

# LONG SIGNATURE SHEET

Proposal Number: KNES 2-1-2011

Proposal Title: Establishment of a Minor in Outdoor Adventure Leadership

Originating Department: Kinesiology

TYPE OF PROPOSAL: UNDERGRADUATE X GRADUATE \_\_\_\_\_ UNDERGRADUATE & GRADUATE \_\_\_\_\_  
(Separate proposals sent to UCCC and Grad. Council)



UNC CHARLOTTE

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
		2/6/12	Approved	DEPARTMENT CHAIR <i>Yvette Huet</i> Dr. Yvette Huet
	9 APR 12	10 APR 12	Approved	COLLEGE CURRICULUM COMMITTEE CHAIR <i>Mark [unclear]</i>
4-10-12	4-20-12	4-26-12	Approved	COLLEGE FACULTY CHAIR (if applicable) <i>Cynthia [unclear]</i>
4/26/2012	4/30/2012	5/1/2012	Approved	COLLEGE DEAN <i>Jane B. Neese</i> Dr. Nancy Fey-Yensan / Jane B. Neese
			Approved	GENERAL EDUCATION (for General Education courses)
	25 Oct 12	<del>10 Nov 12</del>	Approved	UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate courses) <i>Richard [unclear]</i>
			Approved	GRADUATE COUNCIL CHAIR (for graduate courses)
11/13/2012			Approved	FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)
				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)

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# UNC CHARLOTTE

## LONG FORM COURSE AND CURRICULUM PROPOSAL

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\*To: Yvette Huet, Department Chair. Kinesiology

From: Sandy Kohn , Senior Lecturer, Kinesiology

Date: January 16, 2011

Re: Establishment of a Minor in Outdoor Adventure Leadership

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The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

\*Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

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(Separate proposals sent to UCCC and Grad. Council)



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DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
			Approved	<u>DEPARTMENT CHAIR</u> [print name here]
			Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [print name here]
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here]
			Approved	<u>COLLEGE DEAN</u> [print name here]
			Approved	<u>GENERAL EDUCATION</u> (for General Education courses) [print name here]
			Approved	<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
			Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)
			Approved	<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



# University of North Carolina at Charlotte

## New Undergraduate

### Course and Curriculum Proposal from: Kinesiology

KNES 2-1-11 Establishment of a Minor in Outdoor Adventure Leadership

## II. CONTENT OF PROPOSAL

### A. PROPOSAL SUMMARY.

**SUMMARY.** The Kinesiology Department proposes to add a Minor in Outdoor Adventure Leadership which includes six current courses (which are receiving some revisions as part of this proposal), deleting two courses by combining content with other courses, and adding five new elective courses to the undergraduate curriculum: KNES 2237, KNES 2238, KNES 2239, KNES 3236, and KNES 4431.

### B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

Though Charlotte is a large urban center, there are numerous outdoor adventure program opportunities locally and North Carolina as a whole offers some of the best outdoor adventure opportunities in the country. The Venture program has been a part of UNC Charlotte since 1970. There are typically 20 to 30 students each year who are in some phase of their training with Venture with about 15 of these working as paid part-time student staff on Venture programs. For the past 30 plus years, Venture has offered courses through Kinesiology, and the Venture Director position includes a half-time faculty lecturer appointment with the Kinesiology Department. Many of the Venture student staff members have taken multiple academic courses taught by Venture staff through Kinesiology. Dozens of these students over the years have expressed their desire that they could obtain some kind of academic degree related to their Venture training and experiences.

Though numerous UNCC students have found employment or involvements with some of the programs listed below without any specific degree preparation, many who have worked with Venture were able to use this experience to help land these positions. The outdoor adventure field has become more competitive over the years. There are now numerous degree programs around the state and the country that specifically prepare students for jobs as outdoor adventure leaders. Kinesiology believes that a Minor is an appropriate and achievable goal to help UNC Charlotte students be prepared to find employment opportunities in this field.

Outward Bound— one of the premiere outdoor adventure programs in the world has a center in North Carolina – The North Carolina Outward Bound School (NCOBS). In fact, Venture began because of a grant that sent a number of UNC Charlotte faculty, staff and students to NCOBS in 1970. Venture has been a part of UNC Charlotte ever since. Venture has had a number of past student staff work with NCOBS either while still students or after graduation.

The US National Whitewater Center (USNWC) in Charlotte is a world-class outdoor programming site with water sports, challenge course and rock climbing opportunities. Over two-dozen UNC Charlotte students have worked at

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the USNWC while they were students and / or upon graduation. The USNWC hires hundreds of seasonal workers to run their outdoor adventure components.

The YMCA of Greater Charlotte has 20 different facilities plus 2 camps in our region. Many of the local Y's offer day camps in the summer and the 2 summer camps offer extensive outdoor adventure programming.

Scouting- many local scout groups provide strong outdoor adventure programs. This Minor would help prepare parents to provide enhanced training and leadership for both Boy Scouts and Girl Scouts. There are 1500 Girl Scout Troops in the Hornets Nest Council, serving over 20,000 girls. The three Boy Scout councils in and around Mecklenburg County serve around 30,000 boys with around 900 troops. There are also 3 local Scout camps.

Summer Camps – The American Camping Association web-site reveals that there are 71 ACA accredited camps in North Carolina. There are only 10 other states in the US with more ACA accredited camps. Hundreds of UNC Charlotte students have worked at summer camps.

This Minor would provide enhanced opportunities for part-time and summer employment while completing a degree as well as enabling another option to students who don't immediately find employment in their major field of study.

Through our work with Venture student staff, we know of 2 students in the past 4 years who have left UNCC to attend other colleges or Universities where they could major in some kind of outdoor adventure education degree program. They learned about the outdoor field from working with Venture and they developed a real passion for this work. Having a minor available at UNC Charlotte might offer enough of a focus to allow us to retain future students with this interest.

The Minor can also provide students with life-long recreational pursuits and skills that they can share with their friends and families.

The focus on leadership in the Minor would benefit any student who may want to move into future managerial positions. Students in the minor will have real and significant leadership responsibilities as part of their studies and the lessons learned from these experiences are transferable to other leadership roles. This has been a consistent message we have heard from our past Venture student leader alumni.

## 2. Discuss prerequisites/corequisites for course(s) including class-standing.

To ensure that students who declare the minor have access to these classes, all the KOAL courses would require that students have declared the minor or receive permission of the Instructor. Students who are in the EXER Major and have identified the outdoor leadership concentration will receive permission as soon as they inquire. The course instructors would let others students in after providing sufficient time for KOAL Minor students to enroll.

A note on progression: The ideal progression is to take the 1000 level, then the 2000 level, etc.; with electives taken at any time. However such a progression may not always be possible for students. It is highly recommended that students in the Minor confer with the Venture staff when planning their personal course progression.

## 3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

The intro course is at the 1000 level and is designed for Freshmen and Sophomores  
**KNES 1231** Introduction to Outdoor Adventure

The three "Intensive Experience" courses are at the 2000 level as are the optional elective "Intensive Experience" courses

**KNES 2230** Wilderness Experience [Revised]

**KNES 2233** Rock Climbing

**KNES 2236** Challenge Course Activities

**KNES 2237** – Raft Guiding [NEW]

**KNES 2238** – Whitewater Kayaking [NEW]

**KNES 2239** - Rock Climbing Management [NEW]

The two "Outdoor Leadership-based " courses are 3000 level course as is the foundations course that is focused on becoming a leader

**KNES 3230** Wilderness Trip Leading

**KNES 3235** Challenge Course Facilitation [Revised]

**KNES 3236** Theory & Foundations of Adventure Education [NEW]

The final "Practicum " course is at the 4000 level and is a comprehensive synthesis of all the knowledge and skills gained from the earlier courses. The practicum uses the x4xx numbering designated for Practica.

**KNES 4431** KOAL Practicum [NEW]

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

Currently the outdoor adventure courses being taught through Kinesiology are electives with no specific overarching plan. The Minor will enable students to systematically develop the Knowledge, Skills and Abilities (KSA's) that are needed to be effective outdoor adventure leaders. The following shows the planned acquisition of KSA's through the various components of the minor curriculum.

1000 Level (IOA) – Intro course

- Learning through inquiry/discovery approach
- Self-care, including body temperature regulation in varied conditions
- Introduction to communication skills, teamwork, problem-solving, processing, etc.
- Leave No Trace
- Initial development of experience-based judgment
- Introduction to activity-specific technical skills

2000 Level (WE, Challenge Course Activities, Rock Climbing) "Intensive Experience" courses

- Effective communication skills
- Continued development of experience-based judgment
- Self-care (mental and physical), including body temperature regulation in varied conditions (continued, activity-specific)
- Ability to foster teamwork
- Ability to provide physical and emotional care
- Possess adequate physical fitness
- Basic understanding of the Experiential Learning Cycle and the concepts of Comfort Zones, Flow, and Challenge by Choice
- Giving and receiving feedback

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- Problem solving with a group
- Identifying personal and group strengths and weaknesses
- Proficiency in activity-specific technical skills

#### 3000 Level (WTL, Challenge Course Facilitation) "Outdoor Leadership-based " courses

- Situate Venture and its philosophy within outdoor/experiential education
- Assessment of groups and individuals
- Program planning, design, sequencing, and execution
- Equipment selection & use
- Food planning, hydration, care of group
- Adequate self-care
- Other activity-specific topics
- Risk Management (proactive, active, and retroactive measures)
- Risk Management Paperwork
- Small Group Dynamics, Group Development
- Teaching Techniques
- Facilitation & Processing Skills
- Ethics for Outdoor Adventure Leaders
- Accident anticipation, prevention, and response
- Judgment & decision-making
- Leadership Styles, Situational Leadership

#### 3000 Level (Theory & Foundations)

- History (histories) of outdoor adventure education. Focus on three narratives:
- 20th Century American Progressive Education (John Dewey)
- American Organized Camping Movement(s)
- Kurt Hahn, Outward Bound, and OB offshoots
- Theory (theories) of Outdoor Adventure Education
- Defining "theory"—understanding the mechanisms through which outdoor adventure education achieves its stated outcomes (looking at explanation of how it "works" and why it "works")
- Experiential Education Theory, Learning Cycles
- Outward Bound Process Model (Walsh & Golins, 1976)
- Transference
- Optimal Arousal/flow/adventure experience paradigm
- "Nature Deficit"—Louv & Last Child in the Woods
- Social Justice
- Small group idioculture & situationalism
- Analysis & Synthesis of theories, construction of one's own theory (drawing on sources)

#### 4000 Level (Practicum)

- Gain hands-on work experience in organizing & leading outdoor adventure education activities
- Process & debrief experiences with a cohort and instructor
- Identify professional strengths and areas for growth
- Present oneself as a professional in the outdoor industry
- Resume
- Cover letter
- Experiential Transcript



- Applied Ethics
- Continued focus on giving and receiving feedback and small group communication

### C. IMPACT.

1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

This Minor is designed for undergraduate students from any major who want to pursue this course of study. The design of the curriculum is based on moving a cohort of up to 24 students through the Minor every 2 years. If the demand is greater, we could increase this number up to 48 if additional funding for faculty was available. Other students can fill any spots in courses not filled by students in the Minor. They would take these as electives, which is currently the status of all the outdoor adventure courses being taught through Kinesiology.

2. What effect will this proposal have on existing courses and curricula?
  - a. When and how often will added course(s) be taught?

- The courses that have previously existed :

KNES 1231 – continue to be taught each fall and spring

KNES 2230 – Revised - will become 2 credits instead of 3 with portions of it's content moved to the 3000 level courses. KNES 2231, which was 1 credit, will no longer be taught and it's content will be incorporated into KNES 2230; it will continue to be taught each fall.

KNES 2233 – will continue to be taught each fall and every 2nd spring.

KNES 2236 – will continue to be taught each spring.

KNES 3230 – will continue to be taught each spring.

KNES 3235 – Revised - Renumbering KNES 2235 and expanding to 3 credits by combining content from KNES 2234 (which will be deleted); it will now be taught only in the spring. The objectives of this course are now consistent with the rubric described above for 3000 level course designation.

KNES 2237 – a new course in terms of the curriculum approval process, it has been taught twice as an EXER 1099 course in the spring. It will continue as a spring course. The course instructors are employees of the US National Whitewater Center with a Venture staff coordinating.

- The courses that have not previously existed:

KNES 2238 – a new course to be taught in the fall every other year. The instructors for this will include employees of the US National Whitewater Center with a Venture staff coordinating.

KNES 2239 – a new course to be taught every 2<sup>nd</sup> spring, alternating in the course rotation with KNES 2233.

KNES 3236 – a new course to be taught every 2<sup>nd</sup> spring.

KNES 4431 – a new course to be taught every fall and spring. A similar course has been taught twice as an EXER 1099 course. Fall 2010 - EXER 1099-001 Teaching in the Outdoor Classroom and Spring 2011 - EXER 1099-005 Teaching the Outdoor Leader. These consisted of students doing independent studies and working as TA's for Venture taught academic classes.

**b. How will the content and/or frequency of offering of other courses be affected?**

No other courses will be affected other than those courses described in this proposal.

**c. What is the anticipated enrollment in course(s) added (for credit and auditors)?**

Below are the maximum enrollments that these courses can handle.

Course	semester	enrollment	Credits
KNES 1231	F & S	14	2
KNES 2230	F	8	2
KNES 2233	F & S	12	2
KNES 2236	S	16	2
KNES 2237	S	24	2
KNES 2238	F every 2 years	12	2
KNES 2239	S every 2 years	12	2
KNES 3230	S	8	3
KNES 3235	F	12	3
KNES 3236	S every 2 years	24	3
KNES 4431	F & S	12	2-4

**d. How will enrollment in other courses be affected? How did you determine this?**

No other course enrollments will be affected. These courses are currently electives in the Kinesiology activity courses and there is always a greater demand than can be met for these courses.

**e. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.**

KNES 2237 Raft Guiding – has been taught once as an EXER 1099 course. Spring 2011 with 24 enrolled and Spring 2112 with 18 enrolled.

KNES 2238 Whitewater Kayaking is being offered as an EXER 1099 course for the Fall of 2012

KNES 4431 KOAL Practicum – A similar course has been taught twice as an EXER 1099 course. Fall 2010 - EXER 1099-001 Teaching in the Outdoor Classroom and Spring 2011 - EXER 1099-005 Teaching the Outdoor Leader. Each of these courses had 1 student enrolled. These consisted of the student doing independent studies and working as a TA for Venture taught academic classes.



- f. Identify other areas of catalog copy that would be affected, e.g., curriculum outlines, requirements for the degree, etc.

The description of the Minor – as written in Attachment 4 - would need to be added to the catalog.

### **III. Resources Required to Support Proposal.**

When added resources are not required, indicate "none". For items which require "none" explain how this determination was made.

#### **A. PERSONNEL.**

Specify requirements for new faculty, part-time teaching, student assistant and/or increased load on present faculty.

The current Venture staff members are capable of providing all the teaching for this Minor. The Venture Director holds a half-time lecturer position in Kinesiology. The other 3 full-time Venture staff all teach academic courses through Kinesiology as part of the Director's teaching load. Students fulfilling the KNES 4131 Practicum course requirements may be acting as teaching assistants in the other courses. There are five fall courses to be taught each year plus 1 additional course every other year. There are six spring courses to be taught each spring with 1 additional course every other year. Currently Venture staff are teaching five fall courses and six spring courses. The Minor, as presented here, is sustainable at current level of funding through the Venture program. At some future point, if the demand for the Minor is high the enrollment could be increased. To do so, the Division of Student Affairs, which provides the principal financial support for the Venture program, may seek additional financial support from the Kinesiology Department beyond the half-time teaching load salary currently provided. When the Minor is underway with all its classes being offered, the Venture staff would be providing teaching of 24-31 credit hours per year – whereas a half-time teaching load typically consists of 12 credit hours per year. With a cohort of 24 students the expanded teaching load would be closer to 29-33 credit hours per year.

List by name qualified faculty members interested in teaching the course(s).

Sandy Kohn, MEd, Venture Director and Senior Lecturer in Kinesiology  
Brian Capron, MA, Venture Associate Director  
Marion McClure, MS, Venture Assistant Director for Trips  
Scott Moulton, MS, Venture Assistant Director for Programs

#### **B. PHYSICAL FACILITY.**

The necessary facilities already exist including: a class room in the Venture office, the climbing wall at the Student Activities Center, the Venture Team Challenge and High Team Challenge Courses and the facilities of the US National Whitewater Center.

#### **C. EQUIPMENT AND SUPPLIES**

The necessary equipment already is owned by Venture and the Venture budget has a replacement schedule integrated within it. There may be some increase in supplies but

course fees will cover the cost of trip food, gas, etc.

**D. COMPUTER**

Specify requirements for computer usage by students and/or faculty, and include an assessment of the adequacy of computing resources by Computing Services.

No new computer needs are associated with this proposal.

**E. AUDIO-VISUAL**

Specify requirements for audio and/or visual equipment and media production services from Media Services.

No new audio-visual equipment or production services are associated with this proposal.

**F. OTHER RESOURCES**

Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

No significant additional costs are associated with this proposal. The courses in this proposal already have course fees to cover the cost of class trips, etc.

**G. SOURCE OF FUNDING**

Indicate Source(s) of funding for new/additional resources required to support this proposal.

We anticipate no need for additional funding, and the Venture budget can handle minor unanticipated increases in associated costs with the Minor. As mentioned under III A. PERSONNEL above, to increase the enrollment limit in the Minor from 12 students to 24 students per year; the Division of Student Affairs, which provides the principal financial support for the Venture program, may seek additional financial support from the Kinesiology Department beyond the half-time teaching load salary currently provided. Based on the demand for the Minor, a half-time teaching salary may be sought if there appeared to be the anticipated student FTEs to justify this payment.

**IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS**

**A. LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of [Consultation on Library Holdings](#)).

Jean Hiebert evaluated the holdings and indicated in her consultation report on 2/2/12 that the holdings are adequate. Please see a copy of her report in Attachment 1.

**B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing and dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

College of Education - Consulted January 25, 2012.



Department of Reading and Elementary Education supports the inclusion of EDUC 2100 Intro to Diversity in Schools (3) as part of the coursework for the KOAL Minor. Given the number of sections offered, students in the Minor should have no problem registering for this course.

Department of Middle, Secondary and K-12 Education confirmed that MDSK 3160 Learning and Development: Birth through Adolescence is taught every fall contingent upon enrollment.

Biology Department - Consulted January 25, 2012.

The Chair of Biology expressed support for the KOAL proposal and confirms the teaching of BIOL 3144 and BIOL 3229 but does not promise increased enrollment capacity with both having enrollment caps determined by the nature and prerequisite experience of the courses.

Communication Department - Consulted January 25, 2012.

The Chair of Communications supports the spirit of the proposal and given the small number of students involved, supports adding the four listed Communications courses as electives.

Geography and Earth Science Department - Consulted January 25, 2012.

The Chair of Geography and Earth Sciences supports the Minor proposal. However, the faculty who offered the listed courses is no longer with the University and they do not know if new faculty will continue to offer these. If they do offer these courses again, KOAL Minor students would be welcome to participate.

Psychology Department - Consulted January 25, 2012.

The Chair of Psychology expressed concerns that PSCY 3111 has a number of prerequisites and would only be available to Psychology Majors. PSCY3130 would require that any students wanting to enroll earned a C or better in its prerequisite - PSYC 1101.

Social Work Department - Consulted January 25, 2012.

The Chair of Social Work endorses the Minor proposal and that the use of SOWK 2182 and 2183 be available as electives for Social Work majors.

Sociology Department - Consulted January 25, 2012.

The Chair of Sociology expressed that given the small number of students involved Sociology has no concerns about this proposal.

Attached correspondence from the following are included in Attachment 1.

College of Education  
Biology Department  
Communication Department  
Geography and Earth Science Department  
Psychology Department

## V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. **ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

The Kinesiology Department at it's February 4<sup>th</sup>, 2012 Faculty Meeting, discussed the proposal and approved moving the KOAL Minor forward with a vote of 18 in the affirmative, no negative votes and no abstentions.

### B. ATTACHMENTS

1. **CONSULTATION:** Attach relevant documentation of consultations with other units.
2. **COURSE OUTLINE:** For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication.
3. **SYLLABUS:** For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.
4. **PROPOSED CATALOG COPY:** Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word "track changes" feature (or use "~~strikethrough~~" formatting in red text for text to be deleted, and adding and highlighting any new text in blue font).
- a. For a new course or revisions to an existing course, check all the statements that apply:
  - ☐ This course will be cross listed with another course.
  - ☒ There are prerequisites for this course.
  - ☐ There are corequisites for this course.
  - ☐ This course is repeatable for credit.
  - ☐ This course will increase/decrease the number of credits hours currently offered by its program.
  - ☒ This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

If overall proposal is for a new degree program that requires approval from General Administration, please contact the [facultygovernance@uncc.edu](mailto:facultygovernance@uncc.edu) for consultation on catalog copy.

5. **ACADEMIC PLAN OF STUDY:** Please indicate whether the proposed change will impact an existing Academic Plan of Study. If so, provide an updated Academic Plan of Study in template format (Academic Plan of Study templates can be found online at [provost.uncc.edu/resources-and-reports](http://provost.uncc.edu/resources-and-reports)).



ATTACHMENT 4. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word “track changes” feature (or use “~~striketrough~~” formatting in red text for text to be deleted, and adding and highlighting any new text in blue font).

## MINOR IN OUTDOOR ADVENTURE LEADERSHIP

The minor in Outdoor Adventure Leadership is designed to allow students to acquire the knowledge, skills and abilities to work (and recreate) in a variety of adventure activities, while fulfilling the requirements for one of the approved degree programs at the University. The courses that satisfy the minor are primarily housed within the Kinesiology Department in the College of Health and Human Services and represent different aspects of the outdoor adventure field.

The minor in Kinesiology's Outdoor Adventure Leadership (KOAL) consists of a minimum of 18 semester hours of approved coursework, including, KNES 1231 (Introduction to Outdoor Adventure - 2 credits), KNES 3236 (Theory and Foundations of Adventure Education - 3 credits), KNES 4431 (Practicum in Outdoor Adventure Leadership - 2-4 credits), plus an “Intensive Experience” class (chosen from 3 options), an “Outdoor Leadership-based” class (chosen from 2 options), and some approved electives.

The final practicum course will involve playing an active leadership role either with Venture or another (approved) outdoor program. Options could include; planning and leading a wilderness trip for Venture, leading groups at the Venture Challenge Courses, serving as a teaching assistant for one of the KOAL courses, working at another local program (for example the US National Whitewater Center) delivering adventure programming, summer work in the adventure field, etc. A journal and regular check-in with the course instructor will be included in this capstone experience.

Students must attain an overall GPA of 3.0 in all coursework within the minor.

Students matriculated at UNC Charlotte and planning to declare Outdoor Adventure Education as their minor must have an overall GPA of at least 2.0. To apply submit, with a Change of Minor Form, a typed letter of application to the Venture Director, indicating why you are interested in the Minor, how you hope to use the experiences and skills gained through the Minor in your future, and what prior relevant experience you have that you believe will help you be successful in this Minor. The Venture Director will recommend to the Kinesiology Department Chair those individuals who should be admitted into the Program.



## MINOR IN OUTDOOR ADVENTURE LEADERSHIP

The minor in Outdoor Adventure Leadership requires the completion of 18 hours of approved courses as follows:

- **1. KNES 1231** Introduction to Outdoor Adventure – 2 credits - Fall/Spring

Take at least one of these three “Intensive Experience” courses

- **2. KNES 2230** Wilderness Experience - 2 credits -Fall
- **2. KNES 2233** Rock Climbing - 2 credits - Fall/Spring
- **2. KNES 2236** Challenge Course Activities - 2 credits – Spring

Take at least one of these two “Outdoor Leadership-based ” courses

- **3. KNES 3230** Wilderness Trip Leading - 3 credits - Spring, possibly Summer
- **3. KNES 3235** Challenge Course Facilitation - 3 credits – Fall
- **4. KNES 3236** Theory & Foundations of Adventure Education – 3 credits –Spring (every 2 years)
- **5. KNES 4431** KOAL Practicum – 2-4 credits – Fall/Spring/possibly Summer

6. Take minimum of 4-6 credits of “electives”. Approved options include:

- a. Any of the above classes not already taken (for example, a student may take **KNES 3230** and **KNES 3235**. One of these classes would count towards the 5 elective credits.) The same goes for **KNES 2230**, **KNES 2233** and **KNES 2236**.
- b. **KNES 2237** – Raft Guiding - 2 credits - Spring
- c. **KNES 2238** – Whitewater Kayaking - 2 credits – Fall (every 2 years)
- d. **KNES 2239** - Rock Climbing Management - 2 credits - Spring (every 2 years)
- e. **KNES 2218 & 2219**, Scuba diving (3)
- f. **KNES 2220** Advanced Scuba (1)
- g. **KNES 2290** First Aid: Responding to Emergencies (3)
- h. **BIOL 3144** Ecology (3)[note this course has prerequisites]
- i. **BIOL 3229** Field Botany (3)[note this course has prerequisites]
- j. **COMM 2105** Small Group Experience (3) [note that this class is currently restricted to certain majors]
- k. **COMM 2107** Interpersonal Communication (3) [note that this class is currently restricted to certain majors]
- l. **COMM 3135** Leadership, Communication, and Group Dynamics (3)
- m. **COMM 3136** Leadership, Service, and Ethics (3)
- n. **EDUC 2100** Intro to Education and Diversity in Schools (3)
- o. **ESCI 2010** National Parks: Science Behind the Scenery (3)
- p. **ESCI 3150** Natural Environments of North America (3) [note this course has prerequisites]
- q. **MDSK 3160** Learning and Development” Birth through Adolescence (3) [note this course has prerequisites]



- r. **PSYC 3111** Psychology of Learning (3) [note this course has prerequisites]
- s. **PSYC 3130** Social Psychology (3) [note this course has prerequisites]
- t. **SOCY 4263** Sociology of Small groups (3) [note this course has prerequisites]
- u. **SOWK 2182 and/or 2183** Human Behavior in the Social Environment (3) [note this course has prerequisites]
- v. Students may petition for other classes to count toward elective credits.
- w. **Independent Study in First Aid** which could be given for completing a certification in Wilderness First Responder (3 credits), or Wilderness Advanced First Aid (2 credits) or Wilderness First Aid (1 credit) (needs to be arranged through an approved provider.)
- x. **Independent Study in Outdoor Adventure** through taking one of the courses offered by Outward Bound or the National Outdoor Leadership School or similar type program.

A note on progression: The ideal progression is to take the 1000 level, then 2000 level, etc.; with electives taken at any time. However such a progression may not always be possible for students. It is highly recommended that students in the Minor confer with the Venture teaching staff when planning their personal course progression.

**EXER KNES 1231.** Introduction to Outdoor Adventure. ~~(1)~~ (2) Prerequisites: ~~successful completion of water safety test, permission of instructor, and freshman or sophomore standing only~~ Must be a KOAL Minor or permission of instructor. Introduction to outdoor adventures through active participation in hikes, challenge courses, climbing wall, a solo experience, weekend trips, class discussions and written reflection. Participation in a Venture public trip required, individually selected from Venture's offerings for the semester. Special fee assessed for the trips. (Fall, Spring)

**EXER 1233- KNES 2233** Rock Climbing. ~~(1)~~ (2) Prerequisites: Must be a KOAL Minor or permission of instructor. Introduction to rock climbing with emphasis on belaying and safety systems, climbing techniques, and the metaphorical and psychological aspects of climbing. Course will include: classroom sessions, use of indoor climbing wall, and weekend trips to outdoor climbing sites. A special fee will be charged to cover the costs of the weekend trips. (Fall, Spring)

**EXER 1235 KNES 2236.** Challenge Course Activities. ~~(1)~~ (2) Prerequisites: Must be a KOAL Minor or permission of instructor. Immersion in a developmental small group team experience using a wide variety of challenge course activities (i.e., ropes course, trust exercises, group initiatives.) The focus is on expanding students' self-knowledge and understanding of how to work effectively with and lead others. (Spring)

**EXER KNES 2230.** Wilderness Experience. ~~(3)~~ Corequisite: EXER 2231. (2) Prerequisites: Must be a KOAL Minor or permission of instructor. This course ~~uses a variety of group experiences and adventure activities, including backpacking trips and challenge courses. The goal is a deeper understanding of oneself and of life itself through participation in an in-depth group experience. Significant attention is given to self-reflection~~ provides students with a series of progressive challenges, (including challenge course and backcountry travel), and time to reflect on and discuss these challenges. The course goals are two-fold; first to gain deeper understanding of oneself and relationships through participation in in-depth group experiences and second, to gain the skills and knowledge necessary for planning and conducting one's own backpacking trips. Field experiences during class and two weekend backpacking trips. A special fee will be charged to cover the costs of the trips. (Fall)

**EXER 2231.** Wilderness Experience Lab. (1) Corequisite: EXER 2230. The lab will focus on the skills and knowledge necessary for planning and conducting one's own backpacking trips. The lecture course



~~(EXER 2230) uses the experiences from the lab to increase self knowledge. Two weekend backpacking trips are included. A special fee will be charged to cover the costs of the trips. (Fall)~~

**EXER 2232 KNES 3230. Wilderness Trip Leading. (2) (3) Prerequisites: Must be a KOAL Minor or permission of instructor. ~~Prerequisite: EXER 1231 or EXER 2230 or permission of instructor.~~** The focus is on the broadly accepted skills and knowledge necessary for leading group adventure trips. Includes spring break backpacking trip(s) and classroom sessions. After successful completion of this course students will be eligible to assist with Venture trips. A special fee will be charged to cover the costs of the trips. (Spring)

~~EXER 2234. Challenge Course Facilitation. (2) Prerequisite: EXER 1235 or EXER 2230 or permission of instructor. Focus on the basic skills and knowledge necessary for safely and effectively leading groups through challenge courses. In addition to class room sessions, weekend days at the Team Challenge Course and observation/ apprenticing of actual Venture programs are required. (Spring)~~

**EXER 2235 KNES 3235. High Ropes Challenge Course Facilitation. (2) (3) Prerequisite: Must be a KOAL Minor or ~~EXER 1235, 2230 or 2234 or~~ permission of instructor.** Focus on both the technical and facilitation skills and the knowledge necessary for safely and effectively leading groups through high and low challenge ropes courses. In addition to classroom sessions, weekend days at the Team Challenge Course, High Team Challenge Course and observation/ apprenticing of actual Venture programs are required. (Fall)

**KNES 2237. Raft Guiding. (2) Prerequisites: Must be a KOAL Minor or permission of instructor.** This course is offered in conjunction with the US National Whitewater Center (USNWC) and covers the same information they provide in their Guide School. Successful completion of this course along with current First Aid and CPR certification would prepare students to work as raft guides for the USNWC. Special fee assessed. It is vital that students taking this class are comfortable being immersed in turbulent water. (Spring)

**KNES 2238. White Water Kayaking. (2) Prerequisites: Must be a KOAL Minor or permission of instructor.** This course, offered in conjunction with the US National Whitewater Center (USNWC) is an introduction to kayaking with an emphasis on; boat control, safety, the Eskimo roll, river reading and whitewater paddling. Special fee assessed. It is vital that students taking this class are comfortable being immersed in turbulent water. (Fall every 2 years)

**KNES 2239. Rock Climbing Management. (2) Perquisite: KNES 2233 or Permission of Instructor)** Intermediate rock climbing with emphasis on setting anchors, managing a rock climbing site, safety systems and rescues, and climbing techniques. Course will include: classroom sessions, use of indoor climbing wall, and weekend trips to outdoor climbing sites. A special fee will be charged to cover the costs of the weekend trips. (Spring every 2 years)

**KNES 3236. Theory & Foundations of Adventure Education. (3) Prerequisites: Must be a KOAL Minor or permission of instructor.** An exploration of the history, philosophical foundations, proposed outcomes and operational theories that are common in outdoor adventure education. (Spring every 2 years)

**KNES 4431. Outdoor Adventure Leadership Practicum. (2-4) Prerequisites: KNES 3230 or 3235 Must be a KOAL Minor or permission of instructor.** This is the capstone course for the Outdoor Adventure Leadership Minor providing an opportunity to take on a defined leadership role with Venture or other outdoor programs. In addition to actual work in the field, there will be professional development requirements and a journal of lessons learned. (Fall/Spring)

**ATTACHMENT 1 CONSULTATION:**

**CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS**

Attach relevant documentation of consultations with other units.

Consultation on Library Holdings  
College of Education  
Biology Department  
Communication Department  
Geography and Earth Science Department  
Psychology Department  
Social Work Department  
Sociology Department

**Consultation on Library Holdings****To: Jean Hiebert****From: Sandy Kohn****Date: 1/30/2012****Subject: Minor in Outdoor Adventure Leadership****Summary of Librarian's Evaluation of Holdings:****Evaluator:** Jean Hiebert**Date:** 2/2/12**Please Check One:**

Holdings are superior

Holdings are adequate

Holdings are adequate only if Dept. purchases additional items.

Holdings are inadequate

X  
\_\_\_\_\_  
\_\_\_\_\_**Comments:**

Jean Hiebert  
Evaluator's Signature

2/2/12  
Date



**Subject:** RE: Minor proposal  
**Date:** Monday, January 30, 2012 5:41:52 PM ET  
**From:** Hiebert, Jean  
**To:** Kohn, Sandy

I apologize for the delay. As you can see, our print materials are very much out of date and I will be sure to pay closer attention during the next ordering cycle.

Cheers,  
Jean

---

**From:** Kohn, Sandy  
**Sent:** Thursday, January 19, 2012 9:12 AM  
**To:** Hiebert, Jean  
**Subject:** Minor proposal

Jean,  
Attached is a Long Form Curriculum Proposal for a Minor in Outdoor Adventure Leadership, and the required attachments. I am requesting that you provide the required

**LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of [\*Consultation on Library Holdings\*](#))."

Attachment 2 lists the books and resources we commonly use in these courses. A number of these are owned by Venture. Is there a way to have these included as Library Holdings? Venture would be willing to give these books to the library, though I don't know if the library would even consider taking these books on.

As another option, is it possible to have these Venture books included in the Library's card (electronic) catalog as available for check out?

Any other thoughts on how we might be able to identify these books as owned by the University and available for students to use?

The Attachment 2 list also includes books owned by some of our staff in their personal libraries that they keep in their offices. They do allow students to use these. I am not sure if there is any way to include these books as part of your consultation.

One final thought. Because these classes are largely experiential in nature, we don't typically require a great deal of outside reading or research. The main exception to that is the KNES 3236: Theory and Foundations and that class has more details describing the expected readings – both on the Resource List (attachment 2) and the syllabus (attachment 3.)

I would be happy to meet with you to discuss this and/or to show you the Venture library.

Sandy

---

Sandy Kohn  
Venture Director and Senior Lecturer in Kinesiology

# UNC Charlotte Library Resources

Title	Call Number	Year
Staying fit over fifty [electronic resource] : conditioning for <b>outdoor activities</b>	e-book	1999
Water-based tourism, sport, leisure, and recreation experiences	<a href="#">GV191.67.W3 W38 2007</a>	2007
<b>Adventure</b> tourism	<a href="#">G516 .B83 2006</a>	2006
	Connect to	
Therapeutic uses of <b>outdoor</b> education	<a href="http://purl.access.gpo.gov/GPO/LPS25700">http://purl.access.gpo.gov/GPO/LPS25700</a>	2001
Effective leadership in <b>adventure</b> programming	<a href="#">GV181.43 .P75 1997</a>	1997
<b>Adventure</b> programming : students' physical performance, skills to achieve lifelong physical and emotional well being	<a href="#">LD3950.T74 K33 1996</a>	1996
<b>Outward bound</b> , the inward odyssey	<a href="#">GV200.56 .Z45 1991</a>	1991
<b>Outward Bound</b> U.S.A. : learning through experience in adventure-based education	<a href="#">GV200.53 .M56 1981</a>	1981
National <b>outdoor</b> recreation <b>programs</b> and policies : hearings before the Subcommittee on National Parks and Recreation of the Committee on Interior and Insular Affairs, House of Representatives, Ninety-fourth Congress,	<a href="#">Y 4.IN 8/14:94-3</a>	1976
<b>Wilderness</b> visitors, experiences, and management preferences [electronic resource] : how they vary with use level and length of stay	Connect to	
The complete idiot's guide to <b>rock climbing</b> [electronic resource]	<a href="http://purl.access.gpo.gov/GPO/LPS103526">http://purl.access.gpo.gov/GPO/LPS103526</a>	2008
The <b>rock climbing</b> teaching guide	<a href="#">E-book through NC LIVE -- UNCC only</a>	2001
Between a <b>rock</b> and a hard place	<a href="#">GV200.2 .K82</a>	1979
Advanced rockcraft	<a href="#">GV199.42.U82 B587 2004</a>	2004
<b>Camping</b> digest : the complete guide to successful <b>camping</b>	<a href="#">GV200.2 .R62</a>	1973
The complete idiot's guide to <b>camping</b> and hiking [electronic resource]	<a href="#">GV191.7 .G78 2002</a>	2002
River <b>camping</b> : touring by canoe, raft, kayak, and dory	<a href="#">E-book through NC LIVE -- UNCC only</a>	2000
<b>Outdoor Leadership</b> Center: Venture	<a href="#">GV776.A2 H866</a>	1981
Gender in the outdoors : women and men backpackers	Storrs ARCH 5th Year Project	2001
Frontiers of <b>leadership</b> : an essential reader	<a href="#">LD3950.T66 C37 1998</a>	1998
<b>Whitewater</b> rafting : an introductory guide	<a href="#">HD57.7 .F76 1992</a>	1992
A manufactured wilderness : <b>summer camps</b> and the shaping of American youth, 1890-1960	<a href="#">GV780 .K836 1995</a>	1995
The <b>Boy Scouts</b> : an American adventure	<a href="#">GV193 .V37 2006</a>	2006
The <b>kayaking</b> book	<a href="#">HS3313 .P485 1984</a>	1984
<b>Kayaking</b> : the new whitewater sport for everybody	<a href="#">GV783 .E89 1988</a>	1988
To the extreme : alternative sports, inside and out	<a href="#">GV783 .E94</a>	1975
The coastal kayaker's manual : a complete guide to skills, gear, and sea sense	<a href="#">GV749.7 .T6 2003</a>	2003
	<a href="#">GV788.5 .W37 1989</a>	1989

## Library Resources in Support of the Minor In Outdoor Adventure Leadership

### Databases

SPORTDiscus

Physical Education Index

ScienceDirect

Medline

CINAHL

ERIC

HighWire

Springer Link

PsycInfo

Academic Search Complete

Business Source Complete

Consumer Health Complete

Health Source: Nursing/Academic





**Department of Reading and Elementary Education**

9201 University City Boulevard, Charlotte, NC 28223-0001  
t/ 704-687-8889 f/ 704-687-3749

## Memorandum

**To:** Sandy Kohn

**From:** Janice Hinson, Chair, Department of Reading and Elementary Education

**Date:** 1/30/12

**Re:** Proposal for a Minor in Outdoor Adventure Leadership

---

The Department of Reading and Elementary Education supports the inclusion of EDUC 2100 Intro to Education and Diversity in Schools (3) as part of the coursework required for a Minor in Outdoor Adventure Leadership.

My department offers at least three sections of EDUC 2100 Intro to Education and Diversity in Schools (3) every semester in both face-to-face and online formats. Additionally, this course is also offered during the summer. Students seeking a Minor in Outdoor Adventure Leadership should not have any problems scheduling or registering for this course.



Department of Middle, Secondary and K-12 Education

9201 University City Blvd, Charlotte, NC 28223-0001

**MEMORANDUM**

TO: Department of Kinesiology

FROM: Warren J DiBiase, Chair MDSK

A handwritten signature in black ink, appearing to read "Warren J DiBiase", is written over the "FROM" line.

RE: Minor in Outdoor Adventure Leadership

DATE: January 27, 2012

I have received and reviewed your Course and Curriculum Proposal to create a Minor in Outdoor Adventure Leadership. One of the courses offered in MDSK, MDSK 3160. Learning and Development: Birth through Adolescence, is to be one of the electives in the program of study. This memo is to confirm that this course is taught every fall, contingent upon enrollment.

Please let me know if you have any questions or need additional information.

Middle Grades Education • Secondary Education • Teaching English as a Second Language  
Foreign Languages Education • Arts Education • Ph.D. in Curriculum and Instruction



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**Subject:** RE: Kinesiology Minor proposal  
**Date:** Friday, January 27, 2012 4:17:16 PM ET  
**From:** DiBiase, Warren  
**To:** Kohn, Sandy

Sandy:

As per your request, please find attached a consultation letter.

warren



Warren J DiBiase, Ed.D. | Associate Professor and Chair  
Department of Middle Grades, Secondary and K-12 Education  
UNC Charlotte | College of Education  
9201 University City Blvd. | Charlotte, NC 28223-0001-  
Phone: 704-687- 8881 | Fax: 704-687-6430  
[wjdibias@uncc.edu](mailto:wjdibias@uncc.edu) | <http://www.uncc.edu>

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---

**From:** Kohn, Sandy  
**Sent:** Thursday, January 26, 2012 4:14 PM  
**To:** DiBiase, Warren  
**Subject:** Re: Kinesiology Minor proposal

Warren,

Thank you for your timely response and clarifying information.

I think we would like to include

**MDSK 3160. Learning and Development: Birth through Adolescence.**

As an elective which (given the pre-requisites) would probably only be opted for by Education Majors who were also in this Minor.

We will drop SECD 3140 from the list of electives.

If you could provide a consultation letter for this change, that would be great.

Thanks again,

Sandy

---

**From:** "DiBiase, Warren" <[wjdibias@uncc.edu](mailto:wjdibias@uncc.edu)>  
**Date:** Thu, 26 Jan 2012 13:56:14 -0500  
**To:** Sandy Kohn <[sakohn@uncc.edu](mailto:sakohn@uncc.edu)>  
**Subject:** RE: Kinesiology Minor proposal



Sandy:

When the SECD minor was initiated a number of years ago, SECD 3140 was dropped from the program and replaced with SECD 4140.

**SECD 4140. Adolescence and Secondary Schools. (3)** Prerequisites: MDSK 2100 and admission to teacher education. Corequisite: MDSK 3151. Overview of secondary education, including the foundational components and instructional programs appropriate for contemporary adolescents in a diverse U.S. society. *(Fall, Spring)*

As a result, SECD 3140 is no longer included in the department's offerings.

We do offer a class in the fall- MDSK 3160 that may meet your needs.

**MDSK 3160. Learning and Development: Birth through Adolescence. (3)** Prerequisites: EDUC 2100, SPED 2100, and admission to Teacher Education. Theories of learning and development and a systematic examination of childhood and adolescence, with particular attention to biological, social, and cognitive areas of child development. Includes 10 hours of field experiences. *(Fall)*

Please let me know if you decide to substitute one of our courses for SECD 3140 in your program as I would be happy to provide a consultation letter for you.

warren



Warren J DiBiase, Ed.D. | Associate Professor and Chair  
Department of Middle Grades, Secondary and K-12 Education  
UNC Charlotte | College of Education  
9201 University City Blvd. | Charlotte, NC 28223-0001-  
Phone: 704-687- 8881 | Fax: 704-687-6430  
[wjdibias@uncc.edu](mailto:wjdibias@uncc.edu) | <http://www.uncc.edu>

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---

**From:** Kohn, Sandy  
**Sent:** Thursday, January 26, 2012 1:08 PM  
**To:** DiBiase, Warren  
**Subject:** Kinesiology Minor proposal

Warren DiBiase,  
MDSK

Attached please find a Long Form Proposal for a Minor in Outdoor Adventure Leadership.

Because we have included

### **SECD 3140 The Adolescent Learner (3)**

as an elective that would meet the requirements of the Minor, we are seeking your consultation as required as part of this process.

Please send a report from the MDSK Departments that indicates its consultation on this proposal.

Thank you,  
Sandy Kohn

---

Sandy Kohn  
Venture Director and Senior Lecturer in Kinesiology  
UNC Charlotte | Cone University Center – 225B  
Phone: 704 687-0699  
[Sakohn@uncc.edu](mailto:Sakohn@uncc.edu) | <http://venture.uncc.edu>

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**Subject:** Re: Kinesiology Minor proposal  
**Date:** Thursday, January 26, 2012 4:13:47 PM ET  
**From:** Kohn, Sandy  
**To:** DiBiase, Warren

Warren,

Thank you for your timely response and clarifying information.

I think we would like to include

**MDSK 3160. Learning and Development: Birth through Adolescence.**

As an elective which (given the pre-requisites) would probably only be opted for by Education Majors who were also in this Minor.

We will drop SECD 3140 from the list of electives.

If you could provide a consultation letter for this change, that would be great.

Thanks again,

Sandy

---

**From:** "DiBiase, Warren" <[wjdibias@uncc.edu](mailto:wjdibias@uncc.edu)>

**Date:** Thu, 26 Jan 2012 13:56:14 -0500

**To:** Sandy Kohn <[sakohn@uncc.edu](mailto:sakohn@uncc.edu)>

**Subject:** RE: Kinesiology Minor proposal

Sandy:

When the SECD minor was initiated a number of years ago, SECD 3140 was dropped from the program and replaced with SECD 4140.

**SECD 4140. Adolescence and Secondary Schools. (3)** Prerequisites: MDSK 2100 and admission to teacher education. Corequisite: MDSK 3151. Overview of secondary education, including the foundational components and instructional programs appropriate for contemporary adolescents in a diverse U.S. society. (*Fall, Spring*)

As a result, SECD 3140 is no longer included in the department's offerings.

We do offer a class in the fall- MDSK 3160 that may meet your needs.

**MDSK 3160. Learning and Development: Birth through Adolescence. (3)** Prerequisites: EDUC 2100, SPED 2100, and admission to Teacher Education. Theories of learning and development and a systematic examination of childhood and adolescence, with particular attention to biological, social, and cognitive areas of child development. Includes 10 hours of field experiences. (*Fall*)

Please let me know if you decide to substitute one of our courses for SECD 3140 in your program as I would be happy to provide a consultation letter for you.

warren

---



Warren J DiBiase, Ed.D. | Associate Professor and Chair  
Department of Middle Grades, Secondary and K-12 Education  
UNC Charlotte | College of Education  
9201 University City Blvd. | Charlotte, NC 28223-0001-  
Phone: 704-687- 8881 | Fax: 704-687-6430  
[wjdibias@uncc.edu](mailto:wjdibias@uncc.edu) | <http://www.uncc.edu>

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---

**From:** Kohn, Sandy  
**Sent:** Thursday, January 26, 2012 1:08 PM  
**To:** DiBiase, Warren  
**Subject:** Kinesiology Minor proposal

Warren DiBiase,  
MDSK

Attached please find a Long Form Proposal for a Minor in Outdoor Adventure Leadership.

Because we have included

### **SECD 3140 The Adolescent Learner (3)**

as an elective that would meet the requirements of the Minor, we are seeking your consultation as required as part of this process.

Please send a report from the MDSK Departments that indicates its consultation on this proposal.

Thank you,  
Sandy Kohn






Department of Biology  
9201 University City Boulevard  
Charlotte, NC 28223-0001  
Ph. (704) 687-8686 ~ Fax. (704) 687-3128

Memorandum

TO: Yvette Huet, PhD  
Professor and Interim Chair  
Department of Kinesiology, CHHS

FROM: Martin G. Klotz, Ph.D.   
Professor and Chair  
Department of Biology

RE: **Long Form, Establishment of a Minor in Outdoor Adventure Leadership**

DATE: February 2, 2012

This note is to express my support for the Proposal (KNES 2-1-2011) to establish a Minor (undergraduate) in Outdoor Adventure Leadership to be offered by the Department of Kinesiology in the College of Health and Human Services. The proposed curriculum includes BIOL 3144 (Ecology) and BIOL 3229 (Field Botany) as elective coursework. BIOL 3144 is being offered in the Fall and Spring semesters, BIOL 3229 is being offered in the Summer by faculty of the Biology Department. While course availability of Ecology and Field Botany is herewith confirmed for the future, this letter of support does not promise increased enrollment capacity of these courses, both having enrollment caps determined by the nature and prerequisite experience of the course.

**Subject:** RE: Kinesiology Minor proposal

**Date:** Thursday, January 26, 2012 12:09:54 PM ET

**From:** Long, Shawn

**To:** Kohn, Sandy

Dear Sandy,

Thank you for your message. I have reviewed this proposal with our Undergraduate Coordinator and I support the spirit of the proposal. Given the relatively small number of students projected each year in this minor, we support adding the listed courses below as electives.

Best,  
Shawn

---

Shawn D. Long, PhD | Chair, Department of Communication Studies  
UNC Charlotte | Department of Communication Studies-Colvard 5008  
9201 University City Blvd. | Charlotte, NC 28223  
**NEW**-Phone: 704-687-0783 | **NEW**- Fax: 704-687-5286  
[sdlong@uncc.edu](mailto:sdlong@uncc.edu) | <http://www.uncc.edu>

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---

**From:** Kohn, Sandy

**Sent:** Wednesday, January 25, 2012 10:58 AM

**To:** Long, Shawn

**Subject:** FW: Kinesiology Minor proposal

Shawn Long  
Communication Department

Attached please find a Long Form Proposal for a Minor in Outdoor Adventure Leadership.

Because we have included

- a. **COMM 2105** Small Group Experience (3) [note that this class is currently restricted to certain majors]
- b. **COMM 2107** Interpersonal Communication (3) [note that this class is currently restricted to certain majors]
- c. **COMM 3135** Leadership, Communication, and Group Dynamics (3)
- d. **COMM 3136** Leadership, Service, and Ethics (3)

as electives that would meet the requirements of the Minor, we are seeking your consultation as required as part of this process.

Please send a report from the Communication Departments that indicates its consultation on this proposal.

Thank you,  
Sandy Kohn

---

Sandy Kohn  
Venture Director and Senior Lecturer in Kinesiology  
UNC Charlotte | Cone University Center – 225B  
Phone: 704 687-0699  
[Sakohn@uncc.edu](mailto:Sakohn@uncc.edu) | <http://venture.uncc.edu>

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**Subject:** RE: Kinesiology Minor proposal  
**Date:** Wednesday, January 25, 2012 11:21:31 AM ET  
**From:** Allan, Craig  
**To:** Kohn, Sandy

Hi Sandy

The Department of Geography and Earth Sciences supports the Kinesiology Minor proposal. However, I must report that the faculty member who was responsible for both of these courses has left us this past year. We are in the midst of searching for his replacement but I cannot guarantee that the new faculty member will offer these two courses as they were electives offered by our previous faculty member whose primary teaching duties involved covering our remote sensing coursework. If we do offer these courses again we would welcome your student's participation.

Craig Allan

---

**From:** Kohn, Sandy  
**Sent:** Wednesday, January 25, 2012 10:59 AM  
**To:** Allan, Craig  
**Subject:** FW: Kinesiology Minor proposal

Craig Allan  
Geography & Earth Science Dept

Attached please find a Long Form Proposal for a Minor in Outdoor Adventure Leadership.

Because we have included

- a. **ESCI 2010 National Parks: Science Behind the Scenery (3)**
  - b. **ESCI 3150 Natural Environments of North America (3)** [note this course has prerequisites]
- as electives that would meet the requirements of the Minor, we are seeking your consultation as required as part of this process.

Please send a report from the Geography and Earth Science Department that indicates its consultation on this proposal.

Thank you,  
Sandy Kohn

---

Sandy Kohn  
Venture Director and Senior Lecturer in Kinesiology  
UNC Charlotte | Cone University Center – 225B  
Phone: 704 687-0699  
[Sakohn@uncc.edu](mailto:Sakohn@uncc.edu) | <http://venture.uncc.edu>

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**Subject:** FW: Kinesiology Minor proposal  
**Date:** Monday, January 30, 2012 10:11:57 AM ET  
**From:** Cachelin, Fary  
**To:** Kohn, Sandy

Hi Sandy,

Here is some further information about changes to our courses that students should be aware of.

Best,  
Fary

---

**From:** Spaulding, Sue  
**Sent:** Saturday, January 28, 2012 11:26 AM  
**To:** Cachelin, Fary; Van Wallendael, Lori  
**Subject:** RE: Kinesiology Minor proposal

Fary,

I am a bit concerned if we agree to allow these courses for the new minor. They are 3000 level courses if the students have not completed PSYC 1101 with a C or better they would not be eligible to enroll in the course under the new curriculum. I am not sure Kinesiology knows the new requirements that we hope will be in place starting the fall.

The Learning course (PSYC 3111) recommends PSYC 2103 Research Methods II as a pre-requisite. The instructor wants to make PSYC 2103 a pre-requisite rather than an recommendation. Therefore this new minor would not be eligible to enroll, as PSYC 2103 is a major only course.

Social might be OK but again Kinesiology needs to know the C or better in PSYC 1101 pre-req.

Sue C. Spaulding  
Advisor | Lecturer | Undergraduate Coordinator  
UNC Charlotte | Dept. of Psychology Colvard 4012  
9201 University City Blvd. | Charlotte, NC 28223-0001  
Phone: 704-687-4780 | Fax: 704-687-3096 | Appointments: 704-687-4733  
[sspauldi@uncc.edu](mailto:sspauldi@uncc.edu)

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**From:** Kohn, Sandy  
**Sent:** Friday, January 27, 2012 3:13 PM  
**To:** Cachelin, Fary  
**Subject:** Re: Kinesiology Minor proposal

Fary,  
Thanks for your timely response.

The Minor will have a maximum of 24 students per year's cohort. That is the maximum we can handle in a year in the required courses.

I doubt if most of these would choose the Psychology courses. It may be that only Psychology majors would use these as their electives for the Minor.

The rationale for the courses.

### **PSYC 3111 Psychology of Learning (3) [note this course has prerequisites]**

Prerequisite: PSYC 1101. (Completion of PSYC 2103 is strongly recommended.) Major theories and empirical findings in the area of learning. (Yearly)

In the Theory and Foundations course for the Minor - "KNES 3236. Theory & Foundations of Adventure Education. (3) Prerequisites: Must be a KOAL Minor or permission of instructor. An exploration of the history, philosophical foundations, proposed outcomes and operational theories that are common in outdoor adventure education. (Spring)" we examine some of the most prevalent theories used in outdoor adventure education - including

Historical & Philosophical Foundations:

1. John Dewey & Progressive Education, with a focus on *Experience and Education*
2. American Organized Camping movement
3. Kurt Hahn, Salem, Gordonstoun, Outward Bound (OB), and OB offshoots Theory
4. Learning Cycles (Experiential Learning Models) (Katz & Kolb)
5. Outward Bound process model (Walsh & Golins, 1976)
6. Transfer (of learning to other situations)
7. Optimal arousal/flow/adventure experience paradigm
8. "Nature Deficit Disorder" (Louv and *Last Child in the Woods*) 6. Therapeutic applications of adventure programming
9. Small group idioculture and situationalism
8. Your own theory

(The entire syllabus for this course KNES 3236 - with weekly lesson plans can be seen on the "KOAL Attachment 3 syllabi" that was part of the original email I sent you.)

We believe it would be valuable for our Minor students to have a broader exposure to learning theories. However, not having seen a syllabus for PSYC 3111, I would be happy to accept your recommendation as to whether this course would have significant relevance for our students.

### **PSYC 3130 SocialPsychology (3) [note this course has prerequisites]**

(Prerequisite: PSYC 1101. The social behavior of individuals. Topics include interpersonal attraction and relationship development; attitude change; social conflict; social interaction; social perception; and social influence processes; general theories of social behavior; and research approaches. (Fall, Spring, Summer)

We teach a number of theories in many of our courses about group dynamics, stages of group development, leadership, communication and decision making in groups, the use of power, group problem solving, etc. - all topics that fall under the purview of social psychology. Again, we think there is value for our Minor students who have particular interest in this aspect of our courses to have access to a broader exposure to this field of study.

Let me know if you have any other questions.

Sandy

---

From: "Cachelin, Fary" <[fcacheli@uncc.edu](mailto:fcacheli@uncc.edu)>  
Date: Thu, 26 Jan 2012 13:58:01 -0500  
To: Sandy Kohn <[sakohn@uncc.edu](mailto:sakohn@uncc.edu)>  
Cc: "Van Wallendael, Lori" <[Lrvanwal@uncc.edu](mailto:Lrvanwal@uncc.edu)>  
Subject: RE: Kinesiology Minor proposal

Dear Sandy,



Thank you for the opportunity to consult on the changes to this minor. We do have a couple of questions and related concerns:

1. How many students do you expect will enroll in this minor per semester?

Our classes are largely over-enrolled and impacted, and a large number of students (both Psychology majors/minors and others) are not able to get into courses when needed. Over 85% of our classes, including the ones you have listed, fill within the first 24-hours of registration. Currently, we cannot adequately meet student demand for Psychology classes and we expect that this situation will worsen as our resources continue to decrease. We therefore have concerns that our classes will not serve as viable options for your students.

2. What is the rationale for including PSYC 3111 and PSYC 3130 as electives in the Outdoor Adventure Leadership minor?

Social Psychology may cover group dynamics and leadership, and we typically offer multiple sections of this course each year. Learning is typically offered only one time per year (one section), and primarily covers theoretical paradigms and animal learning research. We are not sure how the content of this course would be beneficial to your students.

Please let me know if I can provide further information.

Regards,  
Fary Cachelin

---

**From:** Kohn, Sandy  
**Sent:** Wednesday, January 25, 2012 11:01 AM  
**To:** Cachelin, Fary  
**Subject:** FW: Kinesiology Minor proposal

Fary Cachelin  
Psychology Department

Attached please find a Long Form Proposal for a Minor in Outdoor Adventure Leadership.

Because we have included

- r. **PSYC 3111 Psychology of Learning (3)** [note this course has prerequisites]
- s. **PSYC 3130 SocialPsychology (3)** [note this course has prerequisites]

as electives that would meet the requirements of the Minor, we are seeking your consultation as required as part of this process.

Please send a report from the Psychology Department that indicates its consultation on this proposal.

Thank you,  
Sandy Kohn

**Subject:** RE: Kinesiology Minor proposal  
**Date:** Wednesday, January 25, 2012 12:08:23 PM ET  
**From:** Long, Dennis  
**To:** Kohn, Sandy  
**CC:** Shears, Jeffrey, Kulkarni, Shanti

Thanks Sandy, let me see what Shanti and Jeff think!  
Dennis

---

**From:** Kohn, Sandy  
**Sent:** Wednesday, January 25, 2012 12:03 PM  
**To:** Long, Dennis  
**Subject:** Re: Kinesiology Minor proposal

Thanks Dennis,  
Knowing the pre-requisites, we assumed only BSW majors would choose these as electives if were in the Minor. If the BSW doesn't allow enough extra time for students to take a Minor, then so it goes, though I suspect a student could complete both if they were willing to spend an extra semester or 2 at UNCC. There is a strong therapeutic component in the Outdoor Adventure field and many outdoor educators work with special populations. I know that an MSW is a beneficial degree for outdoor educators.  
Thanks for your quick reply.  
Sandy

---

**From:** "Long, Dennis" <[ddlong@uncc.edu](mailto:ddlong@uncc.edu)>  
**Date:** Wed, 25 Jan 2012 11:22:45 -0500  
**To:** Sandy Kohn <[sakohn@uncc.edu](mailto:sakohn@uncc.edu)>  
**Cc:** "Shears, Jeffrey" <[jkshears@uncc.edu](mailto:jkshears@uncc.edu)>, "Kulkarni, Shanti" <[skulkar4@uncc.edu](mailto:skulkar4@uncc.edu)>  
**Subject:** FW: Kinesiology Minor proposal

Sandy,

This sounds like a very interesting and appealing minor. However, I am not quite sure how SOWK 2182 & 2183 would apply as electives. SOWK 2182 and 2183 have a number of pre or co requisites. And, these classes are filled to the brim with hopeful social work majors – to the point that we have become more selective concerning our upper-level admission into the BSW.

I will copy Jeff Shears (BSW Coordinator) and Shanti Kulkarni (Chair, Department Curriculum Committee) their insight or input. Since BSWs graduate with over 120 hours and have very few free electives, I am doubtful that many social work majors will pursue this or any minor. Let's see what Jeff and/or Shanti suggest.

Thanks!  
Dennis

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**From:** Kohn, Sandy  
**Sent:** Wednesday, January 25, 2012 11:03 AM  
**To:** Long, Dennis

**Subject:** Kinesiology Minor proposal

Dennis Long  
Social Work Department

Attached please find a Long Form Proposal for a Minor in Outdoor Adventure Leadership.

Because we have included

- a. **SOWK 2182 and/or 2183 Human Behavior in the Social Environment (3)** [note this course has prerequisites]

as electives that would meet the requirements of the Minor, we are seeking your consultation as required as part of this process.

Please send a report from the Social Work Department that indicates its consultation on this proposal.

Thank you,  
Sandy Kohn

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Sandy Kohn  
Venture Director and Senior Lecturer in Kinesiology  
UNC Charlotte | Cone University Center – 225B  
Phone: 704 687-0699  
[Sakohn@uncc.edu](mailto:Sakohn@uncc.edu) | <http://venture.uncc.edu>

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**UNC CHARLOTTE**  
**College of Health and Human Services**  
**Department of Social Work**

9201 University City Boulevard, Charlotte, NC 28223-0001  
t/ 704.687.7938 f/ 704.687.2343

January 30, 2012

To: Sandy Kohn, Senior Lecturer  
Department of Kinesiology

From: Dennis D. Long, Chair  
Department of Social Work

DDL

Re: Minor Proposal in Outdoor Adventure Leadership

Thank you for your communication requesting the Department of Social Work's input with regard to your minor proposal in Outdoor Adventure Leadership. This is a very interesting and appealing minor. Indeed, if only BSW majors are allowed to choose SOWK 2182 and 2183 as electives for this minor, I do not see a difficulty with this curricular change. The strong therapeutic component of the minor might appeal to social work majors working with special populations. Hence, on behalf of the Department of Social Work, I endorse the proposal and the use of SOWK 2182 and 2183 as electives for social work majors.

Thank you for your consultation and work!



**Subject:** RE: Kinesiology Minor proposal  
**Date:** Wednesday, January 25, 2012 12:58:10 PM ET  
**From:** Walker, Lisa  
**To:** Kohn, Sandy

Hello Sandy –

It is not clear to me how many of the students in this minor will take our course. However, since the total enrollment in the minor is 24 students per year, and I assume only a very small number of them would take our course (say maybe 2-3 year), Sociology has no concerns about this proposal.

Best,

Lisa

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Lisa Slattery Walker, Ph.D. | Chair and Professor of Sociology  
Professor of Organizational Science

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**From:** Kohn, Sandy  
**Sent:** Wednesday, January 25, 2012 11:05 AM  
**To:** Walker, Lisa  
**Subject:** Kinesiology Minor proposal

Lisa Walker  
Sociology Department

Attached please find a Long Form Proposal for a Minor in Outdoor Adventure Leadership.

Because we have included **SOCY 4263 Sociology of Small groups (3)** [note this course has prerequisites]

As an elective that would meet the requirements of the Minor, we are seeking your consultation as required as part of this process.

Please send a report from the Sociology Department that indicates its consultation on this proposal.

Thank you,  
Sandy Kohn

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Sandy Kohn  
Venture Director and Senior Lecturer in Kinesiology  
UNC Charlotte | Cone University Center – 225B

**ATTACHMENT 2. COURSE OUTLINE:** For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication.

Course outlines are included on each of the Syllabi included in Attachment 4.

Resources for Outdoor Adventure Leadership Minor including textbooks and reference materials.

Resource	Type	Class(es)	Possession	Notes
Ajango, D. (2005). <i>Lessons Learned II: Using Case Studies to Improve Safety Education</i> . Eagle River, AK: Safety Ed.	Book	3230: WTL	Venture (1)	WTL reads Chapter 1 as part of the risk management unit. Good background in risk management for all students in the minor. Venture also has one copy of the original <i>Lessons Learned</i>
Aleith, R.C. (1971). <i>Bergsteigen Basic Rock Climbing</i> . No publication information found.	Book	2233	Venture (1)	
Anderson, M. & Cain, J. & Cavert C. & Heck T. (2005). <i>Team Building Puzzles</i> . FUNdoing Publications	Book	2236	Venture (1)	
<i>Australian Journal of Outdoor Education</i>	Journal	3236: T&F	UNCC Library has <i>AJOE</i> full text online 1999-present	Selected articles read in T&F. See syllabus for specific articles. Also a good resource for current research and writing in outdoor education.
Bacon, S. (1983). <i>The Conscious Use of Metaphor in Outward Bound</i> . Denver, Colorado: The Type-Smith of Colorado Inc.	Book	4431	Venture (1)	
Baumeister, R.F. & Leary, M.R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. <i>Psychological Bulletin</i> , 117(3), 497-529.	Article	3236: T&F	UNCC Library has <i>Psychological Bulletin</i> full text online 1904-present	Read in T&F.
Beard, C. & Wilson, J. (2002) <i>Experiential Learning A Best Practice Handbook for Educators and Trainers, 2nd Edition</i> .	Book	3235		
Bell, B.J. & Holmes, M.R. (2011). Important factors leading to outdoor orientation program outcomes: A qualitative exploration of survey results. <i>Journal of Outdoor Recreation, Education, and Leadership</i> , 3(1), 26-39.	Article	3236: T&F	MHM Personal/Venshare	Read in T&F. Might be worth looking into a subscription to <i>JOREL</i> .
Bell, B.J. & Williams, B.G. (2006). Learning from first-years: An analysis of the Harvard First-Year Outdoor Program's "Fear in a Hat" exercise. <i>Journal of College Student Orientation and Transition</i> . 14(1), 47-61.	Article	3236: T&F	MHM Personal/Venshare	Read in T&F.





Benner, B. & Benner D. (1993). <i>Carolina White Water A Paddler's Guide to the Western Carolinas</i> . Birmingham, Alabama: Menasha Ridge Press.	Book	2238	Venture (1)	
Burbach, M. (2004). <i>Gym Climbing: Maximizing Your Indoor Experience</i> . Seattle Washington. The Mountaineers Books	Book	2233; 2239	SDM Personal	
Cain, J., Cummings, M. & Stanchfield, J. (2005) <i>A Teachable Moment: A Facilitators Guide to Activities for Processing, Debriefing, Reviewing and Reflection</i> . Dubuque, Iowa, Kendall/Hunt Publishing Company	Book	3235	Venture (1)	
Cain, J. & Joliff, B. (1998) <i>Teamwork and Teamplay</i> . Dubuque, Iowa, Kendall/Hunt Publishing Company	Book	3235	Venture (1)	
Cain, J. & Smith, T. (2002). <i>The Book on Raccoon Circles</i> . Tulsa, OK: Learning Unlimited Corporation	Book	2236, 3235	Venture (1)	
Carlson, J. (2009). <i>Never Finished...Just Begun: A Narrative History of L.B. Sharp and Outdoor Education</i> . Edina, MN: Beaver's Pond Press	Book	3236: T&F		Selections read in T&F. Background on LB Sharp & American outdoor education/organized camping of the mid-late 20 <sup>th</sup> century
Cauthorn, D. & Lewis P. (2000). <i>Climbing: From Gym to Crag</i> . Seattle Washington. The Mountaineers Books	Book	2233; 2239	SDM Personal	
Cavert, C. & Sikes, S. (1997). <i>50 Ways To Use Your Noodle</i> . Tulsa, OK: Learning Unlimited Corporation.	Book	2236	Venture (1)	
Clelland, M. & McMullen, J. (2000). <i>NOLS Climbing Instructor Notebook</i> . Lander Wyoming National Outdoor Leadership School	Book	2233; 2239	SDM Personal	
Co-leader inventory	Handout	3230: WTL	MHM Personal/Venshare	A series of in-depth questions for getting to know your co-leader and how you will work together. A good tool for teaching communication and co-leadership.
Curtis, R. (1998), <i>The Backpacker's Field Manual: A Comprehensive Guide to Mastering Backcountry Skills</i> . New York: Three Rivers Press.	Book	2230: WE 3230: WTL	Venture (1)	Suggested for WE and WTL. Good background reading for all trip-focused students in the minor.
Dale, G. & Conant, S. (2004) <i>101 Teambuilding Activities: Ideas Every Coach Can Use to Enhance Teamwork, Communication and Trust</i> . Durham, NC, Excellence in Performance	Book	3235	Venture (1)	
Dewey, J. (1938). <i>Experience and Education</i> . New York: MacMillan (or any edition)	Book	3236: T&F	UNCC Library (2) MHM Personal (1) Internet Resource	Full text available online. Required reading (whole book) in T&F.
Dillion, Jeff. (2007). <i>Climbers Guide to Pilot Mountain State Park</i> . Carolina Climbers Coalition.	Book	2233; 2239	SDM Personal	
Donaldson, G.W. & Goering, O. (1972) <i>Perspectives on Outdoor Education: Readings</i> . Dubuque, IA: W.C. Brown Co.	Book	3236: T&F	UNCC Library (3) MHM Personal (selections)	Selections read in T&F. Background on American outdoor education/organized camping movement of the mid-late 20 <sup>th</sup> century

Dority, Chris. (2007). <i>Rumbling Bald, Boulderling Guide</i> . Hong Kong. Twin Age Limited /King Coal Propaganda	Book	2233; 2239	SDM Personal	
Drury J. & Bonney B. (1992). <i>The Backcountry Classroom Lesson Plans for Teaching in the Wilderness</i> . Merrillville, IN: ICS Books Inc.	Book	4431	Venture (1)	
Evans, E. & Evans, J. (1988). <i>The Kayaking Book</i> . Lexington, MA: The Stephen Greene Press.	Book	2238	Venture (1)	
Ewert, A. (1989). <i>Outdoor Adventure Pursuits: Foundations, Models, Theories</i> . Worthington, Ohio: Publishing Horizons, Inc. pp. 19-34	Book (small selection)	3236; T&F	MHM Personal (selection only) /Venshare	Read in T&F as a sample of a way of looking at the history of OAE
Fasulo, D. (1996). <i>Self-Rescue. (How to Climb Series)</i> . Helena, Montana. Chockstone Press	Book	2233; 2239	SDM Personal	
Fevre, D. (2002). <i>Best New Games</i> . Champaign, IL: Human Kinetics.	Book	2236	Venture (1)	
Fluegelman, A. (1976). <i>The New games Book Play Hard Play Fair Nobody Hurt</i> . Tiburon, California: The Headlands Press Inc.	Book	2236	Venture	
Fluegelman, A. (1981). <i>More New Games and Playful Ideas from the New Games Foundation</i> . Tiburon, California: The Headlands Press Inc.	Book	2236	Venture (1)	
Gass, M.A. (1995). <i>Book of Metaphors volume II</i> . Dubuque, Iowa: Kendall/Hunt Publishing Company.	Book	4431	Venture (1)	
Gass, M.A. (1993). <i>Adventure Therapy: Therapeutic Applications of Adventure Programming</i> . Dubuque, IA: Kendall/Hunt.	Book	3236; T&F	UNCC Library (1)	Selections read in T&F. Standard adventure therapy text. Out of print. Note: Gass is currently writing a new/updated version (as of 2011).
Gregory, J. (2003). <i>Rock Sport</i> . Harrisburg, PA. Stackpole Books	Book	2233; 2239	SDM Personal	
Grout, J. & Nicki, H. (2007). <i>The High 5 Guide</i> . Dubuque, Iowa: Kendall/Hunt Publishing Company.	Book	2236, 3235	Venture (1)	
Hahn, K. Various writings.	Book selections, speeches, etc.	3236; T&F	MHM Personal/Venshare/Online	Reading of primary source documents written by Kurt Hahn is an important part of the Outward Bound unit in T&F. Various selections are available in MHM's collection, as well as searchable online.
Havens, M. (1992). <i>Bridges to Accessibility a Primer for Including Persons with Disabilities in Adventure Curricula</i> . Dubuque, Iowa: Kendall/Hunt Publishing Company.	Book	2236, 3235	Venture (1)	
Hawes, G. & Brownstone D. (1986). <i>The Outdoor Careers Guide</i> . New York, NY. Facts On File Publications.	Book	4431	Venture (1)	



Horst, E. (2003). <i>Training for Climbing</i> . Guilford Connecticut. The Globe Pequot Press	Book	2233; 2239	SDM Personal	
Horst, E. (2003). <i>Learning to Climb Indoors. (How to Climb Series)</i> . Guilford Connecticut. The Globe Pequot Press	Book	2233; 2239	SDM Personal	
Hurni, M. (2003). <i>Coaching Climbing. (How to Climb Series)</i> . Guilford Connecticut. The Globe Pequot Press	Book	2233; 2239	SDM Personal	
Isaac, J. & Goth, P. (1991). <i>The Outward Bound Wilderness First-Aid Handbook</i> . New York, NY: Lyons & Burford Publishers.	Book	2230	Venture (1)	
Johnson, D. & Johnson, F. (1975). <i>Joining Together Group Theory and Group Skills</i> . Englewood Cliffs, NJ. Prentice-Hall Inc.	Book	1231, 2236	Venture (1)	
<i>Journal of Adventure Education and Outdoor Learning</i>	Journal	3236: T&F	UNCC Library has JAEOL full text online from 2007-present	Selected articles read in T&F. See syllabus for specific articles. Also a good resource for current research and writing in outdoor education.
<i>Journal of Experiential Education</i>	Journal	3230: WTL 3236: T&F	UNCC Library has <i>Journal of Experiential Education</i> full text online 1998-present, microfiche from 1978-2010, and current issues available in hard copy. Venture has current issues in hard copy.	Selected articles read in WTL and T&F, ranging from 1981 to the present. See syllabi for specific articles. Selected articles read in T&F. Also a good resource for current research and writing in outdoor education.
Kliebard, H.M. (1995). <i>The Struggle for the American Curriculum, 1893-1958</i> (2 <sup>nd</sup> ed.). New York: Routledge.	Book	3236: T&F	UNCC Library (3)	Selections read in T&F. Background on Progressive Era education reform and the context in which John Dewey lived and worked.
Kolb, D. (1984). <i>Experiential Learning: Experience as the source of learning and development</i> . Englewood Cliffs, NJ: Prentice Hall.	Book	3236: T&F	UNCC Library (1)	Selections read in T&F.
Lambert, Yon & Shull, H. (2002). <i>Selected Climbs in North Carolina</i> . Seattle Washington. The Mountaineers Books	Book	2233; 2239	SDM Personal	
Leadership Assessment	Handout	3230: WTL	MHM Personal/Venshare	Checklist of skills (technical, judgment, interpersonal...) for outdoor leaders. Good for self-assessment, identifying strengths and weaknesses.
Lee, S. & Summers, J. (1990). <i>The Challenge of Excellence Learning the Ropes of Change</i> . Portland, Oregon: Metamorphous Press	Book	4431	Venture (1)	
Lewis, P. (1998). <i>Top Roping. (How to Climb Series)</i> . Helena, Montana. Chockstone Press	Book	2233; 2239	SDM Personal	
Long, J. (1993). <i>Climbing Anchors. (How to Climb</i>	Book	2233; 2239	Venture (1)	

Series). Helena, Montana. Chockstone Press				SDM Personal	
Long, J. (1989). <i>Rock Climb</i> . Evergreen, Colorado: Chockstone Press Inc.	Book	2233; 2239			
Long, J. (1994). <i>Gym Climb. (How to Climb Series)</i> . Helena, Montana. Chockstone Press	Book	2233; 2239		SDM Personal	
Long, J. (2004). <i>How to Rock Climb</i> . (4 <sup>th</sup> edition) Evergreen, Colorado Chockstone Press	Book	2233; 2239		SDM Personal	
Long, J. (2004). <i>Climbing Mishaps &amp; Near-Death Experiences</i> . Helena, Montana. Falcon Publishing, Inc.	Book	2233; 2239		SDM Personal	
Long, J. & Gaines, B. (2006). <i>Climbing Anchors. (How to Climb Series)</i> . 2 <sup>nd</sup> Ed. Helena, Montana. The Globe Pequot Press	Book	2233; 2239		SDM Personal	
Long, J. & Gaines, B. (2007). <i>Climbing Anchors Field Guide. (How to Climb Series)</i> . 2 <sup>nd</sup> Ed. Helena, Montana. The Globe Pequot Press	Book	2233; 2239		SDM Personal	
Long, J & Luebben, C. (1997). <i>Advance Rock Climbing. (How to Climb Series)</i> . Helena, Montana. Falcon Publishing, Inc.	Book	2233; 2239		SDM Personal	
Long, J. & Raleigh, D. (1994). <i>Clip and Go!_. (How to Climb Series)</i> . Evergreen, Colorado. Chockstone Press	Book	2233; 2239		SDM Personal	
Loughman, M. (1981). <i>Learning To Rock Climbing</i> . San Francisco. California: Sierra Club Books.	Book	2233; 2239		Venture	
Louv, R. (2005). <i>Last Child in the Woods: Saving our Children from Nature-Deficit Disorder</i> . Chapel Hill: Algonquin Books.	Book	3236: T&F		UNCC Library (1) MHM Personal (1)	Selections read in T&F.
Luebben, C. (2007). <i>Rock Climbing Anchors: A Comprehensive Guide</i> . Seattle Washington. The Mountaineers Books	Book	2239		SDM Personal	
Luebben, C. (2005). <i>Rock Climbing: Mastering Basic Skills</i> . Seattle Washington. The Mountaineers Books	Book	2233; 2239		SDM Personal	
Luebben, C. (2002). <i>Knots for Climbers. (How to Climb Series)</i> . Guilford, Connecticut. The Globe Pequot Press	Book	2233; 2239		SDM Personal	
Luebben, C. (2000). <i>How to Rappel. (How to Climb Series)</i> . Helena, Montana. Falcon Publishing, Inc.	Book	2233; 2239		SDM Personal	
Luckner, J. & Nadler R. (1997). <i>Processing the Experience Strategies to Enhance and Generalize Learning 2<sup>nd</sup> ed</i> . Dubuque, Iowa: Kendall/Hunt Publishing Company.	Book	3235		Venture	
Matre, S. (1974). <i>Acclimatizing a Personal and Reflective Approach to a Natural Relationship</i> . Martinsville, Indiana: American Camping Association.	Book	1231		Venture	
McIntosh, P. (1990). <i>White privilege: Unpacking the</i>	Handout	3230: WTL		MHM Personal/Venshare/Internet	Used in WTL social justice class. Easily found

invisible knapsack				resource	and available online.
Mellor, D. (1997). <i>Rock Climbing. A Trailside Guide</i> . Fifth Avenue, New York. W. W. Norton & Company, Inc.	Book	2233; 2239		SDM Personal	
Meyer, D. & Meyer D. (1974). <i>To Know by Experience Outward Bound North Carolina</i> . Morganton, NC: Artcraft Press	Book	1231		Venture	
Midura, D. & Glover D. (2005). <i>Essentials of Team Building Principles and Practices</i> . Champaign, IL: Human Kinetics.	Book	2236		Venture	
Miles, J.C. & Priest, S. (1999). <i>Adventure Programming</i> . State College, PA: Venture Publishing.	Book	3236: T&F		NONE MHM Personal (selections only)	Selections/chapters read in T&F.
Miner, J. & Boldt, J. (2002). <i>Outward Bound U.S.A: Crew, not Passengers</i> . Seattle: Mountaineers Books.	Book	3236: T&F		NONE UNCC Library has 1981 edition MHM Personal (1)	
Nadler, R. & Luckner, J. (1992). <i>Processing the Adventure Experience Theory and Practice</i> . Dubuque, Iowa: Kendal/Hunt Publishing Company.	Book	3235		Venture	
O'Bannon, A. (2001). <i>Allen &amp; Mike's Really cool Backpackin' Book</i> . Guilford, Connecticut: The Globe Pequot Press	Book	2230: WB 3230: WTL		Venture	Required for WE. Recommended background for students in WTL without much other backcountry experience.
Ogden, J. (2005). <i>Big Wall Climbing: Elite Techniques</i> . Seattle Washington. The Mountaineers Books	Book	2239		SDM Personal	
Peters, E. editor. (1982). <i>Mountaineering the Freedom of the Hills 4<sup>th</sup> ed</i> . Seattle, Washington: The Mountaineers	Book	1231, 2233		Venture	
Priest, S. & Gass, M. (2005). <i>Effective Leadership in Adventure Programming</i> . 2 <sup>nd</sup> Edition. Champaign, IL: Human Kinetics.	Book	3230: WTL 3235		UNCC Library (1 copy of 1 <sup>st</sup> ed) Venture (1 copy of 2 <sup>nd</sup> ed, 1 copy of 1 <sup>st</sup> ed) MHM Personal (1 copy of 1 <sup>st</sup> ed)	Required for WTL. Good background for all students in the major.
Priest, S. & Miles, J. (1990). <i>Adventure Education</i> . State College, PA: Venture Publishing Inc.	Book	4431		Venture	
Priest, S. & Rohnke, K. (2000). <i>101 of the Best Corporate Team-Building Activities</i> . Dubuque, Iowa: Kendall/Hunt Publishing Company.	Book	3235		Venture	
Raligh, D. (1998). <i>Knots and Ropes for Climbers</i> . Mechanicsburg, PA: Stackpole Books.	Book	2233; 2239		SDM Personal	
Rebuffat, G. (1968). <i>On Snow and Rock</i> . New York: Oxford University Press.	Book	2233		Venture	
Risk, P. 1983). <i>Outdoor Safety and Survival</i> . John Wiley & Sons Inc.	Book	1231		Venture	
Robbins, R. (1971). <i>Basic Rockcraft</i> . Glendale,	Book	2233		Venture	



California: La Siesta Press.						
Rohnke, K. (1989). <i>Covstails and Cobras II A Guide to Games, Initiatives, Rope Courses &amp; Adventure Curriculum</i> . Dubuque, Iowa: Kendall/Hunt Publishing Company.	Book	2236	Venture			
Rohnke K. (1992). <i>Forget me Knots</i> . Dubuque, Iowa: Kendall/Hunt Publishing Company.	Book	2236	Venture			
Rohnke, K. & Tait, C. & Wall J. (1997). <i>The Complete Ropes Course Manual 2<sup>nd</sup> ed</i> . Dubuque, Iowa: Kendall/Hunt Publishing Company.	Book	3235	Venture			
Ryan, B. (2005). <i>The Guide for Challenge Course Operations</i> . Beverly, MA: A Project Adventure Inc. Publication.	Book	3235	Venture			
Sakofs, M. & Armstrong, G. (1996). <i>Into the Classroom: The Outward Bound Approach to Teaching and Learning</i> . Dubuque, Iowa: Kendall/Hunt Publishing Company.	Book	4431	Venture			
Schneider, A. & Schneider, S. (1976). <i>The Climber's Sourcebook</i> . Garden City, New York: Anchor Press / Doubleday.	Book	2233, 2239	Venture			
Schoel, J. & Prouty, D. & Radcliffe P. (1988). <i>Islands of Healing A Guide to Adventure Based Counseling</i> . Hamilton, MA. Project Adventure Inc.	Book	3235	Venture			
Shepherd, N. (2001). <i>The Complete Guide to Rope Techniques</i> . Guilford, Connecticut. The Lyon Press	Book	2233; 2239	SDM Personal			
Sherman, J. (1997). <i>Better Bouldering. (How to Climb Series)</i> . Helena, Montana. Chockstone Press	Book	2233; 2239	SDM Personal			
Sikes, S. & Evans, F. & Cavert C. (2007). <i>The More the Merrier Lead Playful Activities with Large Groups</i> .	Book	2236, 3235	Venture			
Sikes, S. (1995). <i>Feeding the Gorilla and Other Team Building Activities</i> . Tulsa, OK: Learning Unlimited Corporation.	Book	2236, 3235	Venture			
Sikes, S. (1998). <i>Executive Marbles and other Team Building Activities</i> . Tulsa, OK: Learning Unlimited Corporation.	Book	2236, 3235	Venture			
Stanchfield, J. (2007) <i>Tips and Tools: The Art of Experiential Group Facilitation</i> . Oklahoma City, OK, Wood 'N' Barnes Publishing	Book	3235	Venture			
Stiehl Jim & Chase, D. (2008). <i>Traversing Walls 68 Activities On and Off the Wall</i> . Champaign, IL. Human Kinetics	Book	2233; 2239	SDM Personal			

Stiehl Jim & Ramsey, T. (2005). <i>Traversing Wall: A Complete Guide</i> . Champaign, IL: Human Kinetics	Book	2233; 2239	SDM Personal		
Stremba, B. & Bisson, C.A. (2009). <i>Teaching Adventure Education Theory: Best Practices</i> . Champaign IL: Human Kinetics.	Book	2230: WE 3230: WTL 3236: T&F	Venture		Provides some useful background readings and lesson plan suggestions for various topics, including (but not limited to) group development, situational leadership, and wilderness preservation). An instructor resource (not student text).
Strong, T. & Bernie, DeKoven (2010). <i>Great Games for Big Activity Balls</i> . Champaign, IL: Human Kinetics.	Book	2236	Venture		
Walsh, V. & Golins, G. (1976). The exploration of the Outward Bound process. Unpublished manuscript.	Manuscript	3236: T&F	Online @ Wilderdom.com MHM Personal		Essential reading in T&F. Easily found online.
Warren, K. (1996). <i>Women's Voices in Experiential Education</i> . Dubuque, Iowa: Kendall/Hunt Publishing Company.	Book	4431	Venture		
Warren, K. Sakofs, M. Hunt, J. editors. (1995). <i>The Theory of Experiential Education</i> . Dubuque, Iowa: Kendall/Hunt Publishing Company.	Book	3236	Venture		
Webster, S. (1989). <i>Ropes Course Safety Manual an Instructor's Guide to Initiatives, and Low and High Elements</i> . Dubuque, Iowa: Kendall/Hunt Publishing Company.	Book	3235	Venture		
Wheelock, W. (1967). <i>Ropes, Knots Slings for Climbers</i> . Glendale, California: La Siesta Press.	Book	2233	Venture		
Whiting, K. & Varette K. (2004). <i>Whitewater Kayaking</i> . Beachburg, Ontario: The Heliconia Press.	Book	2238	Venture		

**The University of North Carolina at Charlotte**  
**College of Health and Human Services**  
**Department of Kinesiology**  
**SPRING 2012**

**Course Number & Title:** KNES 1231. INTRODUCTION TO OUTDOOR ADVENTURE

**Credit, Days/Time, Location:** 2 credits. Tuesday 2:00 PM – 4:45 PM  
In the Venture Office in Cone University Center -  
Or elsewhere as described in the schedule  
& Weekend trips scheduled throughout the semester

**Faculty Info:** Sandy Kohn  
Venture Office in Cone University Center Room 225B  
Office hours: By appointment or just stop by  
704-687-0699 / [sakohn@uncc.edu](mailto:sakohn@uncc.edu)

**Catalog Description:** **KNES 1231. Introduction to Outdoor Adventure.** (2) Prerequisites Must be a KOAL Minor or permission of instructor. Introduction to outdoor adventures through active participation in hikes, challenge courses, climbing wall, a solo experience, weekend trips, class discussions and written reflection. Participation in a Venture public trip required, individually selected from Venture's offerings for the semester. Special fee assessed for the trips. (Fall, Spring)

**Course Objective**

To provide opportunities for students to gain an understanding of the outdoor adventure field, through experiencing a wide variety of adventures and reflecting on the learning that arises out of experiences. The class will help students understand their personal reactions to facing challenges and thus to gain a broader perspective on their lives.

**Course Content:** (see course schedule for details)

- Experience the following: Mobile Team Building activities, Team Challenge Course, Orienteering, Indoor Rock Climbing, Hiking, High Team Challenge Course, Sea kayak rescue training in the pool, Sea kayak trip on a class 1 river, a solo experience and 1 additional outdoor adventure chosen from the Venture trips.
- Personal challenge and discovery through adventure activities, especially outdoor wilderness experiences
- Explore how diversity and personal differences adds complexity and richness to group tasks.
- Consider the power of metaphors in understanding and making meaning from experiences.
- Self care in outdoor settings and basic survival
- Leave No Trace principles
- Reflection on and processing of experiences

**Course Fee:** \$45 plus the cost of whichever Venture trip for which you sign up.

**Course Policies:** This syllabus contains the policies and expectations I have established for Introduction to Outdoor Adventure. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

**Class Requirements:**

- **Classroom Participation:** A participation grade is given for active participation in classroom activities. You can earn 1 point for each hour of regular class session.
- **Saturday February 4 (9:30 AM – 1:30 PM)** Orienteering Course at Reedy Creek Park
- **Saturday March 24-25 (7 AM Sat.– 5 PM Sun.)** Camping/Hiking at Crowder's Mountain
- **Venture Trip Participation:** Each student is required to register for, attend the pre-trip meeting, and participate in a positive manner in one Venture wilderness adventure trips - worth 14 points. (If you will miss the March 24-25 class trip you may be able to make it up by taking another Venture trip.)



**Assignments:**

- There will be 2 papers due, and some kind of verbal sharing with the class will happen with each. These assignments will focus on what you have learned this semester. There is a detailed Assignment sheet that will accompany this syllabus and can be found in Moodle. Assignments are due on the following dates: February 21, the second paper is due 10 days after your Venture trip.
- See the Assignments Requirement and Suggestions for more details.
- All assignments are to be completed on the scheduled due date unless previously discussed with the instructor. Assignments turned in after the due date will have points deducted for each day late.
- There are two **exams** –each worth 10 points. One will be in-class and will be information and fact based. The other will be a take home and will be essay style about your experience in the class.

**Attendance:**

- Since this is an experience-based course, attendance in this class is required and counts towards your grade. Attendance includes Wednesday class sessions, special class trips, and the Venture pre-trip meeting and trip.
- A student who misses one of the expected trip days will have his/her final grade reduced by the points lost, unless prior arrangements are made.
- A student who misses 2 or more trip days or more than 5 class sessions will receive a failing grade (F) for the course unless prior arrangements are made to attend additional Venture trips. (In the case of emergency/injury, an incomplete (I) for the course can be arranged).

**Additional Trip Information:**

- Students are required to attend the pre-trip meetings for the trip(s) they are registered for. Missing the pre-trip meeting for any reason other than a conflict with another academic class will affect points received.
- The student is responsible for the fees of the specific trip(s) that he/she registers for at the Venture office. If fee assistance is needed talk with the instructor. There is also a fee of \$45 to cover the regular class trips and experiences.
- **Trip registration and full payment for Venture trip(s) must be completed by Friday, Jan 27.** Failure to register and pay for this required trip(s) may result in lowering your participation grade by 2 points for each day late unless special arrangements are made prior to the deadline.
- Regular Venture policies (as listed in the Venture Web Site) will be in effect, including the cancellation & refund policies. Please review these policies at the following url. <http://venture.uncc.edu/policies>

**Appropriate Dress:**

A few of our classes are indoors (indicated on schedule) and you can wear whatever you choose.

Standard dress for outdoor days will depend on the weather. When scheduled to be outside, we may do so despite: snow, light intermittent rain, damp ground, or hot sun. (In a significant rain, the planned schedule may be altered.) Come dressed warmly enough for the day's weather. Come prepared to be active. **Dress in layers.** For outdoor days at the challenge course or ropes course, footwear should ideally be sneakers or light hiking/work boots. Closed-toe footwear is required. On cooler days I would encourage hats, gloves, layers of warm clothes, wool socks, and a wind breaker.

**Syllabus Subject to Change:** \* The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances

**Teaching Strategies and Expectations:**

Teaching methods may include; lectures, demonstration, classroom discussions, team building exercises and hands-on direct outdoor adventure experiences. This course is designed on an experiential education model. We will be experiencing a number of outdoor activities. The focus is less on developing solid technical skills, and more on learning about yourself and how you respond to these adventures. We will spend time reflecting upon and identifying the deeper meaning within the experiences, which can help one's understanding of important life lessons. Attention will be given to: examining group dynamics and learning what makes an effective team, facing risks and overcoming challenges, acquiring a deeper understanding of self, and developing a stronger relationship with the natural world. Students will face a series of progressively more demanding challenges

I expect you to help create a safe environment for people to try new things and face personal challenges by:

1. Being attentive to safety issues and speaking up when things seem dangerous.
2. Respecting others in the group. Don't put people down, (including yourself). Listen when other are talking, don't interrupt.

3. Being actively involved in the course. Be an active learner.
4. Being responsible for your own actions and decisions. This includes taking part in group decisions. If you are quiet while a decision is being made, it means that you are okay with what is happening and you feel you have nothing important to add. If what is decided is not okay, it is your responsibility to say so even if this means temporarily slowing the progress of the group.
5. Maintaining a positive attitude and offering encouragement and support to others.

*Note: The use of cell phones or other communication devices is disruptive, and is therefore prohibited during class and on class trips.*

**Course Text** Siddhartha by Herman Hesse (any edition – also the full text is available on-line)

**Evaluation method:**

Grades are based upon total points accumulated:

Class Attendance –based on 12 classes @ 3 pts each and 3 classes @ less pts.	39 points
Sea Kayak class Trip – for active and positive participation	8 points
Venture trip - for active and positive participation (including pre-trip mtg.)	14 points
Exams	20 points
<u>Written Assignments</u>	<u>20 points</u>
<b>Total</b>	<b>100 points</b>

**Grade Scale:**

- A = 90-100%
- B = 80 - 90%
- C = 70 - 80%
- D = 60 - 70%
- F = below 60

**Topical/Unit Outline:** A class by class schedule with topics and assignments.

**Intro to Outdoor Adventure Class Schedule**

Week	Topic	Assignment DUE / Pts. for day/ location
1 Jan. 10	Introduction to the course, go over syllabus Review expectations and course objectives Introduction of instructor and students Goals	Read class Moodle site.  2 pts. Indoors Venture Office
2 Jan. 17	Review course plan - Trust activities Needs Hierarchy: Strong self-care skills (layering, hydration, food intake, sun, temperature regulation, hygiene, etc.) Physical Fitness Understands lightning drill procedures  Making Meaning from experiences	Sign up for 1 Venture trip (more if will miss class trip) “Maslow's hierarchy of needs” in Wikipedia <a href="http://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs">http://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs</a> “Experiential learning” in Wikipedia <a href="http://en.wikipedia.org/wiki/Experiential_learning">http://en.wikipedia.org/wiki/Experiential_learning</a>  3 pts. Indoors Venture Office
3 Jan. 24	Mobile Initiatives – Team development	3 pt. Indoors Venture Office
4 Jan. 31	Map and Compass preparation for Orienteering  How to prevent, assess and treat common on- trail injuries including blisters, sprains & strains	<a href="http://en.wikipedia.org/wiki/Orienteering">http://en.wikipedia.org/wiki/Orienteering</a> <a href="http://en.wikipedia.org/wiki/Theory_of_multiple_intelligences">http://en.wikipedia.org/wiki/Theory_of_multiple_intelligences</a>  3 pts. Indoors Venture Office

Saturday Feb. 4	Orienteering at Reedy Creek Park 9:30am-1:00pm	Meet at Reedy Creek Park 8 pts. Outdoors
5 Feb. 7	Process Orienteering  The importance of debriefing an experience/ trip Metaphors and analogies Diversity and learning	<a href="http://sixminutes.dlugan.com/metaphor-speech-examples/">http://sixminutes.dlugan.com/metaphor-speech-examples/</a> 3 pts. Indoors Venture Office
5 Feb. 14	Team Challenge Course	Meet at Toby Creek Parking Lot 3 pts. Outdoors
6 Feb. 21	Discussion – mid-class evaluation  Basic survival: stranded in winter lost and alone procedures, and emergency procedures Knowledge of river/stream crossing procedures LNT principles, plan ahead and prepare, travel and camp on durable surfaces, dispose of wasted properly, leave what you find, minimize campfire impact, respect wildlife, be considerate of others	First Reflection Paper due  <a href="http://www.wikihow.com/Survive-in-the-Woods">http://www.wikihow.com/Survive-in-the-Woods</a> <a href="http://sectionhiker.com/safety-tips-for-fording-rivers-and-streams/">http://sectionhiker.com/safety-tips-for-fording-rivers-and-streams/</a> <a href="http://www.lnt.org/programs/principles.php">http://www.lnt.org/programs/principles.php</a>  3 pts. Indoors Venture Office
7 Feb. 28	Kayak intro in pool	Bring swim wear. 3 pts. Belk Gym Pool
8 March. 6	NO CLASS Spring Break	
9 March 13	Indoor Climbing Wall	Meet at SAC Clock tower 3 pts. Indoors
10 March. 20	Siddhartha Basic camping skills and gear Exam	Read Siddhartha 3 pts. Indoors Venture Office Prepare for Exam
Saturday & Sunday March 24- 25	Camping/Hiking at Crowder's Mtn Meet at Venture Equipment Room	Bring appropriate personal gear Meet at Venture Equipment Room 15 pts. Outdoors
11 March. 27	Process trip Hike to HTC and receive introductory talk about the High Ropes Course	3 pts. Indoors Venture Office/ Outdoors
12 April 3	High Team Challenge Course	Meet at HTC 3 pts. Outdoors
13 April 10	Solo Experience	Meet at Venture classroom 3 pts. Outdoors



14 April 17	HTC Iliad	Meet at HTC 3 pts. Outdoors
15 April 24	Turn <b>EXAM</b> in and individual interviews w/ sandy	Exam 2 This will be a take home exam and it will be posted on Moodle on April 10 1 pts. Indoors Venture Office
16 May 1	Processing the class (experiential learning cycle—moving to “so what” and “now what”), course evals, closing	Review ‘ripples5w’ power point on Moodle 3 pts. Indoors Venture Office
Sometime during the semester 15 pts. Outdoors	Venture Trip and accompanying pre-trip meeting	Refer to Venture Spring 2012 brochure or the Venture website <a href="http://venture.uncc.edu/adventuretrips">http://venture.uncc.edu/adventuretrips</a> to select what trip you will participate in.  A reflection paper is due 10 days after your trip.

## UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

### University Policies:

#### Code of Student Responsibility:

“The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address: <http://legal.uncc.edu/policies/ps-104.html>

#### Academic Integrity:

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity.

This code forbids cheating, fabrications, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction in the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office or <http://legal.uncc.edu/policies/ps-105.html>. Students are expected to report cases of academic dishonesty to the course's instructor.

#### Code of Student Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at:

<http://www.legal.uncc.edu/policies/ps-105.html>

Academic integrity refers to cheating and plagiarism.

Plagiarism is when you use or borrow another person's words or ideas without giving them credit – in other words, stealing that person's work. Regardless of where you saw or heard these words or ideas – lecture, book, Internet, website, BLOG, chat room, letter, diary, newspaper, journal article, on TV or radio – you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person's work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g. the name of the President of the United States is something that most people would know and you would not have to cite where you found this information)

**It is your job to ask your teacher if you have any questions about how to cite a source.**

Plagiarism is against the ethical code of the faculty, the researchers in this college, and UNC Charlotte. Plagiarism shows a serious lack of honesty and truthfulness and it will be dealt with harshly. The University has a process led by the Chair of the Academic Integrity Board, a faculty member, that considers a violation of the Code at a Board Hearing. This hearing can result in penalties from failing an assignment to being expelled from the university, depending on how extreme the violation and other circumstances.

**Special Needs:** If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

**Diversity Statement:**

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

**Religious Accommodation:**

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/ps-134.html> . The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>)

**The University of North Carolina at Charlotte**  
**College of Health and Human Services**  
**Department of Kinesiology**

**Course Number and Title:** KNES 2230, Wilderness Experience

**Credits, Days/Time, Location:** 2 credits

Thursdays, 2-4:45 pm

Location TBD (classroom space plus various places TBD on an off campus)

Weekend Trips: 1 weekend in September and 1 weekend in October

**Faculty Information:**

Marion McClure, M.S.

Venture Office, Cone University Center 225C

Office Hours: By appointment, or just stop by

704-687-0698 / marion.mcclure@uncc.edu

**Catalog Description:** KNES 2230, Wilderness Experience (2). Prerequisites: Must be a KOAL Minor or permission of instructor. This course provides students with a series of progressive challenges (including challenge course and backcountry travel) and time to reflect on and discuss these challenges. The course goals are two-fold; first to gain deeper understanding of oneself and relationships through participation in in-depth group experiences and second, to gain the skills and knowledge necessary for conducting one's own backpacking trips. Field experiences during class and two weekend backpacking trips. A special fee will be charged to cover the costs of the trips (Fall).

**Fee:** \$75 paid directly to the Venture program. The fee covers all costs associated with class trips EXCEPT for food during the second weekend practicum.

**Course Objectives:** The student should be able to:

1. Be proficient in backcountry land-based travel (backpacking). For a full list of expected skills, see below
2. Work as a cooperative member of a team to accomplish tasks, and explain how his/her actions contributed to or hindered this success.
3. Describe one's own personal strengths and weakness relative to the physical, emotional and group challenges encountered during the course. Understand the concept of metaphors in outdoor/adventure programming and be able to extrapolate meaning from the class to one's life outside of the class.
4. Describe the concepts of Comfort Zone, Challenge by Choice, and Flow, and explain the importance of these concepts to outdoor programs.
5. Provide & receive direct and specific feedback to the other participants as to their influence on the group's development.
6. Have basic knowledge of backcountry leadership and co-leadership, judgment, planning, risk management, and emergency response

**Backcountry Skills Checklist**

- Stoves—lighting, fueling, fuel storage, cooking safety, basic troubleshooting (MSR Whisperlite or equivalent)
- Knots, esp. related to tarp set-up—bowline, trucker's hitch, clove hitch, tautline hitch
- Campsite selection, organization, and tent & tarp set-up
- Topographic maps, compass, navigation
- Bear bagging (with pulley system)
- Meal planning, cooking
- Dishwashing
- Leave No Trace
- Self-Care (in hot, cold, wet, windy conditions)
- Personal dress & layering
- Hydration
- Footcare
- Personal hygiene
- Hiking with a group
- Stream crossing
- Basic weather awareness



## Course Policies

This syllabus contains the policies and expectations I have established for Wilderness Experience. Please read the entire syllabus carefully before continuing in the course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

I expect you to help create a safe environment for people to try new things and face personal challenges by:

1. Being attentive to safety issues and speaking up when things seem dangerous.
2. Respecting others in the group. Don't put people down, (including yourself). Listen when others are talking, don't interrupt.
3. Being actively involved in the course.
4. Being responsible for your own actions and decisions.
5. Maintaining a positive attitude and offering encouragement and support to others.

*Note: The use of cell phones or other communication devices is disruptive, and is therefore prohibited during class.*

**Attendance:** Since this is an experiential based class, attendance and active participation in class sessions and weekend trips are critical. For each hour of class missed (including weekends) beyond 3 hours, 1 point will be removed from final total grade. Missing a part of class will also count as lost hours/fractions of hours. A student who misses 15 or more hours will be assigned a grade of F (failing). Students are asked to inform their instructor if they know they will be missing a class. Three (3) hours of absence will be allowed with no point deduction (other than for weekend trips).

**Dress:** Many days the course will meet outdoors. Depending on weather and the flow of the course, the precise schedule may change. It is therefore advisable to come to each class prepared to be outside. When scheduled to be outside, we will usually do so despite: snow, light rain, or hot sun. (In a heavy rain or thunderstorm, the planned schedule may be altered.) Bugs can be bad. Come prepared. Even when not scheduled for an active session, we generally meet outside under the trees and have class sitting on the lawn. You may want to bring a mat to sit on if the grass is likely to be wet. Footwear for outdoor days ideally should be sneakers or light hiking/work boots. Open-toed sandals are not acceptable for hiking or orienteering. Type of clothes is your preference. Dress warmly enough for the day's weather. Casual street clothes are okay though they might get abused.

**Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

## Required Texts:

O'Bannon, A. (2001). *Allen & Mike's Really cool Backpackin' Book*. Guilford, Connecticut: The Globe Pequot Press

Suggested Text:

Curtis, R. (1998), *The Backpacker's Field Manual: A Comprehensive Guide to Mastering Backcountry Skills*. New York: Three Rivers Press.

## Evaluation Methods

Your final grade is based upon total points accumulated:

Class attendance, participation, preparation	15 points
Practicum I attendance, participation, preparation	15 points
Practicum II attendance, participation, preparation	15 points
Journal	30 points
Group Trip Plan & TCP	5 points
Equipment Report Presentation	5 points
Midterm Exam	5 points
Final Exam	10 points

## Grade Scale

A = 90-100%  
B = 80-90%  
C = 70-80%  
D = 60-70%  
F = Below 60%

### Wilderness Experience Class Schedule

Week	Topic	Assignment DUE	Weekend
1	Introduction of course, instructor, and participants Course goals, format & requirements Icebreakers & Initiatives	(If possible: Skim O'Bannon, all)	
2	Team Challenge Course  (Time permitting: Intro to Map & Compass land navigation)	Reading • O'Bannon p. 61-70 (map & compass) Journal Entry #1 Assess your footwear situation	
3	Debrief Team Challenge Course  Gear Shakedown (defender of safety!)  Personal dress systems, what to bring and what not to bring, packing a pack  (Time permitting: Knots, Stoves)	Reading • O'Bannon p. 3-42 • O'Bannon p. 72-77 (knots)  Bring in your backpacking gear (all of it!)  Journal #2	
4	Map & Compass Navigation @ Reedy Creek	Reading • Review O'Bannon 61-70	
5	Trip Planning & Preparation • Leave No Trace (LNT) considerations • Route Planning & Time Control Plans • Review route • Distributing & packing gear • Menu planning & food packing • Review map & compass	Reading • O'Bannon, p. 43-60, 70-101, 152-153  Bring weekend gear to class, again  Journal #3	Practicum I
6	Debrief Weekend Practicum I  Hypothermia Quiz Show  Introduce Challenge by Choice, Comfort Zones, Metaphors, and Flow	Reading • TBD  Journal #4	
7	Map & Compass Navigation II @ Reedy Creek (in small groups and short solo)	Journal #5	
8	Debrief Map & Compass  Midterm Exam	Journal #6  Study for Midterm Exam	
9	FALL BREAK, NO CLASS	None	
10	Equipment Report Presentations  Expectations for Practicum II	Reading • O'Bannon, p. 101-151  Equipment Reports Presentation	
11	Trip Preparation	Group Trip Plan with TCP Due  Review O'Bannon, all  Journal #7	Practicum II

12	Debrief Practicum II	Journal #8	
13	High Team Challenge Course		
14	Debrief High Team Challenge Course Survival Simulation	Journal #9	
15	Thanksgiving, NO CLASS	None	
16	Processing the course Class Evaluations Closing	Journal #10 Turn in Journals for final grade	
17	In-class final exam	Study!	

## UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

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Academic integrity refers to cheating and plagiarism.

Plagiarism is when you use or borrow another person's words or ideas without giving them credit – in other words, stealing that person's work. Regardless of where you saw or heard these words or ideas – lecture, book, Internet, website, BLOG, chat room, letter, diary, newspaper, journal article, on TV or radio – you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person's work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g. the name of the President of the United States is something that most people would know and you would not have to cite where you found this information)

**It is your job to ask your teacher if you have any questions about how to cite a source.**

Plagiarism is against the ethical code of the faculty, the researchers in this college, and UNC Charlotte. Plagiarism shows a serious lack of honesty and truthfulness and it will be dealt with harshly. The University has a process led by the Chair of the Academic Integrity Board, a faculty member, that considers a violation of the Code at a Board Hearing. This hearing can result in penalties from failing an assignment to being expelled from the university, depending on how extreme the violation and other circumstances.

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**Religious Accommodation:**

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**University of North Carolina at Charlotte  
College of Health and Human Services  
Department of Kinesiology**

**Course Number and Title:** KNES 2233: Rock Climbing

**Credits, Days/Time, Location:** 2 Credits

Tuesday, 2:00-4:45 PM

Location: Climbing Wall in the Student Activities Center (SAC)  
plus two **MANDATORY** Sunday trips

**Faculty Information:**

Scott Moulton, M.S.

Venture Office, Cone University Center 225D

Office Hours: By appointment, or just stop by

Scott.Moulton@uncc.edu

**Text:**

No required text for this course.

**Catalog Description:** **KNES 2233. Rock Climbing.** (2) Prerequisites Must be a KOAL Minor or permission of instructor. Introduction to rock climbing with emphasis on belaying and safety systems, climbing techniques, and the metaphorical and psychological aspects of climbing. Course will include; classroom sessions, use of indoor climbing wall and weekend trips to outdoor climbing sites. A special fee will be charged to cover the costs of the weekend day trips. (*Fall, Spring*)

**Course Objectives:** *This course is designed for individuals who have never done any formal rock climbing.* The course will involve activities to teach students basic climbing terms, knots, techniques, equipment, and safety practices for top rope belay climbing and possibly rappelling. We will build on communication, skill and trust.

The student should be able to:

1. Demonstrate struggle and improvement in some aspect of climbing that is personally hard for them
2. Select, use and care for appropriate gear and safety items for rock climbing
3. Perform basic climbing techniques & movements
4. Tie, know and explain when to use appropriate knots
5. Demonstrate and explain belaying techniques
6. Identify safety concerns in climbing and develop an attitude of safety
7. Identify how diversity, based on gender or personality traits impacts climbing

**Course content:**

**Specifically rock climbing:**

1. Safety!!
2. Equipment selection and care
3. Climbing Styles & techniques
4. Indoor & outdoor climbing
5. Belay systems and knots
6. Top-roped climbs & other climbing styles
7. Rappelling - if time and interest permits.

**As a class:**

1. Icebreakers, team building activities and trust activities
2. Risk taking, self confidence self reflection and safety
3. Group dynamics and group issues
4. Personal goal setting and working on self improvement
5. Communication skills
6. Problem solving and decision making
7. Craftsmanship, quality and style
8. Low and High challenge course elements

**Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

**Teaching Strategies and Expectations:**

1. This is an active, hands-on learning environment. You will learn by listening and doing.
2. All students are expected to contribute in a meaningful way to team efforts.
3. Please do the following: participate, question, practice, have fun, act safely for yourself and safely for classmates.
4. Please avoid any behavior: that stops the learning for yourself or others, that interferes with this class, and that places others at physical or emotional risk.
5. *Please avoid using your cell phone, MP3 or other music during class time and on climbing trips.*

### Course Requirements:

Attitude, participation in class and improvement .....	30%
Knots, Belay Quiz(s) and Final Exam .....	30%
Written Reflections .....	28%
Homework / Projects .....	12%

**Late papers, homework and projects will affect your grade.**

**Each class NOT attended, may result in the lowering of your final grade by one letter grade and missing a full day class climbing trip will dictate a failing grade (F) for the course.**

### Grades: (note are different for undergraduate and graduate)

Undergraduate: A = 90-100% B = 80-89% C = 70-79% D= 60-69% F= below 60

Graduate: A, B, C, U or P/F

### Dress:

Come dressed to practice climbing techniques. This means dressing appropriately for indoor and outside weather. We will not actually climb in the rain, though we will use ropes that will get clothes dirty. All clothing should allow a full range of movement. Recommendation for shorts is that they come down past mid thigh and /or wear flexible pants. Closed toe footwear is required for all classes. All rock equipment will be provided.

### Schedule:

Since this is an experiential based class, attendance at class session is very important. We will meet every Tuesday from 2:00 to 4:45 pm including two Sunday day trips. The majority of the Tuesday class sessions will be at the SAC indoor climbing wall however we will also be using Venture's low and high challenge courses. This class may involve independent climbing time at the Venture Climbing Wall in the SAC in the evenings. This course also involves two Sunday day climbing trips. These trips do not involve overnights, but will be long days. We will depart early (approx. 6:30am and return to UNC Charlotte about 7pm).

### Financial Responsibility:

Rock climbing requires a significant amount of specialized equipment, such as ropes, harnesses, carabineers, and other climbing hardware. This equipment is made available for the class with the understanding that the class as a whole will be responsible for damage or loss of the gear in its care.

**Special Fee:** \$70.00 to cover cost of the expenses for the weekend day trips, belay proficiency test for indoor climbing wall and for the use of shoes and harness for indoor climbing wall during class sessions and class assignments. **Equipment rental for evening use at the climbing wall IS included in this special fee cost.** *Even if you have your own climbing gear, you are still expected to pay this special fee.*

### Attendance:

Since this is an experiential based class, attendance at class sessions is very important and an expectation. Rock climbing cannot be learned from a book or solely in a classroom. Because of the nature of the material to be learned, attendance of scheduled class time is critical. **More than one absence of a class session will lower the grade one letter. Missing any part of the weekend trip will dictate a failing grade (F) for the course.** In addition to attending class, being on time for each class session is an expectation from the instructor. Continually being late for class will affect the outcome of your grade. Students are asked to inform the instructor if they know they will be missing a class and documentation may be required. Any excused absence will still require a "make-up" assignment. The UNC Charlotte Catalog lists the following attendance policy.

*"Each instructor determines the attendance regulations for his or her classes. Students are expected to attend punctually all scheduled sessions in the courses for which they are registered and are responsible for completing the work from all class sessions. Absences from classes may be excused by the instructor for such reasons as personal illness, religious holidays, or participating as an authorized University representative in an out-of-town event. Whenever possible, students are expected to seek permission of the instructor prior to absences."*

## Tentative Rock Climbing Schedule -Fall 2012

DATE:	MEET WHERE:	Possible AGENDA:	HOMEWORK:
Jan. 10	<b>Climbing Wall</b>  <i>Go to the SAC building, need student id, check in with it, search for track and basketball courts. Along one of the basketball courts is where the wall will be.</i>	<p><u><i>Come early to find the climbing wall!!</i></u></p> <ul style="list-style-type: none"> <li>Syllabus review / waivers</li> <li>Learn who your classmates are</li> <li>Activity– Hand Cuffs /Name My Scar</li> <li>Learn figure 8 knot &amp; follow thru “A knot not neat is a knot not needed”</li> <li>Fitting Harness &amp; Climbing shoes</li> <li>Spotting and Bouldering at the Wall</li> <li>Activity– Log Fall</li> <li>Learn to belay, learn to fall</li> <li>Learn Belay commands (part 1)</li> <li>Practice belaying &amp; dummy climb</li> <li>Learn to back up belayer</li> </ul>	<p>HOMEWORK – Due MONDAY Jan. 16</p> <ol style="list-style-type: none"> <li>Complete waivers &amp; medical &amp; payment</li> <li>Email me:               <ol style="list-style-type: none"> <li>From email address most frequently checked</li> <li>a facial shot picture of yourself and name you prefer to be called.</li> <li>What your current knowledge / skill is in this class</li> <li>What you hope to gain from this class</li> </ol> </li> <li>Bring check or exact cash to pay for class</li> </ol> <p>PRACTICE:</p> <ul style="list-style-type: none"> <li>The figure 8 knot</li> </ul>
Jan. 17	Climbing Wall	<p><b><i>Complete &amp; turn in: Insurance forms / medicals waivers / belayer's card and special fee \$70. (pay by check to: UNC Charlotte or exact cash)</i></b></p> <ul style="list-style-type: none"> <li>Activity– Ultimate chicken.</li> <li>Practice Figure 8 knot</li> <li>Learn Climbing Moves (part 1)</li> <li>Learn Rope (Dynamic vs. Static)</li> <li>Review belaying</li> <li>Practice belaying &amp; live climb?</li> <li>Learn Girth Hitch</li> <li>Learn Prusik Knot</li> <li>Learn Cordage</li> <li><u>Quiz:</u> Fig. 8 knot</li> </ul>	<p>PRACTICE:</p> <ul style="list-style-type: none"> <li>Figure 8 Knot</li> <li>Practice Girth Hitch</li> <li>Practice Prusik Knot</li> </ul>
Jan. 24	Climbing Wall	<ul style="list-style-type: none"> <li>Activity– Reel Story</li> <li>Review Girth Hitch, Prusik Hitch</li> <li>Learn Keeper Knot</li> <li>Practice belaying &amp; live climb &amp; start check out</li> <li>Learn about Climbing Shoes – the better fit (part 2)</li> <li>Learn about Carabiners</li> <li>Learn Climbing Moves (part 2)</li> <li><u>Quiz:</u> Fig. 8 knot (speed style)</li> </ul>	<p>1. HOMEWORK – (Due Jan. 31) Cyber Climber #1 <a href="http://indoorclimbing.com/cyberclimber/">http://indoorclimbing.com/cyberclimber/</a> Learn to move the climber and successfully climb one climb. Email Scott informing him which one you did and your score</p> <p>PRACTICE:</p> <ul style="list-style-type: none"> <li>Figure 8 knots</li> <li>Girth Hitch</li> <li>Prusik Knot</li> <li>Bowline Knot</li> <li>“Keeper knot”</li> </ul>



Jan. 31	Climbing Wall	<ul style="list-style-type: none"> <li>• Activity– Isotopes or Krazy Kranes</li> <li>• Learn Bowline knot</li> <li>• Learn Belay commands (part 2)</li> <li>• Practice belaying &amp; start check out</li> <li>• Activity– Cup traverse</li> <li>• Learn Climbing Techniques (part 1)</li> <li>• Peer Climbing Evaluation</li> <li>• <b>Quiz: Fig. 8 knot (speed style)</b> <ul style="list-style-type: none"> <li>◦ Leave knot on rope after climb?</li> </ul> </li> </ul>	<p>HOMEWORK – (Due Feb. 7)</p> <ol style="list-style-type: none"> <li>1. Ponder and identify personal challenges in life, easy, medium and hard categories.</li> <li>2. Insert into 3 envelopes, bring to class.</li> </ol> <p>PRACTICE:</p> <ul style="list-style-type: none"> <li>• “Keeper” knot</li> </ul>
Feb. 7	Climbing Wall	<ul style="list-style-type: none"> <li>• Activity– Mind Field</li> <li>• <b>Quiz: All KNOTS learned</b></li> <li>• Learn Double Fisherman’s knot</li> <li>• Lessons from a cyber climber</li> <li>• Learn Climbing Techniques (part 2)</li> <li>• Learn Clove Hitch</li> <li>• Learn Poor belaying styles</li> <li>• Activity– Ah-So-Coh</li> <li>• Learn Grunting</li> </ul>	<p>HOMEWORK –</p> <ol style="list-style-type: none"> <li>1. Peer Climbing Evaluation (Due Feb. 21)</li> <li>2. Cyber Climber #2 (Due Feb.14)  <a href="http://indoorclimbing.com/cyberclimber/">http://indoorclimbing.com/cyberclimber/</a>  email screen shot and climb to Scott along with observation of how to make figure climb in relations to how YOU climb, what improvements you might work on. <u>Must score 160 or better.</u></li> </ol> <p>PRACTICE:</p> <ul style="list-style-type: none"> <li>• Clove Hitch</li> <li>• Double / Triple Fisherman’s knot</li> </ul>
Feb. 14	TC Challenge Course  Meet at Toby Creek Parking Lot	<ul style="list-style-type: none"> <li>• Activity– Challenge course day</li> <li>• Wear SNEAKERS or BOOTS!!</li> </ul>	<p>HOMEWORK –</p> <ol style="list-style-type: none"> <li>1. Peer Climbing Evaluation (Due March 13)</li> </ol>
Feb 21	Climbing Wall	<ul style="list-style-type: none"> <li>• Activity– Human Knot</li> <li>• Learn Water Knot</li> <li>• Learn Butterfly Knot</li> <li>• Learn Harnesses and differ kinds of</li> <li>• Learn Climbing Accident Model</li> <li>• Activity- Small Group work – teaching the knots, the belay, the climbs</li> </ul>	<p>PRACTICE:</p> <ul style="list-style-type: none"> <li>• Water Knot</li> <li>• Butterfly Knot</li> </ul>
Feb. 28	Either TC or HTC Challenge Course  Meet at Toby Creek Parking Lot	<ul style="list-style-type: none"> <li>• Activity– Oh swing, oh swing</li> <li>• Review equipment list, plan, expectations and safety requirements for Oct. 16<sup>th</sup> climbing trip</li> <li>• Take on some challenge course elements.</li> </ul>	<p>HOMEWORK – (Due March 20)</p> <ol style="list-style-type: none"> <li>1. You Tube Assignment  - Analyzing 2 Climbing Accidents</li> <li>2. Be prepared to discuss something you read about from the following website:  <a href="http://www.rockclimbing.com/cgi-bin/forum/gforum.cgi?forum=78;">http://www.rockclimbing.com/cgi-bin/forum/gforum.cgi?forum=78;</a></li> </ol>
March 6	Fall Break	No class.	No class.
March 13	Climbing Wall	Class teaches another class knots, harness, belaying	<p>HOMEWORK – if procrastinated, see Feb. 28<sup>th</sup> date</p> <p><b>REST &amp; Hydrate</b> for Sunday’s climb!!</p>

March 18	Cage at 6:45am!!	<b>1<sup>st</sup> climbing trip to Crowder Mtn. Gumbies / Middle Finger area</b> <ul style="list-style-type: none"> <li>• Learn Yosemite Rating</li> <li>• Learn Helmets</li> <li>• Taste Tony's Ice Cream</li> </ul> Activity-- Film Canisters	Reflection (Due: April 3 <sup>rd</sup> ) by email.  Suggest Exploring the website: <a href="http://www.crowdersmountain.com/v1/climbing_routes.asp">http://www.crowdersmountain.com/v1/climbing_routes.asp</a>
March 20	Either TC or HTC Challenge Course  Meet at Toby Creek Parking Lot	<ul style="list-style-type: none"> <li>• Activity-- Oh swing, oh swing</li> <li>• Review equipment list, plan, expectations and safety requirements for Oct. 16<sup>th</sup> climbing trip</li> <li>• Take on some challenge course elements.</li> </ul>	HOMEWORK -- (Due March 27) Cyber Climber #3 <a href="http://indoorclimbing.com/cyberclimber/">http://indoorclimbing.com/cyberclimber/</a> email screen shot and climb to Scott along with observation of how to make figure climb in relations to how YOU climb, what improvements you <i>have made</i> . Must score 185 or better.
March 27	Climbing Wall	<ul style="list-style-type: none"> <li>• <b>Quiz: All KNOTS learned</b></li> <li>• Learn anchors used in climbing</li> <li>• Activity-- Life's challenges</li> </ul>	<b>Review Your Life's challenges</b>
April 3	Climbing Wall	<ul style="list-style-type: none"> <li>• Possible rearranging the rocks</li> </ul>	HOMEWORK --
April 10	Either TC or HTC Challenge Course  Meet at Toby Creek Parking Lot	<ul style="list-style-type: none"> <li>• Activity-- Rappelling</li> <li>• Review equipment list, plan, expectations and safety requirements for April 15 climbing trip</li> </ul>	<b>REST &amp; Hydrate</b> for Sunday's climb!!
April 15	Cage at 6:45am!!	<b>2nd climbing trip to Crowder Mtn. David's Castle area</b> <ul style="list-style-type: none"> <li>• Taste Tony's Ice Cream</li> <li>• Activity-- Metaphoric Pictures</li> </ul>	Reflection (Due: April 24 <sup>th</sup> ) by email.  Suggest Exploring the website: <a href="http://www.crowdersmountain.com/v1/climbing_routes.asp">http://www.crowdersmountain.com/v1/climbing_routes.asp</a>
April 17	TBD		HOMEWORK --
April 24	Venture Office	<b>Last meeting as a class.</b> Slideshow?? Evals and Goodbyes	

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It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/ps-134.html> . The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>)

**The University of North Carolina at Charlotte  
College of Health and Human Services  
Kinesiology Department**

**Course Number & Title:** KNES 2236. Challenge Course Activities

**Credit, Days/Time, Location:** 2 credit. Monday 9:30AM - 12:15 PM  
Belk room 025 (mini-gym)  
or as indicated on schedule or as communicated in class

**Faculty Info:** Sandy Kohn  
Venture Office in Cone University Center Room 225B  
Office hours: By appointment or just stop by  
704-687-0699 / [sakohn@uncc.edu](mailto:sakohn@uncc.edu)

**Catalog Description:** KNES 2236. Challenge Course Activities. (2) Prerequisites Must be a KOAL Minor or permission of instructor. Immersion in a developmental small group team experience utilizing a wide variety of challenge course activities (i.e. ropes course, trust exercises, group initiatives). The focus is on expanding students' self understanding and understanding of how to work effectively with and lead others. (Spring)

**Course Objective**

The student should be able to:

- work cooperatively with peers to successfully negotiate team challenges
- identify and work towards accomplishing a personal goal of self development
- select and use appropriate decision making process to help a group be successful
- provide appropriate leadership roles to help groups achieve their goals
- provide personal feedback and reflection in discussions processing the group's experiences
- face challenges and move through one's fears in traversing a high ropes course, while setting one's own level of challenge
- provide support and encouragement, and perform safety checks for others going through the high ropes course
- observe and identify dynamics within groups
- discuss how diversity, including gender and personality traits, impacts a group's functioning

**Course Content:** (see course schedule for details)

- icebreakers, trust activities, and team building activities
- group initiative (permanent and mobile) elements
- group dynamics and group issues
- personal goal setting and working on self improvement
- communication skills
- decision making
- problem solving
- leadership and influence in groups
- risk taking and self confidence
- craftsmanship, quality and style
- diversity issues in groups
- ropes course elements
- safety
- adventure activities metaphors and transference

**Course Policies:** This syllabus contains the policies and expectations I have established for Challenge Course Activities. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

**Class Requirements and Assignments:**

Requirements and grades will be done on a point system. Points will be earned for various actions. There will be 100 possible points.



Points awarded as follows:

**Attendance:** 41 points possible: at 1 point per hour of class attended. Each hour of class will count as 1 point and a full class session will be 3 points. If less than 22 points earned for attendance, an F will be received for the class.

**Absences and Tardiness:** -1 point per hour of class missed for unexcused absence (those without prior permission or appropriate explanation after the fact). Being late or leaving early may also cost the loss of .5 points regardless of the reason.

**Weekly Journal:** 24 points possible: this will include a series of on-going reflections describing your experiences and learning following each class session. Some weeks there will be specific questions to respond to. This will be turned in 2 or 3 times during the semester for feedback and evaluation. You will be asked to address: the WHAT happened in class that was most significant to you; the SO WHAT of why those things were significant and what lessons you are taking away from those experiences, and NOW WHAT or how you intend to use/apply these learning's when facing future challenges. Points earned will depend upon the depth and perceptiveness of your writing.

**Observe some specific aspect of group dynamic in this class:** 10 points possible. Student will identify a plan for what to observe, will collect data in class and share with the class some aspect of the dynamic within the class.

**Community Building:** 15 pts possible: for contributing to formation of community – through: sharing your ideas and opinions (3 pts), being open to new activities and others' ideas (3 pts), being supportive of others (3 pts), maintaining a positive attitude & helping to create a climate of positive energy (trying to get the most out of an activity) (3 pts), and taking on leadership roles (3 pts). Points will be partly based on end-of-semester reflection paper to me describing examples of your involvement and rationale for the number of points you believe you should receive in each of these areas.

**End-of-semester Reflection paper:** 5 pts possible: for reflection paper describing your overall experience of this class- the high point and low point for you in this class, your accomplishments towards your personal goals, your understanding of leadership and your relationship to leadership in this class - points earned will depend upon the depth and perceptiveness of your response. This will be a 3-6-page paper reflecting on your overall experience of the class. A detailed outline of questions to answer and some issues to discuss will be provided in class. One aspect to this paper will be explaining how many points (of the possible 25) you believe you deserve for the Community Building assignment. Paper is due April 25.

**Group performance on final practical exam:** 5 points possible. The group will be given a final problem solving task to accomplish on May 2. This will be a timed event and it needs to be accomplished in the given time to earn full points. Points earned will also be based on the effectiveness of the team and the individuals' contributions. **If you are not present for this activity, you will not earn any of these points.**

Total points possible 100 with following minimum points needed per grade

The grading scale is the standard:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = Below 60%

#### **Attendance:**

Since this is an experienced based class, attendance at class sessions is important. Attendance and absences will directly affect points earned - see above. You earn points for attendance and lose points for unexcused absences and tardiness or leaving early. A student who misses more than 13 hours of class will be assigned a grade of F (failing).

#### **Appropriate Dress:**

Most of this class will occur outdoors. Standard dress for outdoor days will depend on the weather. When scheduled to be outside, we may do so despite: cold, snow, damp ground, or hot sun. (In a significant rain, the planned schedule will be altered.) Come dressed warmly enough for the day's weather. Come prepared to be active. Dress in layers. For outdoor days at the challenge course or ropes course, footwear should ideally be sneakers or light hiking/work boots. Closed toe footwear is required. On cooler days I would **strongly encourage hats** (that can cover your ears), **gloves**, **layers** of warm clothes, **wool** socks, and a **wind breaker** type jacket or parka.

Standard dress for inside days should be for active participation in the mini gym. Shorts and T-shirt are recommended. Sweats are okay. Sneakers are required. Street shoes are not acceptable. Open-toed sandals are not acceptable. Bare feet are not allowed unless otherwise designated for specific activities.

**Syllabus Subject to Change:** \* The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances

### Teaching Strategies and Expectations:

Teaching methods may include; lectures, demonstration, classroom discussions, team building exercises and hands-on direct outdoor adventure experiences. This course is designed on an experiential education model. We will be experiencing a number of outdoor activities. The focus is less on developing solid technical skills, and more on learning about yourself and how you respond to these adventures. We will spend time reflecting upon and identifying the deeper meaning within the experiences, which can help one's understanding of important life lessons. Attention will be given to: examining group dynamics and learning what makes an effective team, facing risks and overcoming challenges and acquiring a deeper understanding of self. Students will face a series of progressively more demanding challenges

### Expectations:

Please avoid any behavior: that stops the learning, that interferes with this class, and that places others at physical or emotional risk.

Please do the following: PLAY, participate, question, practice, take care of yourself.

*Note: The use of cell phones or other communication devices is disruptive, and is therefore prohibited during class.*

**Course Text**            There is no required text for this course.

### Challenge Course Activities Class Schedule

Week	Topic	Assignment DUE / Pts. for day/ location
1 Jan. 10	Introduction to the course, go over syllabus Review expectations and course objectives Introduction of instructor and students Ice breakers, name game, group tasks	2 pts. / Indoors Belk Gym 025 Journal Assignment
Jan. 17	<b>No class- Martin Luther King Jr. Holiday</b>	
Jan. 24	Mobiles - Finalize enrollment. Who's in this class. Trust activities, Forming stage.	Reading Assignment: C&CII- chapters 1& 2 & 3 3 pts. / 025 Journal Assignment
Jan. 31	Team Challenge Course 1 Cooperation. Group tasks. Norming stage	Reading Assignment: C&CII- chapter 4 3 pts. / <u>Outdoors</u> At Toby Creek lot Journal Assignment
Feb. 7	Team Challenge Course 2 Goal Setting, Communication. Problem Solving Model. Storming Stage	3 pts. / <u>Outdoors</u> At the Team Course Journals Due Journal Assignment
Feb. 14	High Team Challenge Course (HTC) 1 – Odyssey. Risk taking & Support. Diversity.	Reading Assignment: C&CII- chapter 5 3 pts. / <u>Outdoors</u> At the Odyssey Journal Assignment
Feb. 21	HTC 2- Odyssey - Quality & style	3 pts. / <u>Outdoors</u> At the Odyssey Journal Assignment
Feb. 28	Mobiles –indoor Discussion, mid-class evaluation, Self understanding, Conflict.	3 pts. / 025 <b>Journals due</b>
March 7	<b>No class - Spring Break</b>	
March 14	Team Challenge Course 3 Litter event. Compassion, leadership.	Reading Assignment: C&CII- chapter 8 & Appendix A 3 pts. / <u>Outdoors</u> At the Team Course Journal Assignment
March 21	High Team Challenge Course 3 – Iliad The journey.	3 pts. / <u>Outdoors</u> At the Odyssey Journal Assignment
March 28	High Team Challenge Course 4 – Iliad – Craftsmanship.	3 pts. / <u>Outdoors</u> At the Odyssey Journal Assignment

April 4	Team Challenge Course 4 Team Performance	Reading Assignment: C&CII- chapters 6 & 7 3 pts. / <u>Outdoors</u> At the Team Course Journal Assignment
April 11	High Team Challenge Course 5 Defining success.	Reading Assignment: C&CII- chapter 9 3 pts. / <u>Outdoors</u> At the Odyssey Journal Assignment
April 18	High Team Challenge Course 6	3 pts. / <u>Outdoors</u> At the Odyssey Journal Assignment
April 25	Indoor team building. Performing stage.	3 pts. / 025 Journals and <b>Paper due</b>
May 2	Last class: Course evaluation Transforming stage. Closing activities - graded practical	2 pts. / 025

## UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

### University Policies:

#### **Code of Student Responsibility:**

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#### **Academic Integrity:**

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrications, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction in the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office or <http://legal.uncc.edu/policies/ps-105.html>. Students are expected to report cases of academic dishonesty to the course's instructor.

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Academic integrity refers to cheating and plagiarism.

Plagiarism is when you use or borrow another person's words or ideas without giving them credit – in other words, stealing that person's work. Regardless of where you saw or heard these words or ideas – lecture, book, Internet, website, BLOG, chat room, letter, diary, newspaper, journal article, on TV or radio – you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person's work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g. the name of the President of the United States is something that most people would know and you would not have to cite where you found this information)

#### **It is your job to ask your teacher if you have any questions about how to cite a source.**

Plagiarism is against the ethical code of the faculty, the researchers in this college, and UNC Charlotte. Plagiarism shows a serious lack of honesty and truthfulness and it will be dealt with harshly. The University has a process led by the Chair of the Academic Integrity Board, a faculty member, that considers a violation of the Code at a Board Hearing. This hearing can result in penalties from failing an assignment to being expelled from the university, depending on how extreme the violation and other circumstances.

**Special Needs:** If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

**Diversity Statement:**

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

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**The University of North Carolina at Charlotte  
College of Health and Human Services  
Department of Kinesiology  
Spring 2012**

**Course Number and Title:** KNES 2237. RAFT GUIDING

**Credit, Days/Time, Location:** 2 credits, 4 or 5 Thursdays 11-12:15 in Venture office in Cone University Center & 5 weekend days at the US National Whitewater Center

**Faculty Info:** Sandy Kohn  
Venture Office in Cone University Center  
Office hours: By appointment or just stop by  
704-687-0699 [sakohn@uncc.edu](mailto:sakohn@uncc.edu)

**Course Description:** **KNES 2237. Raft Guiding.** (2) Prerequisites Must be a KOAL Minor or permission of instructor. This course is offered in conjunction with the US National Whitewater Center (USNWC) and covers the same information they provide in their Guide School. Successful completion of this course along with current First Aid and CPR certification would prepare students to work as raft guides for the USNWC. It is vital that students taking this class are comfortable being immersed in turbulent water. Special fee assessed. (Spring)

**Course Objectives**

To provide the knowledge, skills, and abilities to serve as a professional raft guide.  
The student should be able to:

1. Deliver a pre-rafting safety talk.
2. Perform and teach others basic paddle strokes and placement.
2. Perform guiding paddle strokes and placement.
3. Read moving water and explain basics of hydrology.
4. Maintain one's body warmth in cold, possibly wet and/or windy, outdoor conditions.
5. Select and tie appropriate knots and effectively use a throw rope.
6. Guide a raft of beginners down whitewater runs of varying difficulty.
7. Perform swim drills, basic rescues and raft flips
8. Gain an understanding of river safety issues
9. Can apply to be a Raft Guide at the USNWC

**Course Content:**

1. An introduction to whitewater rafting and raft guiding.
2. Multiple runs down the various channels
3. Reading water and hydrology
4. Rafting gear and gear preparation
5. Guide paddle strokes and placement
6. Guest paddle strokes and teaching
7. Guest services and the guest experience and sphere of awareness
8. River predicaments and anatomy of a pin.
9. Hole surfing
10. First aid and emergency protocols
11. Daily raft operations procedures

**Course Policies:**

**Class Requirements:**

- Classroom Participation: A participation grade is given for active participation in classroom activities and discussions. You can earn up to 5 point for active participation.  
Attendance at 4 of the 5 river days is required to pass the course.
- Saturday & Sunday - March 17 & 18 (9 AM – 6 PM each day)
- Saturday & Sunday - March 31 & April 1 (9 AM – 6 PM each day)
- Saturday - April 21 (9 AM – 6 PM)

**Assignments:** There will be 1 reflection paper due, describing what this experience has been about for you. An outline defining the pa requirements will be provided prior to it being due.

**Attendance:**

- Since this is an experience-based course, attendance in this class is required. Missing one of the river days will result in your grade being dropped 1 letter. Missing more than 1 river day will result in a failing grade for the course. It may be possible to make up a missed river day.
- Transportation to and from the USNWC is not included. We will try to arrange car-pooling for those who desire it.

**Additional Course Information:**

- The student will need to pay a special fee of \$175 (directly to Venture) to cover the cost of this training at the USNWC.
- The student will need to sign a waiver of liability for both UNC Charlotte and the USNWC.

**Appropriate Dress:**

- 45 of the class hours will be at the USNWC (indicated on schedule).
- Standard dress for river days will depend on the weather. When scheduled to be on the river, we will do so despite: snow, rain, or hot sun. (In a thunder storm the schedule will be altered.) Come dressed warmly enough for the day's weather. Come prepared to be active and **wet. Dress in layers.** Wet suits and booties are available from the USNWC. You may want to bring lunch for the weekend days.

**Syllabus Subject to Change:** \* The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstance

**Teaching Strategies and Expectations:**

Teaching methods may include some lectures and demonstration. There will be some classroom discussions and team building exercis

The bulk of the time will be spent with students paddling and practicing guiding a raft on the man-made river at the US National Whitewater Center.

Please avoid any behavior: that stops the learning for yourself or others, that interferes with this class, and that places others at physical or emotional risk.

Please do the following: participate, question, practice, and take care of yourself.

All students are expected to contribute in a meaningful way to team efforts.

**Required Text:** None

**Evaluation method:**

Grades are based upon total points accumulated:

Attendance (9 points per river day + 5 Thurs. classes)	50 points
Class participation and attitude	5 points
Ability to execute guide maneuvers	20 points
Skill improvement	15 points
<u>Final reflection paper</u>	<u>10 points</u>
Total	100 points

The grading scale is the standard:

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

**Topical/Unit Outline:** A class-by-class schedule with topics and assignments.

<b>Date</b>	<b>Topic</b>	<b>Class Location</b>
Jan. 12	Course overview. Review objectives, requirements, ground rules,	Venture
Jan. 19	Review course plan - Trust activities Orientation to the USNWC and Raft Guiding <b>Payment due.</b>	Venture
Jan. 26	<b>no class</b>	
Feb. 2	<b>no class</b>	
Feb. 9	<b>no class</b>	
Feb. 16	<b>no class</b>	
Feb. 23	<b>no class</b>	
March 1	<b>no class</b>	
March 8	<b>no class - Spring Break</b>	
March 15	Prep for first river weekend	Venture
March 17	<b>Saturday</b> 9am-6pm - Meet at Raft Barn Rafts & Gear prep, Trip Talk, Guide paddle strokes and placement, reading water & hydrology, on water rafting (Will be 40 minutes for lunch)	USNWC
March 18	<b>Sunday</b> 9am-6pm - Knots, throw ropes, guest paddle strokes, Guest experience, Flip drills, running different channels (Will be 40 minutes for lunch)	USNWC
March 22	<b>No class</b>	
March 29	Prep for second weekend	Venture
March 31	<b>Saturday</b> 9am-6pm - Rescue Drills- classroom and on water, Scouting, River guarding, first aid, on water rafting (Will be 40 minutes for lunch)	USNWC
April 1	<b>Sunday</b> 9am-6pm - Rock Climbing at Crowder's Mtn. reading water & hydrology, on water rafting (Will be 40 minutes for lunch)	USNWC
April 5	<b>No class</b>	
April 12	<b>No class</b>	
April 19	Prep for final river day	Venture
April 21	<b>Saturday</b> 9am-6pm - River predicaments, emergency procedures On water guiding practice. (Will be 40 minutes for lunch)	USNWC
April 26	Last class: Debrief the course. Course evaluation <b>Reflection paper due</b> Closing activities	Venture

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Plagiarism is when you use or borrow another person's words or ideas without giving them credit – in other words, stealing that person's work. Regardless of where you saw or heard these words or ideas – lecture, book, Internet, website, BLOG, chat room, letter, diary, newspaper, journal article, on TV or radio – you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person's work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g. the name of the President of the United States is something that most people would know and you would not have to cite where you found this information)

**It is your job to ask your teacher if you have any questions about how to cite a source.**

Plagiarism is against the ethical code of the faculty, the researchers in this college, and UNC Charlotte. Plagiarism shows a serious lack of honesty and truthfulness and it will be dealt with harshly. The University has a process led by the Chair of the Academic Integrity Board, a faculty member, that considers a violation of the Code at a Board Hearing. This hearing can result in penalties from failing an assignment to being expelled from the university, depending on how extreme the violation and other circumstances.

**Special Needs:** If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

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**The University of North Carolina at Charlotte  
College of Health and Human Services  
Department of Kinesiology**

**Course Number and Title:** KNES 2238. WHITEWATER KAYAKING

**Credit, Days/Time, Location:** 2 credits - Thursdays 2-5:30 in Venture office in Cone University Center  
**Will also meet occasionally** in pool and at the US National Whitewater Center

**Faculty Info:** Sandy Kohn  
Venture Office in Cone University Center  
Office hours: By appointment or just stop by  
704-687-0699 [sakohn@uncc.edu](mailto:sakohn@uncc.edu)

**Course Description:** **KNES 2238. Whitewater Kayaking.** (2) Prerequisites. Must be a KOAL Minor or permission of instructor. This course is offered in conjunction with the US National Whitewater Center (USNWC) is an introduction to kayaking with an emphasis on boat control, safety, the Eskimo roll, river reading and whitewater paddling. It is vital that students taking this class are comfortable being immersed in turbulent water. Special fee assessed. (alternate Fall)

**Course Objectives**

To provide the knowledge, skills, and abilities to be capable of paddling through class 3 whitewater.  
The student should be able to:

1. Select and use appropriate gear: kayak, paddle, spray skirt, PFD, helmet, float bags, footwear.
2. Select appropriate personal clothing to stay warm on a river
3. Maintain one's body warmth in cold, possibly wet and/or windy, outdoor conditions.
4. Read moving water and explain basics of hydrology.
5. Perform basic paddle strokes, boat leans and braces.
6. Successfully navigate down whitewater runs of varying difficulty.
7. Perform swim drills, wet exits, bow rescues and the Eskimo Roll
8. Gain an understanding of river safety issues

**Course Policies:**

**Class Requirements:**

- Classroom Participation: A participation grade is given for active participation in classroom activities and discussions. You can earn up to 5 point for active participation.

**Assignments:** There will be 1 reflection paper due, describing what this experience has been about for you. An outline defining the paper requirements will be provided prior to it being due.

**Attendance:**

- Since this is an experience-based course, attendance in this class is required. Each river hour is worth 3 points =total 30. Each pool hour is worth 2 points =total 18. Each classroom hour is worth 1 point = total 9. Total is 57 points.
- Missing more than 18 attendance points will result in an F for the class.
- Transportation to and from the USNWC may not be included. If it is not, we will try to arrange car-pooling for those who desire it.

**Additional Course Information:**

- The student will need to pay a special fee (directly to Venture) to cover the cost of this training at the USNWC.
- The student will need to sign a waiver of liability for both UNC Charlotte and the USNWC.
- Though the class is scheduled till 5:30 for days meeting on campus the class will typically end by 5:00

**Appropriate Dress:**

- 10 of the class hours will be at the USNWC. 9 hours will be in the UNC Charlotte pool. (as indicated on schedule).
- Standard dress for river days will depend on the weather. When scheduled to be on the river, we will do so despite: snow, rain, or hot sun. (In a thunder storm the schedule will be altered.) Come dressed warmly enough for the day's weather. Come prepared to be active and wet. **Dress in layers.** Wet suits and booties are available at the USNWC.

**Syllabus Subject to Change:** \* The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances

**Teaching Strategies and Expectations:**

Teaching methods may include some lectures and demonstration. There will be some classroom discussions and team building exercises. We will spend some time in the UNCC pool learning basic boat control and working on bow rescues and the Eskimo roll. Additional time will be spent with students paddling and practicing whitewater kayaking on the man-made river at the US National Whitewater Center.

Please avoid any behavior: that stops the learning for yourself or others, that interferes with this class, and that places others at physical or emotional risk.

Please do the following: participate, question, practice, take care of yourself.

All students are expected to contribute in a meaningful way to team efforts.

**Required Text**      Whitewater Philosophy, by Doug Ammons

**Evaluation method:**

Grades are based upon total points accumulated:

Attendance	57 points
Class participation and attitude	5 points
Ability to execute kayaking maneuvers	16 points
Skill improvement	12 points
<u>Final reflection paper</u>	<u>10 points</u>
Total	100 points

The grading scale is the standard:

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

**Topical/Unit Outline:** A class by class schedule with topics and assignments.

Date	Topic	Class Location
Aug. 23	Course overview. Review objectives, requirements, ground rules, Sign Waivers, Medical history form	Venture
Aug. 30	Review course plan - Trust activities Whitewater Specific Gear <ul style="list-style-type: none"> <li>• Boat design and differences</li> <li>• Introduction to group dynamics on the river and safety/signals/communication</li> <li>• Video: The Kayak Roll, Performance Video</li> </ul>	Venture
Sept. 6	At Pool: Gear Up and Outfit boats <ul style="list-style-type: none"> <li>• Underwater comfort exercises and wet exits</li> <li>• Balance and Edging</li> <li>• Sweep and forward strokes</li> <li>• Paddling on edge and edge transitions</li> <li>• Intro to rolling</li> </ul>	Pool - 1
Sept. 13	Classroom 1hr <ul style="list-style-type: none"> <li>• Hydrology, river reading, hazards, classifications,</li> <li>• Whitewater maneuvers explained and how what is learnt on the flat water transfers</li> <li>• Video: SOAR (Skills On All Rivers) Heliconia Press.</li> </ul>	Venture
	Pool: 2hrs <ul style="list-style-type: none"> <li>• Review of techniques covered week one</li> <li>• T-rescue/hip snap practice</li> <li>• Rolling</li> <li>• Draws: Introducing draws using sculling and straight draws</li> </ul>	Pool - 2

Sept. 20		
Classroom: 1hr		Venture
	<ul style="list-style-type: none"> <li>• Paddling and Rolling Body Mechanics</li> <li>• Swift water rescue techniques and throw bags</li> </ul>	
Pool: 2hrs		Pool - 3
	<ul style="list-style-type: none"> <li>• Rolling, offside for students who have begun to master the onside</li> <li>• Bow and Stern draws while moving</li> </ul>	
Sept. 27		
Classroom: 1hr		Venture
	<ul style="list-style-type: none"> <li>• Review and Evaluation</li> </ul>	
Pool: 2hrs		Pool - 4
	<ul style="list-style-type: none"> <li>• Rolling continued plus potential hand rolls</li> <li>• Self and assisted rescue techniques, tows, Hand of God, etc.....</li> <li>• Stroke and Technique evaluations</li> </ul>	
Oct. 4	USNWC top pond and Instruction channel, Class I-II Estimated paddling time 2 hours	USNWC -1
	<ul style="list-style-type: none"> <li>• Technique review – leans, edges, braces</li> <li>• Intro to moving current below the pumps on the top pond</li> <li>• Scout first rapids</li> <li>• Move to instruction channel to continue work on current based maneuvers</li> </ul>	
Oct. 11	USNWC Instruction & Wilderness channels, Class I-II	USNWC - 2
	<ul style="list-style-type: none"> <li>• Guided Scout of Wilderness channel to discuss line options and features</li> <li>• Warm Up</li> <li>• Ferries, eddy turns, peel outs in class I</li> <li>• Using draws in Moving water</li> <li>• Combat rolling</li> <li>• Surfing</li> </ul>	
Oct. 25	USNWC Wilderness & Freestyle channels, Class I-III	USNWC - 3
	<ul style="list-style-type: none"> <li>• Guided Scout of Freestyle channel to discuss line options and features</li> <li>• Warm Up</li> <li>• Ferries, eddy turns, peel outs in class II</li> </ul>	
Nov. 1	USNWC Wilderness & Freestyle channels, Class I-III	USNWC - 4
	<ul style="list-style-type: none"> <li>• Another guided Scout of Freestyle channel to discuss line options and features</li> <li>• Warm Up</li> <li>• Playing</li> </ul>	
Nov. 8	USNWC Wilderness & Freestyle channels, Class I-III Optional runs down Competition Channel Class II-IV	USNWC - 5
	<ul style="list-style-type: none"> <li>• Guided Scout of Competition channel to discuss line options and features</li> <li>• Warm Up</li> <li>• Playing</li> </ul>	
Nov. 15	Last class: Debrief the course. Course evaluation <b>Reflection paper due</b> Closing activities	Venture

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#### **It is your job to ask your teacher if you have any questions about how to cite a source.**

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**Special Needs:** If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

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**University of North Carolina at Charlotte  
College of Health and Human Services  
Department of Kinesiology**

**Course Number and Title:** KNES 2239. Rock Climbing Management

**Credits, Days/Time, Location:** 2 credits  
Location: SAC Climbing Wall/Venture High Ropes Course/Crowders Mountain State Park (depending week to week)  
Time: Details TBD. The class will meet once a week. Most weeks will meet on campus for a 3 hour block—typically either at the SAC climbing wall or the Venture high ropes course (HTC). Two weeks will consist of ½ day excursions to Crowders Mountain State Park. There will also be 2 full weekend practicum days.

**Faculty Information:** Scott Moulton  
Venture Office, 225 Cone Center  
Office Hours: By appointment  
[scott.moulton@uncc.edu](mailto:scott.moulton@uncc.edu)

**Catalog Description: KNES 2239. Rock Climbing Management (2)** Prerequisite: KNES 2233 or Permission of Instructor. Intermediate rock climbing with emphasis on setting anchors, managing a rock climbing site, safety systems and rescues, and climbing techniques. Course will include: classroom sessions, use of indoor climbing wall, and weekend trips to outdoor climbing sites. A special fee will be charged to cover the costs of the weekend trips. (alternate Spring)

Fee: \$70 paid directly to the Venture program. This fee covers all costs associated with the class EXCEPT food during the trips. Rock climbing requires a significant amount of specialized equipment, such as ropes, harnesses, carabineers, and other climbing hardware. This equipment is made available for the class with the understanding that the class as a whole will be responsible for damage or loss of the gear in its care. The class fee covers cost of the expenses for the weekend day trips, belay proficiency test for indoor climbing wall and for the use of shoes and harness for indoor climbing wall during class sessions and class assignments. **Equipment rental for evening use at the climbing wall *IS* included in this special fee cost.** *Even if you have your own climbing gear, you are still expected to pay this special fee.*

**Course Objectives:** This class is designed to provide student with the skills and knowledge necessary to set up and manage a top-rope rockclimbing site in a personal and an institutional setting. Attention will be given to the proper use of equipment, various set-up techniques, rescues, risk management considerations, climbing techniques, and the use of rock climbing for educational and growth purposes. At the conclusion of the class, students should be able to:

1. Describe and demonstrate various climbing techniques
2. Describe and demonstrate proper use of climbing and rappelling commands
3. Describe and demonstrate proper use and care of equipment used in top-rope rock climbing
4. Demonstrate skill in using various common belay methods and devices
5. Demonstrate how to tie and dress various rock climbing knots, and describe the uses of these knots
6. Demonstrate proper set-up of bottom anchors (for belayers)
7. Demonstrate proper set-up of top-rope climbing anchors for institutional purposes, using both natural and bolted anchors, using various tools and materials (SRENE/EARNEST anchors)
8. Demonstrate set-up and management of a personal and institutional (releasable) rappelling system
9. Demonstrate proficiency in basic rescue techniques
  - a. Bottom managed site: Belay escapes, load transfer hitches, belay takeover
  - b. Top managed site: Munter mule, load transfer, 3:1 haul system
10. Describe and demonstrate understanding of and adherence to basic risk management measure (i.e. 6 foot line, managing personal risk on cliff tops, helmet use)
11. Understand and describe how rock climbing may be for towards educational/social/emotional growth purposes. Describe the use of metaphors in rock climbing.

**Teaching Strategies and Expectations:**

1. This is an active-hands-on learning environment. YOU will learn by listening and doing.
2. All students are expected to contribute in a meaningful way to team efforts.
3. Please do the following: Participate, question, practice, have fun, act safety for yourself and safely for classmates.
4. Please avoid any behavior that stops the learning for yourself, that interferes with class, and that places others at physical or emotional risk.

**Course Policies:** This syllabus contains the policies and expectations I have established for Rock Climbing Management. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

**Note:** *The use of cell phones or other communication devices is disruptive, and is therefore prohibited during class and on class trips.*

**Attendance:** Since this is an experiential based class, attendance at class sessions is very important and an expectation. Rock climbing cannot be learned from a book or solely in a classroom. Because of the nature of the material to be learned, attendance of scheduled class time is critical. **More than one absence of a class session will lower the grade one letter. Missing any part of a weekend trip will dictate a failing grade (F) for the course.** In addition to attending class, being on time for each class session is an expectation from the instructor. Continually being late for class will affect the outcome of your grade. Students are asked to inform the instructor if they know they will be missing a class and documentation may be required. Any excused absence will still require a "make-up" assignment. The UNC Charlotte Catalog lists the following attendance policy: *"Each instructor determines the attendance regulations for his or her classes. Students are expected to attend punctually all scheduled sessions in the courses for which they are registered and are responsible for completing the work from all class sessions. Absences from classes may be excused by the instructor for such reasons as personal illness, religious holidays, or participating as an authorized University representative in an out-of-town event. Whenever possible, students are expected to seek permission of the instructor prior to absences."*

**Dress:** Come dressed to practice climbing techniques and to be comfortable outside, regardless of weather. All clothes should allow for a full range of movements. It is recommended that shorts come down past mid-thigh. Closed-toed footwear is required for all classes and trips. All rock climbing equipment will be provided.

**Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

**Required Text:** There is no required text for this course. However, students will find it useful to review class topics outside of class. Venture and the course instructor have many resources available for students seeking to review their skills. It is highly suggested students take advantage of these resources between class sessions.

**Evaluation Methods:** This class requires a LOT of in class time and has MANY skills requiring a LOT of practice. To provide student with adequate time to practice the skills, there is very little written/graded outside of class work. However, students are advised they **MUST** be practicing the skills learned every week. Not practicing **WILL** become apparent during class and **WILL** negatively affect a student's participation grade. Retired gear will be available in the Venture office for students to borrow and practice with. ***Please note that we do not expect you to practice at an actual climbing site—rather at a simulated site (as we will often do in class). Students should NOT practice at an actual site while you are still practicing and getting to know the systems!***

- |  |   |
|--|---|
| • Class attendance, preparation, participation | 60 points   |
| • Reflection Papers                            | 10 points (3 for each mid term reflection, 4 for final) |
| • Knots Quiz                                   | 5 points  |
| • Natural Anchors Quiz                         | 10 points   |
| • Final Exam                                   | 15 points   |

**Grade Scale:**

A = 90-100%  
B = 80 - 90%  
C = 70 - 80%  
D = 60 - 70%  
F = below 60

**Topical/Unit Outline:**

<b>Week</b>	<b>Class Topic</b>	<b>Assignment DUE</b>	<b>Weekend</b>
<b>Week 1</b>	<i>Meet @ SAC Climbing Wall</i> Icebreakers Introduction of course, instructor & participants Course format, goals & requirements Review syllabus Start review of skills from KNES 1233: <ul style="list-style-type: none"> <li>• Harnesses</li> <li>• Bottom anchors @ the wall</li> <li>• Knots (figure 8 follow through, girth hitch, prusik, butterfly, water, bowline)</li> <li>• Belaying</li> <li>• Commands</li> <li>• Climbing technique</li> <li>• Yosemite Decimal System</li> </ul>	None	
<b>Week 2</b>	Continue review of skills from KNES 1233	Paperwork: Waivers & med forms	
<b>Week 3</b>	<i>Meet @ SAC Climbing Wall</i> Complete review of skills from KNES 1233 Additional knots: Double figure 8 on a bight, double bowline on a bight (for clip-in climbing) Daisy chain (webbing) Butterfly coil (rope)	As needed practice of review skills. It is expected by the end of week 3 ALL review skills are solid.	
<b>Week 4</b>	<i>Meet @ Venture High Ropes Course</i> <b>Knots Quiz</b> Bottom anchors using natural protection—girth hitch, double up loop, tree wrap Direct belay off a bottom anchor Managing personal safety @ cliff tops: 6 foot rule, prusik & catastrophe knot, leap frogging	As needed practice of review skills. It is expected by the end of week 3 ALL review skills are solid. Study for knots quiz.	<b>Weekend Practicum I @ Crowders</b>
<b>Week 5</b>	<i>Meet @ Venture High Ropes Course</i> SRENE/EARNEST Anchors—using natural protection <ul style="list-style-type: none"> <li>• Tensionless hitch anchor system w/static rope &amp; with webbing</li> <li>• Master points—2 figure 8s or one monster knot</li> </ul>	Practice bottom anchors	
<b>Week 6</b>	<i>Meet @ Venture High Ropes Course</i> Review tensionless hitch anchor systems Horseshoe hitch anchor system (webbing only) Alternative finishes—doubled up/tree wrap cordelette w/clove hitch and figure 8 on a bight backup	Practice tensionless hitch system and master point construction	
<b>Week 7</b>	<i>Meet @ Venture High Ropes Course</i> <b>Top rope natural anchors quiz</b> Intro to using bolted anchors—using similar systems to natural anchors	Study/practice for quiz	
<b>Week 8</b>	<b>Half Day Practicum @ Crowders Mountain</b> Bolted anchors continued—what if the anchors are on the cliff face itself? <ul style="list-style-type: none"> <li>• The quad</li> <li>• Magic X</li> <li>• Other ways of using cordelette</li> </ul> (Time permitting/optional: artificial protection)	Get some rest for our half day practicum!	
<b>Week 9</b>	<b>No Class—Spring Break</b>		
<b>Week 10</b>	<i>Meet @ Venture High Ropes Course</i> Review & practice all types of anchors learned	Practice construction of bolted anchors	<b>Weekend Practicum II @ Crowders</b>
<b>Week 11</b>	<i>Meet @ Venture HTC (using rappel platform)</i> Personal rappel systems <ul style="list-style-type: none"> <li>• Fireman's belay</li> <li>• Personal autoblock systems</li> </ul>	Practice construction of all anchors	

<b>Week 12</b>	<i>Meet @ Venture HTC</i> Review & practice personal rappel systems Institutional releasable rappel system: Introduction & practice	Weekend Reflection/Mid-Semester Check-in DUE	
<b>Week 13</b>	<i>Half Day Praticum @ Crowders Moutnain</i> Practice institutional releasable rappel system & practice belaying from top of cliff	Practice with various rappel set-ups (personal and institutional)	
<b>Week 14</b>	<i>Meet @ SAC Climbing Wall</i> Belay escapes/takeovers @ a bottom managed site	Practice with various rappel set-ups (personal and institutional)	
<b>Week 15</b>	<i>Meet @ SAC Climbing Wall</i> Releasable rappel rescues/top managed site rescues 3:1 Haul Systems	Practice belay escapes/takeovers	
<b>Week 16</b>	<i>Meet @ SAC Climbing Wall</i> Climbing to help make better people, not better climbers Review based on student needs	Come to class with topic you'd like to review Final Reflection DUE	
<b>Week 17</b>	<b>Final Exam</b>	<b>Study</b>	

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**University of North Carolina at Charlotte  
College of Health and Human Services  
Department of Kinesiology**

**Course Number and Title:** KNES 3230, Wilderness Trip Leading

**Credits, Days/Time, Location:** 3 Credits

Location: Venture Office (225 Cone Center)/TBD locations around campus

Time: Tuesday & Thursday

Orienteering Meet: February

Weekend Trip: February

Spring Break Trip (minimum of 4 nights in a backcountry setting)

**Faculty Information:**

Marion McClure, M.S.

Venture Office, Cone University Center 225C

Office Hours: By appointment, or just stop by

704-687-0698 / [marion.mcclure@uncc.edu](mailto:marion.mcclure@uncc.edu)

**Catalog Description: KNES 3230, Wilderness Trip Leading.** (3) Prerequisites Must be a KOAL Minor or permission of instructor. The focus is the broadly accepted skills and knowledge necessary for leading group adventure trips. Includes Spring Break backpacking trip(s) and classroom sessions. After successful completion of the course students will be eligible to assist with Venture trips. A special fee will be charged to cover the costs of trips. (Spring)

Fee: \$100 paid directly to the Venture program. This fee covers all costs associated with class trips EXCEPT for food during the Spring Break trip.

**Course Objectives.** This course is designed to provide the basic skills and knowledge necessary to begin leading backcountry trips. It assumes prior experience and a basic knowledge of how to backpack and camp. Basic backcountry skills will be reviewed, practiced, and demonstrated during the trips. Classroom sessions will focus on some of the larger issues facing outdoor leaders, including risk management, ethics, facilitation, teaching, feedback, and group development.

Specific Objectives: The student should be able to:

1. Demonstrate proficiency in all of the backcountry skills listed below. Note that it is expected for students to already be familiar with most of these skills prior to taking the course.
2. Effectively plan a backcountry trip. This includes developing a route and a Time Control Plan (TCP), preparing all trip paperwork (pre and post trip), issuing and explaining equipment use, and menu planning, and appropriate risk management measures.
3. Effectively lead (or co-lead) a backcountry trip. This includes adequate self-care, map & compass navigation, judgment & decision-making, communication, group assessment & management, risk management, Leave No Trace outdoor ethics, and effective teaching.
4. Identify hazards, take steps to avoid accidents, and respond appropriately, should an accident occur.
5. Effectively give & receive feedback with a group and in a 1:1 setting.
6. Identify some of the major names/dates/places in the history of outdoor/adventure education, along with some of the prominent philosophies and theories guiding the field.
7. Have a basic understanding of key concepts in outdoor/adventure education:
  - a. Experiential education
  - b. Giving & receiving feedback
  - c. Small group development & dynamics
  - d. Basic facilitation techniques
  - e. Basic teaching techniques
  - f. Leadership styles & situational leadership
  - g. Risk management & accident models
  - h. Ethics for outdoor leaders
  - i. Social justice and outdoor/adventure education
  - j. Wilderness Management & Preservation
  - k. Primer in history and theory of outdoor/adventure education

**Backcountry Skills Checklist**

- Stoves—lighting, fueling, fuel storage, cooking safety, basic troubleshooting (MSR Whisperlite or equivalent)
- Knots, especially related to tarp set-up—bowline, trucker's hitch, clove hitch, tautline hitch
- Campsite selection, organization, and tent & tarp set-up

- Topographic maps, compass, navigation
- Bear bagging (with pulley system)
- Menu planning
- Dishwashing
- Leave No Trace
- Self-Care (in hot, cold, wet, windy conditions)
- Personal dress & layering
- Hydration
- Footcare
- Personal hygiene
- Hiking with a group
- Stream crossing
- Basic weather awareness

**Course Policies:** This syllabus contains the policies and expectations I have established for Wilderness Trip Leading. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

**Note:** *The use of cell phones or other communication devices is disruptive, and is therefore prohibited during class and on class trips.*

#### **Attendance:**

Since this is an experientially based class, attendance and active participation in class sessions and weekend trips are critical.

- Participation in the Spring Break trip is required to pass this class.
- Since this is an experiential based class, attendance and active participation in class sessions and weekend trips are critical. For each hour of class missed (including weekends) beyond 3 hours, 1 point will be removed from final total grade. Missing a part of class will also count as lost hours/fractions of hours. A student who misses 15 or more hours will be assigned a grade of F (failing). Students are asked to inform their instructor if they know they will be missing a class. Three (3) hours of absence will be allowed with no point deduction (other than for weekend trips).
- It is expected that all students will prioritize WTL class trips. While we hope to respect individuals' needs and time commitments, we *cannot* plan a trip around other plans you may have made or may make for these dates.

**Dress:** Many days the course will meet outdoors. Depending on weather and the flow of the course, the precise schedule may change. It is therefore advisable to come to each class prepared to be outside. When scheduled to be outside, we will usually do so despite: snow, light rain, or hot sun. (In a heavy rain or thunderstorm, the planned schedule may be altered.) Bugs can be bad. Come prepared. Even when not scheduled for an active session, we generally meet outside under the trees and have class sitting on the lawn. You may want to bring a mat to sit on if the grass is likely to be wet. Footwear for outdoor days ideally should be sneakers or light hiking/work boots. Open-toed sandals are not acceptable for hiking or orienteering. Type of clothes is your preference. Dress warmly enough for the day's weather. Casual street clothes are okay though they might get abused.

**Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

#### **Required Texts:**

Priest, S. & Gass, M. (2005). *Effective Leadership in Adventure Programming, 2<sup>nd</sup> Edition*. Champaign, IL: Human Kinetics.

#### *Recommended Texts*

If a student has limited previous experience with hiking, backpacking, and camping, the following texts are highly recommended for background and basic information:

O'Bannon, A. (2001). *Allen & Mike's Really cool Backpackin' Book*. Guildford, Connecticut: The Globe Pequot Press

Curtis, R. (1998), *The Backpacker's Field Manual: A Comprehensive Guide to Mastering Backcountry Skills*. New York: Three Rivers Press.

**Evaluation Methods:**

Your final grade is based upon total points accumulated:

Class attendance, participation, preparation	24 points
Class Trips (participation & leadership)	22 points (3 for orienteering, 5 for weekend, 14 for SB)
Lesson Plan & Teaching a Lesson	5 points
Mid-Term Skills Check	5 points
Spring Break Trip Plan	10 points (7 points for yours and 3 for final group plan)
Weekly Assignments	2 points each (24 points total), due most Tuesdays
Final Exam	10 points

Late Assignments: For every day an assignment is late, one point will be lost.

**Grade Scale: \***

A = 90-100%

B = 80 - 90%

C = 70 - 80%

D = 60 - 70%

F = below 60

**Wilderness Trip Leading Class Schedule**

Week	Class Topic	Assignment DUE	Weekend
<b>Week 1</b>	Icebreakers Introduction of course, instructor & participants Course format, goals & requirements Review syllabus	None	<i>None</i>
	"What is an Outdoor Leader" activity	Reading <ul style="list-style-type: none"> <li>Read Priest &amp; Gass, Chapters 1, 2, 11</li> </ul>	
<b>Week 2</b>	Backcountry Skills Review #1 (based on student needs)	Weekly Assignment #1: <ul style="list-style-type: none"> <li>Complete Leadership Assessment</li> <li>Review Backcountry Skills Checklist. Record your "top 5 in need of review"</li> </ul>	<i>None</i>
	Experiential education basics—learning through experiences  Leave No Trace (LNT) Outdoor Ethics	Reading <ul style="list-style-type: none"> <li>Skim Priest &amp; Gass, Part II (chapter 6-10)</li> <li>LNT Handouts</li> </ul>	
<b>Week 3</b>	Backcountry Skills Review #2 (as needed) <u>Menu Planning</u>	Weekly Assignment #2 <ul style="list-style-type: none"> <li>First two weeks reflection</li> </ul>	<i>None</i>
	Time Control Plans	Reading <ul style="list-style-type: none"> <li>Read Priest &amp; Gass, Chapter 9</li> <li>Read sample TCP</li> </ul>	
<b>Week 4</b>	Map & Compass	Weekly Assignment #3 <ul style="list-style-type: none"> <li>Recipe</li> </ul>	<i>Orienteering Meet</i>
	Orienteering @ Reedy Creek	Arrange transportation to Reedy Creek	
<b>Week 5</b>	Gear Checks: How to be an effective "defender of safety"	Weekly Assignment #4 <ul style="list-style-type: none"> <li>Bring your backpacking gear to class</li> </ul>	<i>Weekend Trip</i>

	Giving & Receiving feedback...effectively	Reading <ul style="list-style-type: none"> <li>Feedback handouts</li> </ul>	
Week 6	Trip Debrief Choose lesson plan topics Teaching techniques & learning styles	Weekly Assignment #5 <ul style="list-style-type: none"> <li>Trip Reflection Assignment</li> </ul>	None
	Lesson Planning	Reading <ul style="list-style-type: none"> <li>Read Priest &amp; Gass, Chapter 12 &amp; 13</li> <li>Read sample lesson plan</li> </ul>	
Week 7	Present Trip Plans Select Trip Plan	Trip Plan (with TCP) DUE	None
	Communication & Co-leadership Co-Leader Inventory	Reading <ul style="list-style-type: none"> <li>Read Priest &amp; Gass, Chapter 19</li> <li>Read co-leader inventory and think about your answers</li> </ul>	
Week 8	Trip Preparation	Lesson Plan DUE	None
	Trip Preparation	Final group trip plan (with TCP) DUE	
Week 9	<b>SPRING BREAK TRIP</b>	<b>SPRING BREAK TRIP</b>	<b>SPRING BREAK TRIP</b>
Week 10	Trip debrief—"post-trip meeting" Check in with our "Outdoor Leader"	Weekly Assignment #6 <ul style="list-style-type: none"> <li>Trip Reflection Assignment</li> </ul>	None
	Midterm Skills Check	Prepare for Midterm Skills Check	
Week 11	Small group development/dynamics	Weekly Assignment #7 <ul style="list-style-type: none"> <li>Activity/initiative for the backcountry</li> </ul> Reading <ul style="list-style-type: none"> <li>TBD group development reading</li> <li>Priest &amp; Gass, chapter 5</li> </ul>	None
	Situational Leadership	Reading <ul style="list-style-type: none"> <li>Read Priest &amp; Gass, Chapter 18</li> </ul>	
Week 12	Facilitation	Weekly Assignment #8 <ul style="list-style-type: none"> <li>Processing activity</li> </ul> Reading <ul style="list-style-type: none"> <li>Read Priest &amp; Gass, Chapters 14 &amp; 15</li> </ul>	None
	Risk Management, Judgment, Decision-making, Accident Models	Reading <ul style="list-style-type: none"> <li>Read Priest &amp; Gass, Chapter 7</li> <li>Skim Priest &amp; Gass, Chapters 20-22</li> </ul>	
Week 13	GCC Case Study	Weekly Assignment #9 <ul style="list-style-type: none"> <li>GCC Case Study Write-Up</li> </ul>	None
	Social Justice and Outdoor/Adventure Education	Reading <ul style="list-style-type: none"> <li>McIntosh, Unpacking the Knapsack (handout)</li> </ul>	

		<ul style="list-style-type: none"> <li>Warren, K. "Preparing the Next Generation" article (handout)</li> </ul>	
<b>Week 14</b>	Ethics I	Weekly Assignment #10 <ul style="list-style-type: none"> <li>Alligator River Story</li> </ul> Reading <ul style="list-style-type: none"> <li>Read Priest &amp; Gass, Chapter 23</li> </ul>	None
	Ethics II	Reading <ul style="list-style-type: none"> <li>Ethics scenarios (handout)</li> </ul>	
<b>Week 15</b>	Wilderness Preservation & Management	Weekly Assignment #11 <ul style="list-style-type: none"> <li>Tips for the Trail</li> </ul> Reading <ul style="list-style-type: none"> <li>Land management handouts</li> </ul>	None
	A brief history of outdoor/adventure education	Reading <ul style="list-style-type: none"> <li>Priest &amp; Gass, chapter 3</li> </ul>	
<b>Week 16</b>	Theory of outdoor/adventure education, in brief	Reading <ul style="list-style-type: none"> <li>Priest &amp; Gass, Chapter 4</li> </ul>	None
	Closing	Weekly Assignment #12 *** <i>Note Thursday Due Date</i> *** <ul style="list-style-type: none"> <li>Leadership Assessment Re-do &amp; reflection due</li> </ul>	
<b>Week 17</b>	<i>Final Exam (TBD in class or take-home)</i>	Study!	None

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Academic integrity refers to cheating and plagiarism.

Plagiarism is when you use or borrow another person's words or ideas without giving them credit – in other words, stealing that person's work. Regardless of where you saw or heard these words or ideas – lecture, book, Internet, website, BLOG, chat room, letter, diary, newspaper, journal article, on TV or radio – you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person's work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g. the name of the President of the United States is something that most people would know and you would not have to cite where you found this information)

**It is your job to ask your teacher if you have any questions about how to cite a source.**

Plagiarism is against the ethical code of the faculty, the researchers in this college, and UNC Charlotte. Plagiarism shows a serious lack of honesty and truthfulness and it will be dealt with harshly. The University has a process led by the Chair of the Academic Integrity Board, a faculty member, that considers a violation of the Code at a Board Hearing. This hearing can result in penalties from failing an assignment to being expelled from the university, depending on how extreme the violation and other circumstances.

**Special Needs:** If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

**Diversity Statement:**

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

**Religious Accommodation:**

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/ps-134.html> . The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>)

**The University of North Carolina at Charlotte**  
**College of Health and Human Services**  
**Department of Kinesiology**

**Course Number & Title:** KNES 3235. Challenge Course Facilitation

**Credits, Days/Time, Location:** 3 Credits

Thursday 2:00 PM – 4:45 PM, plus two weekend workshops  
In the Venture Office in Cone University Center -  
Or the Low Teams or High Teams Challenge Courses as shown on the Map and Directions  
Or elsewhere as described in the schedule

**Faculty Information:** Brian Capron  
Venture Office in Cone University Center Room 225A  
Office hours: By appointment or just stop by  
704-687-0696 / [bkcapron@uncc.edu](mailto:bkcapron@uncc.edu)

Catalog description: **KNES 3235. Challenge Course Facilitation.** (3) Prerequisite: Must be a KOAL Minor or permission of instructor. Focus on both the technical and facilitation skills and the knowledge necessary for safely and effectively leading groups through high and low challenge courses. In addition to classroom sessions, weekend days at the Team Challenge Course, High Team Challenge Course and observation/ apprenticeship of actual Venture programs are required. (Fall)

**Course Objective:** This course is designed to provide the basic skills and knowledge necessary for safely and effectively leading groups through low and high team challenge courses. It assumes prior experience with and a basic knowledge of how low and high team challenge courses function. The class will explore the facilitator's role and how to create a safe and growth enhancing experience. Attention will be given to skill development and practice.

The challenge course industry has been maturing over the past decade and has established a consistent set of certification standards for both high and low team challenge ropes course practitioners. Taking this course would provide the skills and knowledge a student would need to seek certification for the level 1 and level 2 practitioners' certification levels.

**Objectives:** The student should be able to:

1. Describe Venture's Mission Statement and philosophy of outdoor and experiential education
2. Describe the AEE and ACCT requirements for facilitators.
3. Outline the responsibilities of a low and high team challenge course facilitator, including appropriate sequencing and adaptation of elements.
4. Describe various theories of experiential education, cognitive and emotional systems, group leadership and dynamics
5. Describe facilitation techniques -briefing, debriefing, sequencing, adapting, using metaphors and transference of learning
6. Present goals, rules and safety considerations for a variety of Challenge Course activities, games and initiatives.
7. Manage program logistics including inspection of the course, equipment, pre and post program responsibilities
8. Present an appropriate orientation to participants, including goals, emotional and physical safety and safety systems
9. Provide appropriate support and encouragement and safety for participants going through the high ropes course
10. Provide assistance to a participant who is struggling and perform a lower.
11. Belay a participant with proper technique and safely catch a fall and lower to the ground.
12. Identify safety concerns in adventure activities and develop an attitude of safety
13. Identify and practice critical scenario issues including technical rescues, emotional distress, crisis management following University policies

**Course Fee:** None.

**Course Policies:** This syllabus contains the policies and expectations I have established for Challenge Course Facilitation. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning environment for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

I expect you to help create a safe environment for people to try new things and face personal challenges by:

1. Being attentive to safety issues and speaking up when things seem dangerous.

2. Respecting others in the group. Don't put people down, (including yourself). Listen when other are talking, don't interrupt.
3. Being actively involved in the course. Be an active learner.
4. Being responsible for your own actions and decisions. This includes taking part in-group decisions. If you are quiet while a decision is being made, it means that you are okay with what is happening and you feel you have nothing important to add. If what is decided is not okay, it is your responsibility to say so even if this means temporarily slowing the progress of the group.
5. Maintaining a positive attitude and offering encouragement and support to others.

**Note:** *The use of cell phones or other communication devices is disruptive, and is therefore prohibited during class and on class trips.*

#### **Attendance:**

- Since this is an experiential based class with a great deal independent work, attendance at class sessions is very important. Attendance includes Thursday class sessions, and two weekend staff trainings to be announced.
- For each hour of class missed (including weekends) beyond 3 hours, 1 point will be removed from final total score. A student who misses 15 or more of the class hours will be assigned a grade of F (failing). Students are asked to inform the instructor if they know they will be missing a class. One excused absence will be allowed with no point deduction (other than for the weekend training). (In the case of emergency/injury, an incomplete (I) for the course can be arranged).

**Dress:** A few of our classes are indoors (indicated on schedule) and you can wear whatever you choose. Standard dress for outdoor days will depend on the weather. When scheduled to be outside, we may do so despite: snow, light intermittent rain, damp ground, or hot sun. (In a significant rain, the planned schedule may be altered.) Come dressed warmly enough for the day's weather. Come prepared to be active. **Dress in layers.** For outdoor days at the challenge course or ropes course, footwear should ideally be sneakers or light hiking/work boots. Closed-toe footwear is required. On cooler days I would encourage hats, gloves, layers of warm clothes, wool socks, and a windbreaker.

**Syllabus Subject to Change:** The standards and requirements in this syllabus may be modified at any time by the course instructor to fit any changing circumstances. Notice of such changes will be by announcement in class or by e-mail.

**Teaching Strategies:** This course is designed using an experiential education model. We will be experiencing a number of Low and High Challenge Course activities. The focus is on developing technical skills as well as on learning about yourself and how you respond to these adventures. We will spend time reflecting upon and identifying the deeper meaning within the experiences, which can help one's understanding of important life lessons. Attention will be given to: examining group dynamics and learning what makes an effective team, facing risks and overcoming challenges, acquiring a deeper understanding of self and how to assist clients along their experience. Students will face a series of progressively more demanding challenges.

#### **Course Requirements and grading:**

- 30% - Active participation in class including weekend training and shadowing assignments.
- 20% - Performance of skills (knots, inspections, belaying, rescues, teaching a skill, leading an activity, etc).
- 20% - Written Assignments and presentation.
- 30% - Two written exams.

#### **Grading scale :**

A =100-90  
 B = 89-80  
 C = 79-70  
 D = 69-60  
 F = 59-

**Topical/Unit Outline:**

<b>Date</b>	<b>Location</b>	<b>Class Topic</b>	<b>Assignments</b>
<b>Week 1</b>	Venture	Syllabus, Get Acquainted, Mobile Activities	Handouts, Goal Setting Assignment
<b>Week 2</b>	TC	Do TC as a class 1 History and Overview of the field Shadowing Scheduled	Handouts Journal Assignment
<b>Week 3</b>	TC	Do TC as a class 2 Facilitator Guidelines ACCT, AEE, Venture	Readings from AEE, ACCT Journal Assignments
<b>Week 4</b>	Venture	Philosophy, Psychology Behavior and Learning Theories/Models	Handouts Writing Assignment
<b>Week 5</b>	HTC	Harnesses, Helmets, Ground School, do 1 <sup>st</sup> , 2 <sup>nd</sup> level Odyssey	Handouts Journal Assignment
<b>Week 6</b>	HTC	Inspections, Set up HTC, do 3 <sup>rd</sup> level Odyssey 2 <sup>nd</sup> and 3 <sup>rd</sup> level Iliad	Assign Research Paper Journal Assignment
<b>Week 7</b>	Venture	Midterm Exam	
<b>Week 8</b>	Venture	Review Exam, Advanced Mobile elements	Handouts
<b>Week 9</b>		No Class – Spring Break	
<b>Week 10</b>	HTC	Belayed events, Giant Swing, Rappelling	Journal Assignment
<b>Week 11</b>	TC	Advanced uses of TC/Rescue simulation Use of Metaphors, Debriefing Activities	Journal Assignment
<b>Week 12</b>	TC/HTC	Maintenance and Tools/Inspections	
<b>Week 13</b>	Venture	Risk Management, Leadership Styles	Handouts
<b>Week 14</b>	TBA	Activity/Research Presentations	Research Paper Due
<b>Week 15</b>	TBA	Activity/Research Presentations	
<b>Week 16</b>	Venture	<b>Final Exam</b>	
<b>Weekend 1</b>	TC	2-day facilitator training program	
<b>Weekend 2</b>	HTC	2-day facilitator training program	

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**University of North Carolina at Charlotte  
College of Health and Human Services  
Department of Kinesiology**

**Course Number and Title:** KNES 3236. Theory & Foundations of Adventure Education

**Credits, Days/Time, Location:** 3 Credits

Location: Venture Office (225 Cone Center)/TBD locations around campus  
Time: Tuesday & Thursday

**Faculty Information:**

Marion McClure, M.S.  
Venture Office, Cone University Center 225C  
Office Hours: By appointment, or just stop by  
704-687-0698 / [marion.mcclure@uncc.edu](mailto:marion.mcclure@uncc.edu)

**Catalog Description:** KNES 3236. **Theory & Foundations of Adventure Education.** (3) Prerequisites: Must be a KOAL Minor or permission of instructor. An exploration of the history, philosophical foundations, proposed outcomes, and operational theories common in outdoor adventure education. (alternate Spring).

**Course Objectives:** This course is designed as a foundational class for students in the Outdoor Adventure Leadership minor, for students who have experience or interest in working in outdoor adventure education, or for any student interested in gaining an understanding of the history and theory of outdoor adventure education.

The course seeks to provide students with the tools necessary to answer (or conversantly discuss) the question of "Why do people engage in challenges in the outdoors in small groups?" This question is further divided into two sub questions:

1. What are the historical and philosophical foundations of outdoor adventure education (OAE)?
2. What are some of the proposed outcomes and theories of outdoor adventure education (OAE)?

The first part of the course is spent exploring question 1. Historical antecedents of OAE will be explored, as well as the history of outdoor adventure education in the United States. This portion of class will focus on understanding the different narratives of where OAE "came from."

The second part of the course will be spent exploring theories of outdoor adventure education. For our purposes, a theory will be defined as something that explains *how* change happens. This portion of class will focus on the outcomes of outdoor education and on understanding *why and how* (or if...) outdoor adventure education exacts change in participants.

At the conclusion of the course, students will have the knowledge to articulate the historical and theoretical foundations of outdoor adventure education as well as articulate their own theory, drawing on class material and personal beliefs and experiences.

### **Course Content**

Historical & Philosophical Foundations:

1. John Dewey & Progressive Education, with a focus on *Experience and Education*
2. American Organized Camping movement
3. Kurt Hahn, Salem, Gordonstoun, Outward Bound (OB), and OB offshoots

Theory

1. Learning Cycles (Experiential Learning Models) (Katz & Kolb)
2. Outward Bound process model (Walsh & Golins, 1976)
3. Transfer
4. Optimal arousal/flow/adventure experience paradigm
5. "Nature Deficit Disorder" (Louv and *Last Child in the Woods*)
6. Therapeutic applications of adventure programming
7. Small group idioculture and situationalism
8. Your own theory

**Course Policies:** This syllabus contains the policies and expectations I have established for Theory and Foundations of Adventure Education. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

**Note:** *The use of cell phones or other communication devices is disruptive, and is therefore prohibited during class and on class trips.*

**Attendance:** Attendance and participation are crucial to this class. For each hour of class missed beyond 3 hours, 1 point will be removed from final total grade. Missing a part of class will also count as lost hours/fractions of hours. A student who misses 15 or more hours will be assigned a grade of F (failing). Students are asked to inform their instructor if they know they will be missing a class. Three (3) hours of absence will be allowed with no point deduction.

- Assignments. There are three major outside of class expectations for this class:
  - Weekly reading
  - Weekly response papers
  - Final paper (and draft of final paper). Why do people engage in challenges in the outdoors in small groups? Students will present an original thesis to this question. Students will be expected to draw on and reference course material and outside sources, and synthesize these materials with their own thoughts.

**Dress:** Many days the course will meet outdoors. Depending on weather and the flow of the course, the precise schedule may change. It is therefore advisable to come to each class prepared to be outside. When scheduled to be outside, we will usually do so despite: snow, light rain, or hot sun. (In a heavy rain or thunderstorm, the planned schedule may be altered.) Bugs can be bad. Come prepared. Even when not scheduled for an active session, we generally meet outside under the trees and have class sitting on the lawn. You may want to bring a mat to sit on if the grass is likely to be wet. Type of clothes is your preference. Dress warmly enough for the day's weather. Casual street clothes are okay though they might get abused.

**Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

#### **Required Texts:**

Dewey, J. (1938). *Experience and Education*. New York: MacMillan (or any edition)

We will also be reading selections out of a number of other texts. While it is recommended you own these texts, I understand it may not be possible to purchase all of them. They will be on reserve in the library and Venture *may* also have copies for you to borrow. It is YOUR responsibility to arrange borrowing/sharing of books.

Carlson, J. (2009). *Never Finished... Just Begun: A Narrative History of L.B. Sharp and Outdoor Education*. Edina, MN: Beaver's Pond Press

Donaldson, G.W. & Goering, O. (1972) *Perspectives on Outdoor Education: Readings*. Dubuque, IA: W.C. Brown Co.

Gass, M.A. (1993). *Adventure Therapy: Therapeutic Applications of Adventure Programming*. Dubuque, IA: Kendall/Hunt.

Kliebard, H.M. (1995). *The Struggle for the American Curriculum, 1893-1958* (2<sup>nd</sup> ed.). New York: Routledge.

Kolb, D. (1984). *Experiential Learning: Experience as the sources of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

Louv, R. (2005). *Last Child in the Woods: Saving our Children from Nature-Deficit Disorder*. Chapel Hill: Algonquin Books.

Miles, J.C. & Priest, S. (1999). *Adventure Programming*. State College, PA: Venture Publishing.

Miner, J. & Boldt, J. (2002). *Ourward Bound U.S.A: Crew, not Passengers*. Seattle: Mountaineers Books.

#### **Evaluation Method**

Your final grade is based upon total points accumulated

Class attendance, participation, preparation	30 points
Adventure/Endurance Experience	10 points
Weekly Response Papers	30 points
Mid Term Exam	10 points
Final Exam	20 points

#### **Grade Scale: \***

A = 90-100%

B = 80 - 90%

C = 70 - 80%

D = 60 - 70%

F = below 60

**Theory & Foundations of Adventure Education**  
**Class Schedule**

Week	Topic	Assignment DUE
Week 1	Icebreakers Introduction of course, instructor & participants Course format, goals, and requirements Review Syllabus  Defining "Outdoor Adventure Education" (situating within experiential education, outdoor education, adventure education...). <i>What are we talking about? Let's get on the same page.</i>	None
	THE QUESTION: Why do we go outside and challenge ourselves in small groups? What do YOU think now?  Introduction of Subquestion 1 & 2  Introduction of the final paper.	Reading <ul style="list-style-type: none"> <li>Holman, T. &amp; McAvoy, L.H. (2005). Transferring benefits of participation in an integrated wilderness adventure program to daily life. <i>Journal of Experiential Education</i>, 27(3), 322-325</li> </ul>
	<b>PART I</b> <i>Subquestion 1: What are the historical and philosophical foundations of outdoor adventure education?</i>	
Week 2	Ways of looking at history	Response Paper #1: <ul style="list-style-type: none"> <li>Your first thoughts on <i>The Question</i></li> </ul> Reading: <ul style="list-style-type: none"> <li>Ewert, A. (1989). <i>Outdoor Adventure Pursuits: Foundations, Models, Theories</i>. Worthington, Ohio: Publishing Horizons, Inc. pp. 19-34 (handout)</li> <li>Raiola, E. &amp; O'Keefe, M. (1999). Philosophy in practice: A history of adventure programming. In J.C. Miles &amp; S. Priest (Eds.) <i>Adventure Programming</i> (pp. 45-53). State College, PA: Venture Publishing.</li> </ul>
	Foundation 1: Early 20 <sup>th</sup> Century Progressive Education	Reading: <ul style="list-style-type: none"> <li>Kliebard, H.M. (1995). <i>The Struggle for the American Curriculum, 1893-1958</i> (2<sup>nd</sup> ed.). New York: Routledge, selections</li> </ul>
Week 3	John Dewey, <i>Experience and Education</i>	Response Paper #2  Reading <ul style="list-style-type: none"> <li>Dewey, J. (1938). <i>Experience and Education</i>. New York: MacMillan, Chapters 1-2</li> </ul>
	John Dewey, <i>Experience and Education</i>	Reading <ul style="list-style-type: none"> <li>Dewey, Chapters 3-4</li> </ul>
Week 4	More Dewey	Response Paper #3  Reading <ul style="list-style-type: none"> <li>Dewey, Chapters 5-6</li> </ul>
	Connecting Dewey to OAE	Reading <ul style="list-style-type: none"> <li>Dewey, Chapters 7-8</li> </ul>
Week 5	Foundation 2: Residential Camping & other 20 <sup>th</sup> Century American movements	Response Paper #4  Reading

		<ul style="list-style-type: none"> <li>Carlson, J. (2009). <i>Never Finished...Just Begun: A Narrative History of L.B. Sharp and Outdoor Education</i>. Edina, MN: Beaver's Pond Press, selections</li> </ul>
	Residential/Organized Camping / Outdoor Education, continued. Connections to Dewey & Progressive Education, and OAE	Reading <ul style="list-style-type: none"> <li>Donaldson, G.W. &amp; Goering, O. (1972) <i>Perspectives on Outdoor Education: Readings</i>. Dubuque, IA: W.C. Brown Co., selections</li> </ul>
<b>Week 6</b>	Foundation 3: Kurt Hahn, Salem, Gordonstoun, Outward Bound	Response Paper #5  Reading <ul style="list-style-type: none"> <li>Miner, J. &amp; Boldt, J. (2002). <i>Outward Bound U.S.A: Crew, not Passengers</i>. Seattle: Mountaineers Books, selections</li> <li>Hahn readings (handouts)</li> </ul>
	Hahn, continued.	Reading <ul style="list-style-type: none"> <li>Hahn readings (handouts)</li> </ul>
<b>Week 7</b>	Outward Bound USA, Paul Petzoldt, Outward Bound Offshoots (NOLS, PA, WEA)	Response Paper #6  Reading <ul style="list-style-type: none"> <li>Miner &amp; Boldt (2002), selections</li> </ul>
	Synthesizing Question 1: What do we think about the historical and philosophical underpinnings of OAE?	Start preparing for Midterm Exam
<b>PART II</b>	<i>Subquestion 2: What are some of the proposed theories of outdoor adventure education?</i>	
<b>Week 8</b>	Mid-Term	Prepare for Midterm Exam
	Theory I: Experiential Education/Learning Cycles	Reading <ul style="list-style-type: none"> <li>Chapters 1 &amp; 2 in Kolb, D. (1984). <i>Experiential Learning: Experience as the sources of learning and development</i>. Englewood Cliffs, NJ: Prentice Hall.</li> <li>Joplin, L. (1981). On defining experiential education. <i>Journal of Experiential Education</i>, 4(1), 17-20. (handout)</li> </ul>
<b>Week 9</b>	Experiential Education/Learning Cycles cont.	Reading <ul style="list-style-type: none"> <li>Seaman, J. (2008). Experience, reflect, critique: The end of the learning cycles era. <i>Journal of Experiential Education</i>, 31(3), 3-18.</li> </ul>
	Share Adventure/Endurance Experiences	Adventure/Endurance Experience Reflection DUE
<b>Week 10</b>	Theory 2: Walsh & Golins Outward Bound Process Model	Reading <ul style="list-style-type: none"> <li>Walsh, V. &amp; Golins, G. (1976). The exploration of the Outward Bound process. Unpublished manuscript. (handout)</li> </ul>
	Walsh & Golins continued	Reading <ul style="list-style-type: none"> <li>McKenzie, M. (2000). How are adventure education program outcomes achieved? A review of the literature. <i>Australian Journal of Outdoor Education</i> 5(1), 19-28.</li> <li>McKenzie, M. (2003). Beyond "The Outward Bound process:" Rethinking student learning. <i>Journal of Experiential Education</i>, 26(1), 8-23.</li> </ul>
<b>Week 11</b>	Theory 3: Transfer	Response Paper #7

		<p>Reading</p> <ul style="list-style-type: none"> <li>Gass, M.A. (1985). Programming the transfer of learning in adventure education. <i>Journal of Experiential Education</i>, 8(3), 18-24</li> <li>Gass, M.A. (1999). Transfer of learning in adventure education. In J.C. Miles &amp; S. Priest (Eds.), <i>Adventure Education</i>, State College PA: Venture Publishing, p. 199-208.</li> </ul>
	Challenges to Transfer	<p>Reading</p> <ul style="list-style-type: none"> <li>Brown, M. (2010). Transfer: Outdoor adventure education's Achilles heel? Changing participation as a viable option. <i>Australian Journal of Outdoor Education</i>, 14(1), 13-22.</li> <li>Recommended: Baumeister, R.F. et al. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? <i>Psychological Science in the Public Interest</i>, 4(1), 1-44.</li> </ul>
Week 12	Theory 4: Optimal Arousal, Adventure Experience Paradigm, Flow, Risk	<p>Response Paper #8</p> <p>Reading</p> <ul style="list-style-type: none"> <li>Priest, S. (1999). The adventure experience paradigm. In J.C. Miles &amp; S. Priest (Eds.), <i>Adventure Education</i>, State College PA: Venture Publishing, p. 159-162.</li> <li>Csikszentmihalyi, M. &amp; Csikszentmihalyi, I (1999). Adventure and the flow experience. In J.C. Miles &amp; S. Priest (Eds.), <i>Adventure Education</i>, State College PA: Venture Publishing, 153-158.</li> </ul>
	Theory 4, continued & challenges to theory 4	<p>Reading</p> <ul style="list-style-type: none"> <li>Brown, M. &amp; Fraser, D. (2009). Re-evaluating risk and exploring educational alternatives. <i>Journal of Adventure Education and Outdoor Learning</i>, 9(1), 61-77.</li> </ul>
Week 13	Therapeutic Applications of Adventure Programming	<p>Response Paper #9</p> <p>Reading</p> <ul style="list-style-type: none"> <li>Gass, M.A. (1993). <i>Adventure Therapy: Therapeutic Applications of Adventure Programming</i>. Dubuque, IA: Kendall/Hunt, selections.</li> </ul>
	Therapeutic Applications, continued	
Week 14	Theory 6: Louv & "Nature Deficit"	<p>Response Paper #10</p> <p>Reading</p> <ul style="list-style-type: none"> <li>Louv, R. (2005). <i>Last Child in the Woods: Saving our Children from Nature-Deficit Disorder</i>. Chapel Hill: Algonquin Books, selections</li> </ul>
	"Nature Deficit" continued	<p>Reading</p> <ul style="list-style-type: none"> <li>Louv, selections</li> </ul>
Week 15	Theory 7: The "Belongingness Situation"	<p>Reading</p> <ul style="list-style-type: none"> <li>Baumeister, R.F. &amp; Leary, M.R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. <i>Psychological Bulletin</i>, 117(3), 497-529.</li> </ul>
	Belongingness Situation, continued	<p>Reading</p> <ul style="list-style-type: none"> <li>Bell, B.J. &amp; Holmes, M.R. (2011). Important factors leading to outdoor orientation program outcomes: A qualitative exploration of survey results. <i>Journal of</i></li> </ul>



		<i>Outdoor Recreation, Education, and Leadership</i> , 3(1), 26-39. <ul style="list-style-type: none"> <li>Bell, B.J. &amp; Williams, B.G. (2006). Learning from first-years: An analysis of the Harvard First-Year Outdoor Program's "Fear in a Hat" exercise. <i>Journal of College Student Orientation and Transition</i>. 14(1), 47-61.</li> </ul>
<b>Week 16</b>	Your Theories! Present Papers	Final Paper Due

## UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

### University Policies:

#### Code of Student Responsibility:

"The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code" (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address: <http://legal.uncc.edu/policies/ps-104.html>.

#### Academic Integrity:

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrications, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction in the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office or <http://legal.uncc.edu/policies/ps-105.html>. Students are expected to report cases of academic dishonesty to the course's instructor.

#### Code of Student Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: or <http://legal.uncc.edu/policies/ps-105.html>.

Academic integrity refers to cheating and plagiarism.

Plagiarism is when you use or borrow another person's words or ideas without giving them credit – in other words, stealing that person's work. Regardless of where you saw or heard these words or ideas – lecture, book, Internet, website, BLOG, chat room, letter, diary, newspaper, journal article, on TV or radio – you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person's work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g. the name of the President of the United States is something that most people would know and you would not have to cite where you found this information)

#### It is your job to ask your teacher if you have any questions about how to cite a source.

Plagiarism is against the ethical code of the faculty, the researchers in this college, and UNC Charlotte. Plagiarism shows a serious lack of honesty and truthfulness and it will be dealt with harshly. The University has a process led by the Chair of the Academic Integrity Board, a faculty member, that considers a violation of the Code at a Board Hearing. This hearing can result in penalties from failing an assignment to being expelled from the university, depending on how extreme the violation and other circumstances.

**Special Needs:** If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

**Diversity Statement:**

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

**Religious Accommodation:**

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/ps-134.html> . The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>)

**The University of North Carolina at Charlotte**  
**College of Health and Human Services**  
**Department of Kinesiology**

**Course Number & Title:** KNES 4431. Outdoor Adventure Leadership Practicum

**Credit, Days/Time, Location:** 2-4 credit.  
Location: In the Venture Office in Cone University Center  
Time: Tuesday 2:00 PM – 4:45 PM

**Faculty Info:** Sandy Kohn  
Venture Office in Cone University Center Room 225B  
Office hours: By appointment  
704-687-0699 / [sakohn@uncc.edu](mailto:sakohn@uncc.edu)

**Catalog Description: KNES 4431. Outdoor Adventure Leadership Practicum.** (2-4) Prerequisites: KNES 3230 or 3232. Must be a KO Minor or permission of instructor. This is the capstone course for the Outdoor Adventure Leadership Minor, providing an opportunity to take on a defined leadership role with Venture or other outdoor programs. In addition to actual work in the field, there will be professional development requirements and a journal of lessons learned. (Fall/Spring)

**Course Objective:**

To provide opportunities for students to take on specific leadership roles and to apply the skills and knowledge they have learned throughout their OAL Minor courses. To develop one's professional credentials as an outdoor leader. To achieve a better understanding of one's leadership style and one's strengths and areas for improvement as a leader.

**Course Content:** (see course schedule for details)

1. Finalize arrangements with Venture or another approved outdoor program for providing at least some aspects of the planning and delivery of a specific outdoor adventure – 'your project'.
2. Organize and lead some components of your project.
3. Discuss the continuing challenges and successes of your project with the class cohort
4. Prepare a resume and cover letter that highlight your outdoor adventure leadership qualifications.
5. Create an Experiential Transcript of your outdoor adventure leadership experiences and trainings.
6. Articulate a statement of applied ethical standards for outdoor professionals
7. Examine a current controversy in the outdoor adventure field.
8. Articulate your professional strengths and areas for growth as a leader.
9. Provide and receive feedback with your class cohort based on each student's work with their project and their sharing in class discussions.

**Course Fee:** No extra fee required.

**Course Policies:** This syllabus contains the policies and expectations I have established for Outdoor Adventure Leadership Practicum. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

**Class Requirements:**

- Classroom Participation: A participation grade is given for active participation in classroom activities.
- Finalize the details of your course project
- Work with the advisor of your project and the course instructor to outline, in writing the details of your project, your responsibilities for planning and delivery, and a format for receiving feedback from your project advisor concerning your performance.
- Award of credits will be based on one credit for this course and additional credits based on the scope of your project with one additional credit for every 37 hours of program planning and delivery – to a maximum of 4 credits total.
- Examples
  - Instructing one weekend Venture trip or two-day trips would typically count 2 credits total.
  - Taxing an OAL course would typically count as 3 credits total.
  - Facilitating groups at the TC or HTC- would typically require working with 8 different groups for 2 credits total.
  - Facilitating mobile programs- would typically require working with 10 different groups for 2 credits total.
  - Working as an outdoor adventure staff at a summer camp would typically count as 4 credits total.

- o Working 10+ hours per week for a season (15 weeks) at the USNWC as an adventure staff would typically count as 4 credits total.

#### Assignments:

1. Work with the advisor of your project and the course instructor to outline, in writing, the details of your project; your responsibilities for planning and delivery, and a format for receiving feedback from your project advisor concerning your performance. Create a learning contract.
2. Create a high quality resume and cover letter. This can be edited and reworked until it is polished and presents a professional image. Due initially on 4<sup>th</sup> week, and again additional times during the semester.
3. Create an Experiential Transcript of your outdoor adventure leadership experiences and trainings.
4. Keep a journal of all aspects of the work you do related to your project and how you are feeling about the project and yourself in connection with it.
5. Fill out the self review portion of all relevant Competency Check-offs related to you project
6. Prepare brief written description of an ethical challenge that is commonly faced by outdoor leaders and also a brief written description of a current controversy within the outdoor adventure field.
7. All assignments are to be completed on the scheduled due date unless previously discussed with the instructor. Assignments turned in after the due date will have points deducted for each day late.
8. See the Assignments Requirement and Suggestions Handout for more details

**Attendance:** Attendance in this class is required and counts towards your grade. Some class sessions may be one-on-one sessions with the course instructor.

**Syllabus Subject to Change:** \* The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances

#### Teaching Strategies and Expectations:

Teaching methods may include; lectures, classroom discussions, team building exercises and hands-on direct outdoor adventure experiences. The focus is on developing clarity about the level of ones; technical skills, interpersonal skills, group management skills and self-knowledge. The class requires a great deal of independent initiative and follow through.

You will be expected to help create a safe environment for people to share personal challenges and successes.

1. Respecting others in the group. Don't put people down, (including yourself). Listen when other are talking, don't interrupt.
2. Being actively involved in the course. Be an active learner.
3. Being responsible for your own actions and decisions. This includes taking responsibility for developing and following through on your learning contract.
4. Maintaining a positive attitude and offering encouragement and support to others.

*Note: The use of cell phones or other communication devices is disruptive, and is therefore prohibited during class.*

**Course Text**                None

#### Evaluation method:

Grades are based upon total points accumulated:

Class Attendance	15 points
Developing plan for your project	20 points
Follow through on your project	20 points
Resume and Cover letter	15 points
Experiential transcript	10 points
<u>Journal of your work with your project</u>	<u>20 points</u>
<b>Total</b>	<b>100 points</b>

#### Grade Scale:

A = 90-100%  
 B = 80 - 90%  
 C = 70 - 80%  
 D = 60 - 70%  
 F = below 60

**Topical/Unit Outline:** A class-by-class schedule with topics and assignments.

### Outdoor Adventure Leadership Practicum Class Schedule

Week	Topic	Assignment DUE / Pts. for day/ location	Weekend
Week 1	Introduction to the course, go over syllabus Review expectations and course objectives Introduction of instructor and students Learning Contracts	Read class Moodle site.	
Week 2	Review course plan – Share course project with class	1 <sup>st</sup> draft of Learning Contract	
Week 3	Professionalism Effective Resumes	2 <sup>nd</sup> draft of Learning Contract	
Week 4	Progress on project and lessons learned thus far	Final draft of Learning Contract Submit 1 <sup>st</sup> draft of Resume	
Week 5	Applied ethics for outdoor leaders	Bring in a written description of an ethical challenge that is commonly faced by outdoor leaders.	
Week 6	Discussion – mid-class evaluation	Submit Journal for review	
Week 7	Progress on project and lessons learned thus far	Submit 2 <sup>nd</sup> draft of Resume and 1 <sup>st</sup> draft Cover Letter	
Week 8	Current controversies in the Outdoor Adventure Field	Bring in a written description of a current controversy within the outdoor adventure field	
Week 9	<b>No Class-Spring Break</b>		
Week 10	Diversity and learning	Submit Competency Check off for review	
Week 11	Progress on project and lessons learned thus far	Submit 1 <sup>st</sup> draft of Experiential Transcript	
Week 12	The complete outdoor adventure leader	Submit 3 <sup>rd</sup> draft of Resume and 2 <sup>nd</sup> draft Cover Letter	
Week 13	Be prepared to discuss your personal strengths, weaknesses and areas for growth	Submit Competency Check off for second review	
Week 14	Progress on project and lessons learned thus far	Submit 2 <sup>nd</sup> draft of Experiential Transcript	
Week 15	Share feedback with classmates	Submit final draft of Resume and Cover Letter	
Week 16	Processing the class course evals, closing	Submit Journal for final review	
Week 17	<b>Final Exam</b>	<b>Study</b>	

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Plagiarism is when you use or borrow another person's words or ideas without giving them credit – in other words, stealing that person's work. Regardless of where you saw or heard these words or ideas – lecture, book, Internet, website, BLOG, chat room, letter, diary, newspaper, journal article, on TV or radio – you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person's work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g. the name of the President of the United States is something that most people would know and you would not have to cite where you found this information)

**It is your job to ask your teacher if you have any questions about how to cite a source.**

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**Special Needs:** If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

**Diversity Statement:**

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

**Religious Accommodation:**

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester (<http://legal.uncc.edu/policies/ps-134.html>). The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>)