

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	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:	Dept	RECR	Course #	F180A	No. of Credits	1.0
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Justify upper/lower division status & number of credits:

The course content represents first-year level knowledge.

3. PROPOSED COURSE TITLE:	Expedition Rock Climbing
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4. To be CROSS LISTED? YES/NO	No	If yes, Dept:	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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(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.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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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
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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)	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify)						
Mode of delivery (specify lecture, field trips, labs, etc)	Lab					

9. CONTACT HOURS PER WEEK:	8/1	LECTURE hours/weeks	40+/1	LAB hours/week	<input type="checkbox"/>	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)	Lecture and Lab during field trip
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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:****FSH 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 F180A Expedition Rock Climbing

1 credit Offered as Demand Warrants

This course is designed to take students who already have a grasp of the basics of rock climbing to the next level. Students will travel to a designated location in order to develop the ability to sport lead outside, and gain working knowledge of the fundamental concepts of placing removable rock protection (trad gear) and doing practice leads while placing trad gear in the rock. Students will also learn crack climbing movement techniques such as hand jams and foot jams. Prerequisites: RECR F140H or RECR F140H or Equivalent (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: X

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** RECR F140H or RECR F140H or Equivalent

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

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES** \$300

Has a memo been submitted through your dean to the Provost for fee approval? Y Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously? Y Yes/No

If yes, give semester, year, course #, etc.: Summer 14

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.

SEE ATTACHED SIGNATURES

APPROVALS: Add additional signature lines as needed.

Signature, Chair, Program/Department of: RECR/CTC Date

Signature, Chair, College/School Curriculum Council for: CTC Date

Signature, Dean, College/School of: CTC Date

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

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APPROVALS: Add additional signature lines as needed.

Marta Strohmair Date *2-12-14*
Signature, Chair, Program/Department of: RECR/CTC

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

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

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

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

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

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

____ Date ____

Signature, Chair
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

Expedition Rock Climbing 2014

1 Credit

Instructor-Frank Olive

Contact: 474-6027; folive@alaska.edu

Pre-trip Meeting 7/10/14 5:30pm-7:30pm

Field Time July 11-15 2014 in Whitehorse, YT

Field Fee \$300

Course Meetings

Pre-trip Meeting

7/9- Meet at Outdoor Adventures 5:30pm-7:30pm

Go over syllabus and figure out the gear and logistics for the course

Field Trip

7/11- Meet at Outdoor Adventures 7am

Drive to Whitehorse, YT and camp out.

7/12, 7/13, 7/14- Climb at the Golden Canyon

7/15- Drive back to UAF

Course Description

This course is designed to take students who have a grasp of the basics of rock climbing to the next level with their climbing. The granite walls of the Golden Canyon are an ideal setting for developing the ability to sport lead outside. The cracks in this area are also a great place to introduce the fundamental concepts of placing trad gear and doing practice leads using trad gear placed by the students.

Course Goals

The goal of this course is for students to build upon their rock climbing knowledge, and gain experience climbing outside. Students will be taught skills to allow them to do single pitch sport leads including clipping, rope management, falling and safely lowering after reaching the anchors. The students will also be introduced to placing traditional rock protection into cracks and begin to work towards doing trad leads.

Student Learning Outcomes

Students should be able to lead climb up a sport route demonstrating good ropework and clipping technique. The student should then be able to build an anchor, transfer onto it and rappel the route. The student will know how to provide a safe and smooth belay for a lead climber. The student should be able to make basic trad gear placements and create an S.R.E.N.E. anchor with trad placements. Students will be able to demonstrate good crack climbing technique including a hand jam and a foot jam.

Appropriate Student Background

Students must have taken Beginning Rock Climbing, Intro to Rock Climbing, Intro to Rock and Ice or have equivalent experience. Enrollees must be in sufficient physical condition to undertake a rigorous program that includes hiking, high angle rock climbing, and days of up to ten hours in length. Students must also have the appropriate clothing to spend full days outside in inclement weather.

Instructional Methods

The course will use both classroom discussion and field learning. The classroom discussion will be prior to the field trip. During the field trip, the instructor will discuss potential situations and challenges as well as demonstrate skills to be mastered by the students. The students will then have time to learn/practice those skills through application by active participation in climbing. The students will have a final scenario based on the skills learned in the class.

Grading

This is a pass/fail class

Attendance/participation:	50%
Final Scenario:	25%
Demonstration of movement	20%
Quizzes:	5%
Passing Grade:	70%

The students will have a final scenario based on the skills learned in the class.

Grading Rubric for Expedition Rock Climbing

	5 (Excellent)	4 (Good)	2-3 (Fair)	0-1 (Poor)
Attendance and Participation	Student participates in all the climbing time while in the field, listens carefully to the instruction and is always excited to practice the new skills in the course and develop their rock climbing skills	The student utilizes most of their climbing time in the field. Participates in the activities laid out by the instructor and practices most of the skills taught in the course.	Student doesn't utilize their climbing time in the field well. They choose to not participate in some of the lessons. They don't always listen closely, ask questions or fully grasp the activities in the class.	The student regularly chooses not to participate in the class climbing activities. They don't listen to the instruction and can't participate in the activities because they don't understand the concepts
Final Scenario	Student performs the final climbing scenario flawlessly. All of the details that were emphasized in the course were followed and the student performed the exercise in a relaxed and smooth way	The student did well in the final scenario with only a few small flaws or a small amount of coaching. They demonstrated that they could perform the climb safely but need a bit of practice to be polished	The student could complete the final scenario with significant coaching or larger errors. The student didn't not make any critical safety errors	The student is unable to complete the final scenario or the student makes an error in one or more of the critical safety systems during the scenario such as an unlocked belay carabiner
Demonstration of Movement	The student thoroughly integrates the movement techniques that are taught in the course into their climbing	The student uses many of the techniques taught in the course in their climbing, but the student needs to be reminded to use them occasionally while climbing	The student picks up a few of the movement techniques taught in the course and uses them sporadically while climbing	The student has no grasp of the movement techniques taught in the course
Quizzes	The student demonstrates a thorough understanding of the material by successfully performing a climbing related skill for the instructor when requested	The student demonstrates an understanding of the climbing material with a small amount of coaching or small errors	The student fails to understand and demonstrate some of the basic concepts of the course when asked	The student can't demonstrate any of the concepts taught in the course when asked

Course Material

Suggested Readings:

- (1) Climbing Anchors – John Long and Bob Gaines. A Falcon Guide

Equipment

Outdoor Adventures will provide: harnesses, helmets, and all of the technical climbing gear for use in this course. All of the camping gear is also provided for this course including tents, sleeping bags, backpacks, stoves and other car camping gear. Food will also be provided for the group as part of this course as well as transportation to the climbing in Whitehorse. Students are required to have their own clothing (climbing clothing and raingear), hiking shoes (sneakers are okay), and other personal supplies.

Because the course take place in Canada all students must have a current passport.

Group Expectations

A high level of trust is required for this course. All students are expected to display maturity and responsibility while in class. Not only will students be called on to make decisions pertaining to their own well-being and immediate safety, but also decisions that will directly impact their partners. The instructor reserves the right to deny a student participation in a field or class session if they behave in a manner that puts themselves or other students at risk. It is the goal of the instructor to maintain open lines of communication in order for students to be comfortable asking questions and for help. Finally, Outdoor Adventures subscribes to Leave No Trace skills and ethics; the details of this will be explained during the first class.

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 up to 40 pounds for a few miles of rough terrain. Climbers will be roped in and wear helmets for all outdoor climbing which may be on cliffs as high as 100feet. While climbing there is the potential for loose holds or rock fall. Conditions may include cold temperatures, rain showers, thunderstorms, muddy trails and high winds.

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.