



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
MICHELE DUFFEY	MLP127	Health and Human Development (HH)	Not Available
BRENDAN TAFF	bdt3	Health and Human Development (HH)	Not Available

Academic Home: Health and Human Development (HH)

Type of Proposal: Add Change Drop

Message for Reviewers:

Course Designation

(KINES 1Z) Introduction to Outdoor Pursuits

Course Information

Cross-Listed Courses:

RPTM 1Z(HH)

Prerequisites:

Corequisites:

Concurrents:

ENGL 183Z

Recommended Preparations:

Abbreviated Title: Outdoor Pursuits

Discipline: General Education

Course Listing: Linked

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 1.5

Maximum Credits: 3

Repeatable: YES

Maximum Total Credits: 6

Department with Curricular Responsibility: Kinesiology (UPHH_KINES)

Effective Semester: Upon Approval

Travel Component: YES

Description Of Travel Component: This course may be offered with or without a travel component. Depending on the location and outdoor pursuit topic, overnight travel may be required. For example, when backpacking and orienteering are offered, practice in changing light environments is an important opportunity for skill development. In such, overnight travel is necessary even if in a location relatively near to a campus (i.e. Rothrock).

Course Outline

A brief outline or overview of the course content:

KINES 1Z/RPTM 1Z is an introduction to selected outdoor pursuit activities from a beginning skill level perspective; selected outdoor pursuit activities, include but are not limited to, rock climbing, cross country skiing, backpacking, hiking, and orienteering. In the course, students will experience a focus on both development of skills and proper training while gaining appreciation for history and development of the selected experience(s). Logistical / equipment issues and safety and risk management issues are addressed in preparation for the selected experience(s). The course includes environmental ethics and how to deal those issues while participating in the selected activities, including any group dynamics that are common with the activities. Opportunities are created for further skill development in the selected outdoor pursuit experience(s). Course experiences may extend to local areas and/or areas requiring travel to safely partake in the activities. This course is linked to ENG 183Z.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Due to the nature of the course, the content is woven through both theory and practice with some concepts evolving over the course of the semester; thus, the outline should not be considered as chronological, though concepts are typically initially introduced in the following order. For continuity with other proposals, time allotment for topics is presented based on 15 weeks and 45 hours of work per credit.

The specified Outdoor Pursuit topic will be addressed through exploring each of the following:

History and philosophy of activity (1 week)

Exploring associated organizations and resources (1 week)

Environmental impact of activity and minimizing impact (i.e. Leave no Trace) (2 weeks)

Skill development (proper techniques, good practices) (4 weeks)

Proper training protocol for chosen pursuit (including fitness and wellness practices and injury prevention for the chosen activity) (1.5 weeks)

Logistical / equipment preparation (2 weeks)

Safety management / risk assessment (1 week)

Leadership and group dynamics (1.5 week)

Finding and acting on future opportunities to engage in the chosen outdoor pursuit (1 week)

Course Description:

Introduction to Outdoor Pursuits (KINES 1Z/ RPTM 1Z) is a course that is designed to introduce the student to selected outdoor pursuit activities. The selected activities will depend on the time of the year and availability of resources. The activities could include but are not limited trail day hiking, mountain biking, backpacking, orienteering, kayaking, canoeing, cross country skiing, or to rock climbing experiences. All selected activities will follow the same basic format of skill development and training procedures,

history and philosophical underpinnings of the activity, available written resources and professional organizations related to the Course Justification activity, logistical equipment preparation, appreciation of environmental impact of partaking in the selected activity, safety management / risk assessment and future opportunities to participate in the activity. It is a purpose of this course to allow the student to explore different outdoor pursuit activities and then to make a more informed decision as to which activities they might choose to further develop their skill base and competency necessary to partake in the activity at a more advanced level on a life-long basis. Through opportunities to develop camaraderie through collaborative work/ teamwork, students practice safe participation in the selected activities with attention to environmental impact. Students will experience a common skill base from which to engage in the activities. After completion of the course, students are encouraged to engage in adventure recreation programs, and other appropriate courses to help with the continued development of life skills. This course fulfills credits toward the GHW General Education requirement. KINES 1Z/RPTM 1Z is linked to ENGL 183Z; the two courses must be taken concurrently.

The name(s) of the faculty member(s) responsible for the development of the course:

1 Name: BRENDAN TAFF (bdt3)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

1 Name: MICHELE DUFFEY (MLP127)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Upon completion of KINES 1Z/RPTM 1Z, students will be able to:

1. Apply the necessary skills and logistics involved in selected outdoor pursuit activities necessary to safely participate in the experience and articulate the risk management aspects of assessing their current skill level with the degree of difficulty of the specific activity.
2. Describe and apply environmental ethical principle and practice and its implication and role in proper decision-making in the selected activities.
3. Articulate theory and practice of leadership, group dynamics, and administration within the realm of outdoor-based experiential programs, activities, and/or management.
4. Distinguish the historical and philosophical underpinnings of outdoor-based experiential programs, activities, and management, and the contemporary influences.
5. Describe and practice outdoor-based experiential programs, activities, and management of these pursuits within the context of health and well-being (physical, social and environmental).

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Various evaluation techniques will be used to assess student's progress in KINES 1Z/RPTM 1Z. These techniques shall include but not be limited to:

Written exams/quizzes 20%

Assignments (i.e. journal reports, research paper) 35%

Safety management plan (i.e. assessing risk) 15%

Demonstration of skill acquisition/execution of skill 30%

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course is directly linked to and taken concurrently with ENG 183Z by supporting the exploration of the subject matter and places that are a focus of each iteration of the linked English course. Readings from diverse perspectives in ENG 183Z will help students identify and explain ways individuals and/or communities can achieve and maintain health and wellness; skills learned in KINES 1Z/RPTM 1Z will help students demonstrate behavioral practices needed to engage in healthy living across the lifespan. Additionally, KINES 1Z/ RPTM 1Z could serve as a gateway to other GHW courses allowing deeper understanding in Health and Wellness, or perhaps in pursuit of intramural opportunities and/or adventure recreational activities. (This new course is the linked version of KINES 1/ RPTM 1. In this proposal, the proposers seek to establish a formal linkage between KINES 1Z/RPTM 1Z along with ENG 183Z. This linkage has been in existence for many years, but with this proposal will formalize it under the new general education opportunities for integrative studies.)

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

KINES 1Z/RPTM 1Z is specifically designed for the general University population with intended pursuit of lifelong health and wellness, keeping with the criteria for the new requirements of the Health and Wellness component of General Education.

A description of any special facilities:

Access to indoor and/or outdoor setting suitable for selected pursuit and general purpose classroom.

Frequency of Offering and Enrollment:

This course is offered Fall and Spring semesters with approximately 25-35 students/section depending on the selected outdoor pursuit(s), particulars of travel (if applicable), and availability of resources on a particular campus.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

KEY LITERACIES – Developing healthy practices and knowledge in the outdoor environment are important underpinnings in this course. Throughout the semester, students continually evaluate and interpret the physical condition, develop skills to improve health throughout life through movement in the outdoors, consider logistics of the selected outdoor experience/activity and preparation (i.e. equipment needs and choices), and monitor and practice safety. Students work within a group environment during class for the practical application and gain appreciation for individual differences, and they learn to create an environment (a mini community in many respects) to motivate one another and to work together to enhance personal growth for everyone while ensuring personal safety and minimizing their impact on the chosen environment.

CRITICAL AND ANALYTICAL THINKING – Students continually analyze the physical condition and apply theory to best practice behaviors. One advantage of this course is the opportunity to develop a peer group which can be used for support in further developing an activity-specific skill base in outdoor pursuit activities. The camaraderie that could be developed through collaborative work/ teamwork will allow for safer participation in the selected activity and provides opportunities for practicing communication and informed decision-making based on content knowledge and available information which may be continually changing in an outdoor environment. The nature of this course leads to active discussion of activities that transcend and transfer to life in general such as calculated risk taking, understanding of personal skill assessment in relationship to taking on a varying degree of challenge. The course readings and meetings will provide information necessary to successful complete assignments and to provide a foundation of knowledge which will need to be applied practically.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – A natural process within this course is to consider the environmental impact of partaking in outdoor experiences. In exploring outdoor pursuits, students must consider their impact on the natural environment and the ramifications of those actions/decisions. Through interaction with the outdoors through movement, reflecting upon those behaviors, implementing healthy behaviors, and evaluating the risks involved not only to the person but the physical environment, students will gain knowledge and leadership necessary to encourage healthy actions and gaining appreciation for availability of such activities to encourage healthy communities.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Assessment of the GELOs is integrated throughout the course in student work. Students are expected to keep a journal and complete several small writing assignments during the outdoor pursuit experiences and to reflect back on the experience and how it relates to their personal interests (KL, C&AT). There is a reflection / debrief in the form of verbal expression by the students in small group discussion at the conclusion of the course (SR&ER, C&AT, KL). Students practice activity-specific skills and apply what they learn about such issues as logistics, preparation, and environmental impact (KL, SR&ER, C&AT). Theoretical concepts are emphasized through practice with discussion and thoughtful analysis of performance and are assessed via assignments as well as written exams/quizzes (KL, C&AT).

General Education Domain Criteria

General Education Designation: Linked

- Linked Courses
- ENGL 183Z

GHW Criteria

- Explain the methods of inquiry in Health and Wellness fields and describe how the contributions of these fields complement inquiry in other areas
- Describe multiple perceptions and dimensions of health and wellness (emotional, spiritual, environmental, physical, social, intellectual, and occupational)
- Identify and explain ways individuals and/or communities can achieve and maintain health and wellness
- Describe health-related risk factors and explain changes in knowledge, attitudes, behaviors, activities or skills that have the potential of improving health and wellness
- Disseminate knowledge about health and wellness and demonstrate behavioral practices needed to engage in healthy living across the life span

What components of the course will help students achieve the domain criteria selected above?

- 1 – Identify and explain ways individuals and/or communities can achieve and maintain health and wellness
- 2 – Describe health-related risk factors and explain changes in knowledge, attitudes, behaviors, activities or skills that have the potential of improving health and wellness
- 3 – Disseminate knowledge about health and wellness and demonstrate behavioral practices needed to engage in healthy living across the life span.

This course integrates theory with practical application of that theory. Students are exposed to information that allows them to participate safely in selected outdoor pursuits while giving attention to that activity's impact on the chosen environment. Students develop the knowledge, skills, and best practice behaviors to create and practice healthy activity choices over the lifespan while experiencing and caring for the outdoor environment. Students will consider ways in which they as individuals can take this knowledge and apply it to their own health and pursuit of life-long outdoor experiences. They will be knowledgeable in outdoor pursuits and will be able to share this knowledge with others in a safe, responsible manner.

Integrative Studies

Explain how the intellectual frameworks And methodologies of each course's Knowledge Domain will be explicitly addressed in the course and practiced by the students.

GH (ENG 183Z): Students will read, discuss, and analyze in writing diverse works of literature, history, and other forms of cultural expression as they examine the impact of place on self and society. The course will explicitly evaluate application of humanities methodologies, including close reading, citation, and writing craft.

GHW (KINES 1Z/RPTM 1Z): Students will learn outdoor skills and disciplines that aim to enhance the objectives of the English course. Readings from diverse perspectives will help students identify and explain ways individuals and/or communities can achieve and maintain health and wellness; skills learned will help students demonstrate behavioral practices needed to engage in healthy living across the lifespan.

Explain how the courses in the Linkage will be linked with each other. It is anticipated that courses will usually be linked by subject matter, but they should additionally be linked by some purposeful component that provides opportunities for students to experience and practice integrative thinking across Knowledge Domains. The Linkage component between courses needs to be intentional and explicit to students. However, each course in a Linkage must be self-contained such that students can successfully complete just one course in the Linkage if they so choose.

ENG 183Z is offered concurrently with KINES 1Z/RPTM 1Z. Students must take KINES 1Z/RPTM 1Z with ENG 183Z, and may not enroll in KINES 1Z/RPTM 1Z without ENG 183Z.

In KINES 1Z/RPTM 1Z, students will learn methodologies and skills relevant to their in-field experience in ENG 183Z, such as paddling skills, logistics skills, risk assessment, and backcountry ethics. Thus, the in-field experience is the purposeful component that provides students with opportunities to apply both their ENG 183Z and KINES 1Z/RPTM 1Z in an integrative experience of place and environment. (This new course is the linked version of KINES 1/ RPTM 1. In this proposal, the proposers seek to establish a formal linkage between KINES 1Z/RPTM 1Z along with ENG 183Z. This linkage has been in existence for many years, but with this proposal the proposers seek to formalize it under the new general education opportunities for integrative studies.)

Briefly explain the staffing plan. Given that each Linked course is approved for a single Knowledge Domain, it will be taught by an instructor (or instructional team) with appropriate expertise in that domain, who will also be expected to implement the Linkage's shared component as defined in this proposal

The faculty responsible for each course will work closely including teaching in tandem at times, in particular during any course travel. The instructor of the KINES 1Z/ RPTM 1Z course will have relevant certification (i.e. WFR, NOLS, ACA), training, and/or significant experience in outdoor education. The instructor of the English course will act as the lead instructor for the concurrent courses to coordinate formalities in the linkage.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

The final writing project integrates material from both courses. Students will be assessed on their ability to integrate their lived experience and exploration of place—an experience informed by the skills and methodologies learned in KINES/RPTM 1Z—with their reading and discussion of texts in ENG 183Z. In addition, projects such as travel journals and scrapbooks may integrate disciplines with reading, discussion, and experiences.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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Potential Impact

Pre-Requisites

is *listed as a pre-requisite or concurrent course* for the following courses:

Note: Not all courses may be listed here, due to lionpath requirement incompleteness.

No pre-requisites or concurrent courses found

KINES 1Z/RPTM 1Z
Outdoor Pursuits
1.5-3 credits

Prerequisites/Co-requisites/Concurrent Requirements/ Recommended Preparation:

There are no courses required for completion prior to enrolling in KINES 1Z/RPTM 1Z. Students will enroll concurrently in KINES 1Z/RPTM 1Z and ENGL 183Z as a linkage in Integrative Studies.

Course Attributes and/or Designations:

This course allows the student to earn 1.5-3 credits toward fulfilling the General Health & Wellness (GHW) requirement in General Education.

General Education Learning Objectives:

This course will expose students to General Education Learning Objectives (GELO). The learning objectives addressed in this course are:

- Critical and Analytical Thinking
- Key Literacies
- Social Responsibility and Ethical Reasoning

Course Description:

Introduction to Outdoor Pursuits (KINES 1Z/ RPTM 1Z) is a course that is designed to introduce the student to selected outdoor pursuit activities. The selected activities will depend on the time of the year and availability of resources. The activities could include but are not limited trail day hiking, mountain biking, backpacking, orienteering, kayaking, canoeing, cross country skiing, or to rock climbing experiences. All selected activities will follow the same basic format of skill development and training procedures, history and philosophical underpinnings of the activity, available written resources and professional organizations related to the Course Justification activity, logistical equipment preparation, appreciation of environmental impact of partaking in the selected activity, safety management / risk assessment and future opportunities to participate in the activity. It is a purpose of this course to allow the student to explore different outdoor pursuit activities and then to make a more informed decision as to which activities they might choose to further develop their skill base and competency necessary to partake in the activity at a more advanced level on a life-long basis. Through opportunities to develop camaraderie through collaborative work/ teamwork, students practice safe participation in the selected activities with attention to environmental impact. Students will experience a common skill base from which to engage in the activities. After completion of the course, students are encouraged to engage in adventure recreation programs, and other appropriate courses to help with the continued development of life skills. This course fulfills credits toward the GHW General Education requirement. KINES 1Z/RPTM 1Z is linked to ENG 183Z; the two courses must be taken concurrently.

Course Objectives:

Upon successful completion of KINES 1Z/RPTM 1Z, students will be able to:

1. Apply the necessary skills and logistics involved in selected outdoor pursuit activities necessary to safely participate in the experience and articulate the risk management aspects of assessing their current skill level with the degree of difficulty of the specific activity.
2. Describe and apply environmental ethical principle and practice and its implication and role in proper decision-making in the selected activities.

3. Articulate theory and practice of leadership, group dynamics, and administration within the realm of outdoor-based experiential programs, activities, and/or management.
4. Distinguish the historical and philosophical underpinnings of outdoor-based experiential programs, activities, and management, and the contemporary influences.
5. Describe and practice outdoor-based experiential programs, activities, and management of these pursuits within the context of health and well-being (physical, social and environmental).