunday 6/15 11-5pm

Field Trip- Brooks Range Backpacking

Monday 6/16- Sunday 6/22

Course Description

This course is designed to introduce students to the art of backpacking the Arctic. We will cover a wide range of topics regarding multiday hiking in the Brooks Range. We will go over route planning, food preparation, gear choices, and emergency preparedness here in Fairbanks. We will then head out for a week long backpacking trip in the Brooks Range. This environment will provide many opportunities for instruction and learning moments. We will specifically discuss navigation, river crossings, camp selection, safe bear practices and many of the Leave No Trace camping ethics that are important while backpacking in the Arctic.

Course Goals

The students should leave this course with a good understanding of backpacking in the Arctic. Students should be able to plan a route and put together the logistics of their own backpacking trips. This class will provide students with an understanding of the gear that they need for backpacking and its correct use in the field. This class will also help develop a good sense of judgment for future backpacking trips. Hopefully the students will also leave the course with a love and respect for the arctic environment in which they have traveled.

Appropriate Student Background

There are no prerequisites for this course; however, enrollees must be in adequate physical condition to carry a 40+ pound pack over rough arctic tundra for a week. Students must be willing to: travel in inclement weather, have wet feet, do river crossings, deal with lots of bugs, and travel over steep and unstable terrain.

Equipment

Outdoor Adventures will provide: tents, backpacks, sleeping bags, sleeping pads, stoves, and pots. Students will need to have clothing that is appropriate for being outside in the arctic summer environment of Alaska.

Grading

This is a pass/fail course.

Trip Preparation 25%

Field Scenarios (navigation, campsite selection, route finding, etc.) 25%

Field Notebooks 25%

Participation in the expedition experience 25%

70%- will be considered a passing grade

Grading Rubric for Arctic Backpacking

	5 (Excellent)	4 (Good)	2-3 (Fair)	0-1 (Poor)
Trip Preparation	Student has their personal gear kit for the trip together, organized and complete. Student works hard to make sure that the food, logistics and group gear are thoroughly prepared	Student has most of their personal gear together. Student actively participates in food shopping, logistics and group gear participation	Student has an incomplete or unorganized personal gear kit. They don't do their share of the pre-trip preparations with the group food and gear.	Student has not taken the necessary steps to get any of their gear together. They are absent from the trip preparation or don't do anything to make the logistics for the trip happen
Field Scenarios	Student fully grasps the concepts presented in LNT, navigation, route finding and other field lessons and can then implement them on their own	Student has a good grasp of the field concepts that are presented and can demonstrate these concepts with a little help	Student has a partial understanding of the different field scenarios and has trouble demonstrating any of those lessons.	Student has no grasp of the field concept lesson that are presented and can't demonstrate any of them without significant help
Field Notebook	Student fully utilizes the field note book for taking notes and checking lists before the trip, thoughts and reflections in the field and also has notes taken during the field scenarios	Student takes some notes in the notebook about the trip prep and lesson and also writes some reflections while out on the trip.	Student has a notebook but doesn't use it much	Student doesn't have a field notebook
Participation in the Expedition Experience	Student engages with the group in a positive manner. They pitch in and do more than their share of the camp chores. They also are encouraging and patient with other members of the group	Students are positive and helpful most of the time. They do their share of the camp chores and participate in the decisions that the group makes	Student is sometimes unengaged or negative with other members of the group. They only participate in some of the group discussions and mainly do camp chores that benefit themselves directly.	Student is not engaged with the group at all. Never does any camp chores and is negative, sullen and makes no effort to resolve any issues within the group

Course Material

There is no text book. Students will need to have a field notebook and pencil for the course.

Course Assignments

Students will be expected use the notebook to create a future reference for backcountry travel. This should include: Notes about gear, notes about food choices including likes/dislikes and amounts, daily distances and times, route hints and reminders for next time, general reminder notes, and reflections about the trip (I.E. why you are there?) This notebook can also contain references and helpful hints such as navigation reminders

Risk Tolerance

Due to the nature of outdoor travel there are certain risks in this class. Acceptable risks include: hiking up steep hills with a backpack of 50+ pounds for many miles of rough terrain, doing stream crossings, camping out for seven days in Alaska arctic weather, dealing with wildlife, snowstorms, wind, ice and mud. Driving risks may include slick and snowy roads, poor visibility, and wildlife.

Students with Disabilities

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. The instructor will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities. Please inform the instructor of any disabilities during the first class session.

Budget

Intro to Arctic Backpacking (RECR F170J)

Transportation Cost-	\$775
Gear Rentals-	\$675
Trip Food-	\$800
Total-	\$2250
Total Divided by 5 students-	\$450

Class Fee for Intro to Arctic Backpacking \$450