College of Education

Proposed Catalog Changes

Effective Term (unless otherwise noted) = Summer 2016

CURRICULUM AND INSTRUCTION

1. Change the following courses:

**CTE 415 Microcomputer Applications (3 cr)**

Advanced computer applications course designed primarily for business teacher education students; includes extensive hands-on experience using word processing, spreadsheet, and database programs used in both industry and business education programs; addresses methodology, curriculum development, and classroom management techniques. **Recommended Preparation: CTE 111.**

**Course offered via distance:** Yes, exclusively

**Geographic Area Availability:** Moscow, Coeur d’Alene, Boise

**Rationale:** Please remove the “Recommended Preparation: CTE 111” note from the description of CTE 415. Our experience with university students is that they have good foundational computer applications skills, with many of them having formal instruction from their high school programs. These foundational skills are sufficient preparation for most students to successfully begin CTE 415. In addition, CTE 111 now only offered for special circumstances and is not regularly available. This change is congruent with actual practice in that most students taking CTE 415 have not taken CTE 111.

**CTE J419/J519 Database Applications and Information Management (3 cr)**

Teaching and training strategies for database applications. Includes database management principles and methods of information retrieval, processing, storage and distribution. Advanced project reqd for grad cr. **Recommended Preparation: CTE 111.**

**Course offered via distance:** Yes, exclusively

**Geographic Area Availability:** Moscow, Coeur d’Alene, Boise

**Rationale:** Please remove the “Recommended Preparation: CTE 111” note from the description of CTE J419/J519. Our experience with university students is that they have good foundational computer applications skills, with many of them having formal instruction from their high school programs. These foundational skills are sufficient preparation for most students to successfully begin CTE J419/J519. In addition, CTE 111 now only offered for special circumstances and is not regularly available. This change is congruent with actual practice in that most students taking CTE J419/J519 have not taken CTE 111.

**CTE 460 Desktop Publishing (3 cr)**

Advanced desktop publication techniques, concepts, and applications through use of computer technology; planning, layout, and design of publications are highlighted. **Recommended Preparation: CTE 111 and CTE 415.**

**Course offered via distance:** Yes, exclusively

**Geographic Area Availability:** Moscow, Coeur d’Alene, Boise

**Rationale:** Please remove CTE 111 from the “Recommended Preparation” list of the description of CTE 460. Our experience with university students is that they have good foundational
computer applications skills, with many of them having formal instruction from their high school programs. These foundational skills are sufficient preparation for most students to successfully begin CTE 460. In addition, CTE 111 now only offered for special circumstances and is not regularly available. This change is congruent with actual practice in that most students taking CTE 460 have not taken CTE 111.

LEADERSHIP AND COUNSELING
1. Create the following course subject

Higher Education (HED)

2. Add the following courses

EdAd 590 Special Education Director Administration (3 cr)
Short course title: SPECIAL ED DIR ADMINISTRATION

This course is designed to prepare students for assuming the role of Special Education Director. Content includes supervision of personnel, legal and financial issues in special education, promoting school climate, collaborative leadership, and instructional leadership.

Course offered via distance: Yes
Geographic Area Availability: Moscow, Coeur d’Alene, Boise, Idaho Falls
Rationale: In 2008, the Educational Leadership program was asked to deliver a course designed for individuals seeking Special Education Director certification. The course has been delivered through the Educational Leadership program since that time under the present Catalog Listing EdAd 504 Special Topics [p. 260]. We have exceeded the number of times the class can be offered under this prefix and number, and are therefore requesting a new course. [This is just a reminder that per Faculty Staff Handbook, special topics can be run a maximum of 3 times. This is the third and final time this special topic can be offered.]

This course will not add to faculty workloads. Assessment of course and program learning outcomes are fully described in the course syllabus, and embedded in student coursework. This course meets required Idaho standards for Director of Special Education.

HED 606 Organizational Development and Change in Higher Education (3 cr)
Short course title: ORG DEVEL AND CHANGE HIGHER ED

This is a course addressing issues and methods associated with organizational change and development in higher education organizations. Students will learn about organizational issues, interventions and programs, and the processes specific to change in higher education. Emphasis will be on understanding and application of organizational development in higher education.

Prereq: Admission to the Ph.D./Higher Education Cohort.

Course offered via distance: Yes
Geographic Area Availability: Moscow, Coeur d’Alene, Boise, Idaho Falls
Rationale: We are revising our Ph.D. specialization in Higher Education. With board approval, this will become a cohort-based, self-support (alternately funded) four-year program, available across the state. The specialization model requires occasional student travel to the Moscow, Coeur d’Alene or Boise campus.

Changes to curricula reflect our assurance that the program is current with regard to literature on and national trends in Higher Education. This revision requires changing four courses, adding five new courses, and dropping six courses that will no longer be offered.
The changes will not impact students as we have not accepted new students in this specialization for several years. Faculty have been engaged in the curriculum changes and look forward to program’s delivery. There is no change to faculty loads or teaching expectations. The entire specialization revision aligns with the University's strategic learning goals, as detailed in syllabi. Our proposed budget provides $24,000 per cohort for additional library resources and support; these funds come from student fees, required of the self-sustaining budget model. We will recruit for a new cohort every two years.

Assessment of course and program learning outcomes are fully described in each course syllabus and embedded in student coursework.

This course is a required content core for the higher education concentration.

HED 607 Social Justice Leadership in Higher Education (3 cr)
Short course title: SOCIAL JUSTICE LDR HIGHER ED

This is a course addressing issues and methods associated with organizational change and development in higher education organizations. Students will learn about organizational issues, interventions and programs, and the processes specific to change in higher education. Emphasis will be on understanding and application of organizational development in higher education.

Prereq: Admission to the Ph.D./Higher Education Cohort

Course offered via distance: Yes
Geographic Area Availability: Moscow, Coeur d’Alene, Boise, Idaho Falls
Rationale: We are revising our Ph.D. specialization in Higher Education. With board approval, this will become a cohort-based, self-support (alternately funded) four-year program, available across the state. The specialization model requires occasional student travel to the Moscow, Coeur d’Alene or Boise campus.

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Assessment of course and program learning outcomes are fully described in each course syllabus and embedded in student coursework.

This course is a required content core for the higher education concentration.

HED 608 Stewardship of Higher Education (3 cr)
Short course title: STEWARDSHIP OF HIGHER ED

This course is designed to give students the opportunity for applying the knowledge they have acquired throughout their coursework in higher education to real-world situations. As part of this course students will work together to design and hold a higher education leadership symposium.

Prereq: Admission to the Ph.D./Higher Education Cohort
**Course offered via distance:** Yes  
**Geographic Area Availability:** Moscow, Boise, Coeur d’Alene, Idaho Falls  
**Rationale:** We are revising our Ph.D. specialization in Higher Education. With board approval, this will become a cohort-based, self-support (alternately funded) four-year program, available across the state. The specialization model requires occasional student travel to the Moscow, Coeur d’Alene or Boise campus.

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This course is a required content core for the higher education concentration.

**HED 609 Leadership in Higher Education (3 cr)**

This course focuses on leadership of higher education and the role it plays in complex organizational environments. Students will explore the nuances of higher education leadership and theory. This course places special emphasis on the connection between leadership and higher education cultures, and contemporary challenges of leadership in times of organizational and social change in higher education.

Prereq: Admission to the Ph.D./Higher Education Cohort.

**Course offered via distance:** Yes  
**Geographic Area Availability:** Moscow, Coeur d’Alene, Boise, Idaho Falls  
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This course is a required content core for the higher education concentration.

**HED 610 Research Internship in Higher Education (1-6 cr, cr arr)**

This course requires students to actively engage in a variety of project specific research tasks under the supervision of the Major Professor. Responsibilities may include: compiling literature reviews relevant to the research project; sampling and data collection; recording, analyzing and reporting data; formulating a bibliography.; preparing manuscripts and conference presentations.

Prereq: Admission to the Ph.D./Higher Education Cohort.

Course offered via distance: Yes

Geographic Area Availability: Moscow, Coeur d'Alene, Boise, Idaho Falls

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This course is a required content core for the higher education concentration.

3. Drop the following courses

**AOLL 589 Critical Thinking (3 cr)**

See EdAd 589.

Rationale: This course is not required for degree completion, and has not been offered for many years.

**EdAd 566 Leading Continuous School Improvement (4 cr)**

The focus of this course is the improvement of teaching and learning through the use of student achievement data analysis and application to classroom and school improvement. It is structured around three themes: 1) Interpersonal Communications, 2) Student Achievement Data Analysis and Application and 3) Collaborative Coaching. This course is designed to develop instructional leaders who are able to implement continuous school improvement efforts through the application of these three themes. By demonstrating the use of data as the basis for educational decisions leaders will be expected to improve achievement through the supervision of learning and the creation of a professional learning organization that promotes the learning of all: students, teachers, parents, and administrators. (Spring only)
Rationale: This course is no longer required for degree completion or for certification. It has been replaced by another course covering the same content, and has not been offered in many years.

EdAd 567 Administration of Teacher Development (3 cr)
Application of leadership skills including mentoring, cognitive coaching, crucial conversations and innovate state/local models designed to increase student achievement through the professional development of teachers. (Fall only)

Rationale: This course is no longer required for degree completion or for certification. It has been replaced by another course covering the same content, and has not been offered for many years.

EdAd 575 Superintendent as Researcher (3 cr)
An examination of applied research methods and topics associated with educational reform at the superintendent of school level. (Fall only)

Rationale: This course is no longer required for degree completion, or for certification. It has been replaced by other courses covering the same content, and has not been offered for many years.

EdAd 588 Critique of Research (3 cr)
Research design and methods applicable to the dissertation; dissertation content, format, and style; primarily for educational administration doctoral students who have completed most of their course work; emphasis on review of educational administration doctoral dissertations and peer-reviewed literature.

Prereq: Stat 251 or Equivalent, ED 571 or Equivalent

Rationale: This course is no longer required for degree completion, or for certification. It has been replaced by other courses covering the same content, and has not been offered for many years.

EdAd 589 Critical Thinking (2-3 cr)
For individuals curious about the thinking process: a variety of ways of learn [sic] about Vertical and Lateral Thinking: emphasis on practice using Lateral Thinking Skills.

See AOLL 589

Rationale: This course is no longer offered, and not required for degree completion or certification.

4. Change the following courses

EdAd HED 523 623 Contemporary Issues in Higher Education (1-5 cr, cr arr)
Short course title: CONTEMPORARY ISSUES HIGHER ED

Analysis of leading current issues in post-secondary education, including but not restricted to tenure, research/teaching, extended learning outreach programs, admission, retention, graduation requirements, and student-faculty evaluations.

This course will provide opportunities to learn and interact with invited speakers from various departments and colleges who have leadership expertise across disciplines, networking experiences, and identifying resources and mentors for future reference.
Year One [Summer 2016] students will spend 5 days on the Moscow campus. Year Two [Summer 2017] students will spend 5 days on the Coeur d'Alene campus. Year Three [February 2018] students will spend 2 days on the Boise campus.

Prerequisites: Admission to the Ph.D./Higher Education Cohort.

Course offered via distance: Yes
Geographic Area Availability: Moscow, Coeur d'Alene, Boise, Idaho Falls

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Changes to curricula reflect our assurance that the program is current with regard to literature on and national trends in Higher Education. This revision requires changing four courses, adding five new courses, and dropping six courses that will no longer be offered.

The change from 500 level to 600 level course numbers not only symbolizes that said courses will be solely for a doctoral cohort, but it also is reflective of the shift from having a predominantly practical application thrust to: (a) grapple with questions of purpose, (b) create an intellectual community, and (c) foster the development of new ideas and encourage intellectual risk-taking.

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Assessment of course and program learning outcomes are fully described in each course syllabus and embedded in student coursework.

This course is a required content core for the higher education concentration.

**EdAd HED 525 625 Higher Education Accounting, Budgeting, and Finance**

**Finance and Budgeting in Higher Education** (3 cr)

Short course title: FINANCE IN HIGHER ED

Provides a foundation for exploring the procedures and processes for providing financial support to institutions of higher education; the focus is on public institutions, and information about private institutions will be discussed as appropriate.

This course introduces students to financing methods and budgeting in higher education. Various roles of budgets will be examined in the contexts of institutional plans, resource management, control mechanisms, accountability, forecasting the future, risk tolerance, and political implications.

Prereq: Admission to the Ph.D./Higher Education Cohort.

Course offered via distance: Yes
Geographic Area Availability: Moscow, Coeur d’Alene, Boise, Idaho Falls

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This course is a required content core for the higher education concentration.

**EdAd HED 527 627 Ethics and Law in Higher Education, Law and Ethics in Higher Education (3 cr)**

Short course title: LAW ETHICS IN HIGHER ED

- Comprehensive overview of salient legal issues that have a direct impact on post-secondary education; topics include judicial review processes, agency/authority, labor relations/collective bargaining, Affirmative Action, Americans’ Disability Act (ADA), accreditation and the Land Grant University System.

- This course serves as an overview of the legal issues that confront university personnel. Federal and State statues as well as case law will be used to instruct about legal rights and responsibilities of university administrators. In addition students will explore institutional policymaking and implementation.

**Prereq:** Admission to the Ph.D./Higher Education Cohort

**Course offered via distance:** Yes

**Geographic Area Availability:** Moscow, Coeur d’Alene, Boise, Idaho Falls

**Rationale:** We are revising our Ph.D. specialization in Higher Education. With board approval, this will become a cohort-based, self-support (alternately funded) four-year program, available across the state. The specialization model requires occasional student travel to the Moscow, Coeur d’Alene or Boise campus.

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Assessment of course and program learning outcomes are fully described in each course syllabus and embedded in student coursework. This course is a required content core for the higher education concentration.

**EdAd HED 610 Issues in Educational Governance Governance and Public Policy in Higher Education (3 cr)**

*Short course title: GOV PUBLIC POLICY IN HIGHER ED*

An examination of current topics including ethics, federalism, internationalism and trend analysis of and projections for education reform (Fall only).

Prereq: Enrollment to a doctoral program

This course investigates the organization and governance of higher education institutions. Internal and external influences are examined along with administrative roles, decision making, problem solving, and political realities. Current policy issues will be analyzed through the constructs of equity, efficiency, security, and liberty [Stone, 2002].

Prereq: Admission to the Ph.D./Higher Education Cohort

Course offered via distance: Yes

Geographic Area Availability: Moscow, Coeur d’Alene, Boise, Idaho Falls

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The changes will not impact students as we have not accepted new students in this specialization for several years. Faculty have been engaged in the curriculum changes and look forward to program’s delivery. There is no change to faculty loads or teaching expectations. The entire specialization revision aligns with the University's strategic learning goals, as detailed in syllabi. Our proposed budget provides $24,000 per cohort for additional library resources and support; these funds come from student fees, required of the self-sustaining budget model. We will recruit for a new cohort every two years.

Assessment of course and program learning outcomes are fully described in each course syllabus and embedded in student coursework.

This course is a required content core for the higher education concentration.
MOVEMENT SCIENCES

1. Add the following courses

**H&S 301 Peer Health Education (2 cr)**

This course prepares students to inform, educate, intervene and assist their campus peers to make healthy lifestyle choices. Upon completion of the course and Certified Peer Health Educator (CPE) test, students become a CPE with the Bacchus Network. Students meet once a week for 2 hours in class.

*Course offered via distance:* No  
*Geographic Area Availability:* Moscow  
*Rationale:* Exercise Science and Health (ESH) students interested in the fields of public and community health, health education and health promotion are much more competitive when they have obtained Certified Health Education Specialist (CHES) credentialing. This course provides 2 semester hours and helps students obtain 5 of the 7 areas of responsibility required for CHES certification. Students completing the course are qualified to continue gaining health education experience at Vandal Health Education in a 360 hour internship. Interning students gain an additional 9 semester hours of CHES required content. ESH staff initially developed the course along with Vandal Health Education Coordinator on a temporary basis (HS 404) with the plan to make it a permanent elective course. The instruction for the course is written into the position description of the Vandal Health Education Coordinator (see attached) and the Assistant Vice Provost for Student Affairs has provided documentation in support of this agreement. (See attached letter). Additional instructional resources are not needed. Students pay $20.00 for the course book and the CPE examination. Any updates to the course content from the BACCHUS Network will be purchased through Vandal Health Education. Methods of course assessment include student evaluation, pre and post learning objective measures and periodic course feedback.

**Dan 211 Dance Conditioning (1 cr)**

Learn and apply current conditioning and cross-training tools and practices designed to support the training of the 21st century dancer. Students can expect to learn more about the dancing body with anatomical references, individuals needs to support a long and healthy dance career, general fitness components, and current trends in dance conditioning.

*Course offered via distance:* No  
*Geographic Area Availability:* Moscow  
*Rationale:* The professional dance field of the 21st century requires individual knowledge of training modalities and conditioning practices that can best support a dancer’s performance, teaching, and/or choreography interests and career. The addition of this course will strengthen the Dance Program’s mission of developing and furthering knowledge of healthy practices of dance professionals. This course fits into faculty research endeavors and interests to further the development of healthy practices in the dance field. Multiple dance faculty hold additional certifications in addition to terminal degrees, which will support and strengthen the foundation of this course.

Work load will be managed through DAN course scheduling adjustments by alternating course offerings and with rearrangement of course scheduling for a more equal distribution of faculty teaching loads annually.

**AT 543 Neuroscience for Athletic Trainers (3 cr)**
Short course title: NEUROSCIENCE

This course will provide students foundational knowledge of neuroscience and how its application for common neuromuscular conditions (e.g. acute and chronic pain, somatic dysfunction, and motor neuron disorders) can be utilized in the clinical practice of athletic training to improve therapeutic outcomes. Students will examine and synthesize current research and case studies based on neuroscience principles and applications to ascertain the most appropriate therapeutic interventions to be utilized to improve patient healing and satisfaction.

Course offered via distance: Yes
Geographic Area Availability: Moscow
Rationale: Neuroscience For Athletic Trainers was made a temporary addition in the 2014-15 academic year. We have assessed its value through student evaluations, learning objectives, and course products during that time. Feedback was positive both from the instructor and student perspectives. The content of this course fits with the program philosophy and goals and better prepares our students for their professional examination. No new workload. Course will replace Advanced Exercise Physiology for ATs. This course has already been taught as a temporary class.

2. Drop the following course

AT 539 Advanced Exercise Physiology (3 cr)

Advanced exercise physiology as related to training, conditioning, prevention of injuries and illnesses, as an adjunct to treatment of certain disease states. 2 hours lecture / two hours lab.

Rationale: Course was replaced with Neuroscience (temporarily) in the 2014-2015 year. There are no students who still need to complete AT 539 to satisfy the requirements of the athletic training program. We will be replacing AT 539 with the proposed permanent neuroscience for ATs.

3. Change the following courses

Dan 360 Teaching Creative Dance for Children (1 cr)

Basic principles and techniques rooted in developmental movement patterns for teaching dance in early childhood through middle school age children and integrating creative movement and dance into the curriculum and other course subjects; emphasis on content, methods, and resource material. As a service learning based course, students will complete a practicum project in the local school district. Lecture and lab are integrated in class, once a week.

Prereq: EDCI 301 or MVSC 201 or permission
Coreq: EDCI 320 and EDCI 322 and EDCI 325 and EDCI 409 or permission

Course offered via distance: No
Geographic Area Availability: Moscow, Coeur d’Alene
Rationale: The addition of MVSC 201 as a course prerequisite will support ease of registration by PE and DAN majors required to take this course, and will minimize registration override requests. MVSC 201 lays a foundation for understanding healthy active lifestyles and fitness components, providing foundational knowledge necessary in promoting physical activity/movement in education.

Dan J384/J584 Dance Composition I (32 cr)

Study of fundamental elements of dance composition and application of improvisation skills to movement creation. Additional movement research projects/assignments for graduate students will
be individually directed and determined with instructor guidance. Majors and minors have priority; non-majors/minors may take the course by instructor permission. (Spring only)

Prereq: Dan 284

Course offered via distance: No
Geographic Area Availability: Moscow
Rationale: No additional resources are required to make these changes; increase of DAN course credits will be absorbed in current teaching loads through course scheduling adjustments by alternating course offerings and with rearrangement of course scheduling for a more equal distribution of faculty teaching loads annually. All changes are based upon faculty expertise and student evaluations/feedback, which will support student success in the program.

This additional credit will also minimize the number of elective credits required for the major, which is currently over 20 credits, supporting timely completion of the degree and recruitment/retention.

Dan 385 Dance Composition II (32 cr)
Intermediate to advanced exploration of choreographic procedures and performance. (Fall, Alt/years)

Prereq: Dan 284 and Dan 384

Course offered via distance: No
Geographic Area Availability: Moscow
Rationale: No additional resources are required to make these changes; increase of DAN course credits will be absorbed in current teaching loads through course scheduling adjustments by alternating course offerings and with rearrangement of course scheduling for a more equal distribution of faculty teaching loads annually. All changes are based upon faculty expertise and student evaluations/feedback, which will support student success in the program.

This additional credit will also minimize the number of elective credits required for the major, which is currently over 20 credits, supporting timely completion of the degree and recruitment/retention.

Dan J422/J522 Labanalysis (2-3 cr)
An exploration of movement concepts based on Rudolf Laban’s principles of Efforts, Shape, and Space. Additional projects/assignments will be included for graduate students include a research paper on Irmgard Bartenieff. (Spring, Alt/years)

Course offered via distance: No
Geographic Area Availability: Moscow
Rationale: This course has been previously instructed with a 2-3 credit variable option. No additional resources are required to make the credit changes; increase of DAN course credits will be absorbed in current teaching loads through course scheduling adjustments by alternating course offerings and with rearrangement of course scheduling for a more equal distribution of faculty teaching loads annually. All changes are based upon faculty expertise and student evaluations/feedback, which will support student success in the program.

This additional credit will also minimize the number of elective credits required for the major, which is currently over 20 credits, supporting timely completion of the degree and recruitment/retention.

Dan 522 Labanalysis (2-3 cr)
See J422/J522

Course offered via distance: No
Geographic Area Availability: Moscow
Rationale: This course has been previously instructed with a 2-3 credit variable option. No additional resources are required to make the credit changes; increase of DAN course credits will be absorbed in current teaching loads through course scheduling adjustments by alternating course offerings and with rearrangement of course scheduling for a more equal distribution of faculty teaching loads annually. All changes are based upon faculty expertise and student evaluations/feedback, which will support student success in the program.

This additional credit will also minimize the number of elective credits required for the major, which is currently over 20 credits, supporting timely completion of the degree and recruitment/retention.

Dan 584 Dance Composition I (32 cr)
See DAN J384/J584

Course offered via distance: No
Geographic Area Availability: Moscow
Rationale: No additional resources are required to make these changes; increase of DAN course credits will be absorbed in current teaching loads through course scheduling adjustments by alternating course offerings and with rearrangement of course scheduling for a more equal distribution of faculty teaching loads annually. All changes are based upon faculty expertise and student evaluations/feedback, which will support student success in the program.

This additional credit will also minimize the number of elective credits required for the major, which is currently over 20 credits, supporting timely completion of the degree and recruitment/retention.

PEP 134 Skill and Analysis of Recreation and Outdoor Activities (1 cr)

This course is designed to develop proficiency in basic skills, strategies, rules, ethics, teaching skills and designing teaching progressions and curricular models for recreation and outdoor activities (e.g. snow shoeing, wall climbing, orienteering, geocaching, skating, bicycling, hiking, camping). Field trips required.

Course offered via distance: No
Geographic Area Availability: Moscow
Rationale: When we proposed this course change last year but we inadvertently forgot to describe that Field Trips are Required. Since the course relates to experiencing and learning about outdoor and recreational activities it will necessitate some time to be spent in a field trip doing such activities as hiking, snow shoeing, camping etc..

PEP 300 Applied Human Anatomy and Biomechanics (32 cr)

This course is designed to provide the student with the anatomical and biomechanical knowledge essential to conduct a systematic qualitative analysis of human movement in clinical, educational, performance, and wellness settings. Two hrs of lec, two hrs of lab per wk.

Prerequisite: Biol 120

Course offered via distance: No
Geographic Area Availability: Moscow
**Rationale:** Historically, Dance and Physical Education majors took a 2-credit version of the course, while Exercise Science and Health majors took a 3-credit version. Due to recent curriculum changes, Dance and Physical Education majors are no longer allowed to take the 2-credit version. Therefore, we would like to remove the 2-credit option. This change has no impact on instructor workload or assessment.

4. Change the following curricular requirements in all Movement Sciences degrees and degree tracks

Courses required in all majors in the Department of Movement Sciences:
MvSc 201 Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles (3 cr)

The following additional department courses are required in the Dance (B.S. Dance) degree, Exercise Science and Health (B.S. E.S.H.) Physical Education Teacher Certification (PETC) Track, and in Exercise Science and Health Certified Health Education Specialist (CHES) certification in the Department of Movement Sciences, and offered as an elective in the Recreation (B.S. Rec.) degree.

MvSc 429 Leadership, Pedagogy and Program Planning for Healthy Active Lifestyles (3 cr)
MvSc 486 Marketing, Implementation and Evaluation for Healthy, Active Lifestyles (1 cr)

**Distance Education:** 50% or more of the requirements cannot be completed via distance

**Geographic Area Availability:** Moscow

**Rationale:** The Exercise Science and Health (B.S. E.S.H) degree, specifically, the tracks other than the Physical Education Teacher Certification Track, will no longer require students to complete MvSc 429 and MvSc 486. The Recreation (B.S. Rec.) degree will no longer require MvSc 429 and MvSc 486. In each of these programs, MvSc 429 and MvSc 486 will be optional or elective courses for students who have career goals aligned with the outcomes of these courses. The required change has the potential to allow for the reassignment of faculty and teaching assistant loads within the department.

5. Change the following curricular requirements in Dance (B.S.Dan.)

A successful audition is required for admission to the degree program. To graduate in this program, a minimum grade of ‘C’ must be earned in all required courses. To participate in departmental productions, a student must maintain a minimum GPA of 2.50. Please contact the Department of Movement Sciences at (208) 885-7921 for audition information. Required coursework includes the university requirements (see regulation J-3), the Department of Movement Sciences core course MVSC 201 and the following course work:

Biol 120 Human Anatomy (4 cr)
Dan 101 Dance Seminar (1 cr)
Dan 210 Dance Performance (4 cr)
DAN 211 Dance Conditioning (1 cr)
Dan 284 Dance Improvisation (1 cr)
Dan 320 Labanotation (3 cr)
Dan 321 Dance Pedagogy (3 cr)
Dan 360 Teaching Creative Dance for Children (1 cr)
Dan 384 Dance Composition I (32 cr)
Dan 385 Dance Composition II (32 cr)
Dan 410 Pre-professional Dance Performance (4 cr)
Dan 412 Choreography Lab (2 cr)
Dan 421 Dance History and Contemporary Views (3 cr)
Dan 422 Labanalysis (2-3 cr)
Dan 490 Senior Project (2 cr)

MVSC 429 Leadership, Pedagogy and Program Planning for Healthy Actice Lifestyles (3 cr)
MVSC 486 Marketing, Implementation and Evaluation for Healthy Active Lifestyles (1 cr)
Pep 300 Applied Human Anatomy and Biomechanics (23 cr)
PEP 360 Motor Behavior (3 cr)

Technique (Must include a minimum of 6 semesters each of ballet and modern. Students may retake the same technique class up to 8 times and/or supplement their training in Dan 216/Dan 416 course offerings to meet their 16 cr requirement). Students must take a minimum of 2 semesters of Dan 416 in both ballet and modern) (16 cr):
Dan 216 Techniques (1 cr, max arr)
Dan 416 Advanced Technique (1 cr, max arr)

Two of the following courses (2 cr):
MusA 114 Studio Instruction (voice or piano) (1 cr, max arr)
MusA 145 Piano Class for Music Majors/Minors (1 cr)
MusA 146 Piano Class for Music Majors/Minors (1 cr)
MusA 147 Voice Class (1 cr)
MusA 365 Chamber Ensemble (1 cr, max arr)

One of the following courses (2-3 cr):
The 105 Basics of Performance (3 cr)
The 202 Costume Design (3 cr)
The 205 Lighting Design (3 cr)
The 320 Theatre Management (2 cr)

Courses to total 128 credits for this degree

Distance Education: 50% or more of the requirements cannot be completed via distance
Geographic Area Availability: Moscow
Rationale: There is no requested change in the total credit requirement for the B.S. degree in
dance. The redistribution of credits will absorb some of the 20+ elective credits required for the
major, supports student growth, reflects actual course work, and provides a stronger foundation
for excellence in the program; therefore supporting both retention and recruitment. This credit
arrangement is more factual in how credit hours are linked to student time/work requirements and
will support timely completion of the dance degree.

No additional resources are required to make these changes; increase of DAN course credits will
be absorbed in current teaching loads through course scheduling adjustments by alternating
course offerings and with rearrangement of course scheduling for a more equal distribution of
faculty teaching loads annually. All changes are based upon faculty expertise and student
evaluations/feedback, which will support student success in the program.

MVSC 429 and 486 were previously required of all MVSC majors as part of the MVSC core
courses and were listed in the catalog under this heading. Dance will continue to require these
courses of the major even though these courses are being eliminated as a requirement of all
MVSC majors, which is why these courses are now appearing on the list of coursework
requirements. PEP 300 will no longer be offered with a 2-3 credit option, which makes a credit
load increase to 3 credits necessary. Feedback in this course has strongly indicated that students
perform at a much more successful rate when completing the 3 credit option, versus 2. No new
resources are required for these courses.

6. Change the following curricular requirements in Exercise Science and Health (B.S.E.S.H.)

Exercise Science & Health majors must maintain a UI cumulative GPA of 2.30 or better in order to
enroll in 300-level or higher Movement Science sequence coursework. In addition, Exercise Science & Health majors must have a UI cumulative GPA of 2.30 or greater to graduate. Acceptance into the Teacher Education program for the Physical Education Track requires a minimum GPA of 2.75.
Required course work includes the university requirements (see regulation J-3), the Department of Movement Sciences core, and the following.

Biol 120 Human Anatomy (4 cr)
Biol 121 Human Physiology (4 cr)
Comm 101 Fundamentals of Public Speaking (2 cr)
FCS 205 Concepts in Human Nutrition (3 cr)
H&S 245 Introduction to Athletic Injuries (3 cr)
H&S 451 Psychosocial Determinants of Health (3 cr)
PEP 100 Introduction to Exercise Science & Health (1 cr)
PEP 300 Applied Human Anatomy and Biomechanics (3 cr)
PEP 360 Motor Behavior (3 cr)
PEP 418 Physiology of Exercise (3 cr)
PEP 455 Design & Analysis of Research in Movement Sciences (3 cr)
PEP 493 Fitness Assessment and Prescription (3 cr)

One of the following tracks:

**Fitness, Health, and Human Performance Track**
H&S 288 First Aid: Emergency Response (or current Emergency Response or First Aid/CPR certification) (2 cr)
H&S 450 Critical Health Issues (3 cr)
MvSc 445 Internship Preparation and Professional Development (1 cr)
PEP 495 Practicum (2 cr)
PEP 498 Internship in Exercise Science & Health (summer preferred) (9 cr)
PE activity/skill classes (see advisor for selection) (4 cr)
One of the following (3 cr):
Engl 207 Persuasive Writing (3 cr)
Engl 208 Personal and Exploratory Writing (3 cr)
Engl 313 Business Writing (3 cr)
Engl 317 Technical Writing (3 cr)
One of the following (3 cr):
H&S 490 Health Promotion (3 cr)
PEP 305 Applied Sports Psychology (3 cr)
One of the following (1 cr):
PEP 132 Skill and Analysis of Striking and Net/Wall Activities (1 cr)
PEP 133 Skill and Analysis of Target and Invasion Activities (1 cr)
PEP 134 Skill and Analysis of Recreation and Outdoor Activities (1 cr)

**Pre-Physical Therapy Track**
Chem 111 Principles of Chemistry I and Lab (4 cr)
Chem 112 Principles of Chemistry II and Lab (5 cr)
H&S 450 Critical Health Issues (3 cr)
MvSc 445 Internship Preparation and Professional Development (1 cr)
PEP 495 Practicum (2 cr) (Two at 1 credit each)
PEP 498 Internship in Exercise Science & Health (summer preferred) (9 cr)
Phys 111, Phys 111L General Physics I and Lab (4 cr)
Phys 112, Phys 112L General Physics II and Lab (4 cr)
Stat 251 Statistical Methods (3 cr)
PE activity/skill classes (see advisor for selection) (3 cr)
One of the following (3 cr):
Psyc 305 Developmental Psychology (3 cr)
Psyc 311 Abnormal Psychology (3 cr)

One of the following (1 cr):
PEP 132 Skill and Analysis of Striking and Net/Wall Activities (1 cr)
PEP 133 Skill and Analysis of Target and Invasion Activities (1 cr)
PEP 134 Skill and Analysis of Recreation and Outdoor Activities (1 cr)

**Pre-Athletic Training Track**
AT 506 Clinical Anatomy I (3 cr)
AT 507 Care and Prevention of Injuries and Illnesses (3 cr)
AT 508 Evaluation and Diagnosis of Injuries and Illnesses I (4 cr)
AT 509 Principles of Rehabilitation (3 cr)
AT 510 Therapeutic Modalities (2 cr)
AT 511 Ethics and Administration in Athletic Trainers (3 cr)
AT 512 Research Methods & Statistics I (3 cr)
AT 520 Clinical Education I (2 cr)
AT 521 Clinical Experience I (4 cr)
AT 587 Prevention and Health Promotion in Athletic Training (3 cr)
H&S 288 First Aid: Emergency Response (or current Emergency Response or First Aid/CPR certification) (2 cr)
PEP 171 Athletic Training Clinical Experience I - Observation (1 cr)
PEP 495 Practicum (1 cr)

Courses to total 120 credits for this degree

*Note: Students in the Pre-Athletic Training Track who are admitted into the MSAT program after their junior year may transfer up to 30 credits from their first two terms of graduate level course work in the Master of Science in Athletic Training towards their Bachelor of Science Degree in Exercise Science with an Athletic Training Track. For more information on the MSAT see the Graduate Degree Programs section for this department.

**Physical Education Teacher Certification Track**
EDCI 201 Contexts of Education (2 cr)
EDCI 301 Learning, Development, and Assessment (3 cr)
EDCI 401 Internship Seminar (1 cr)
EDCI 453 Phonics, Phonological Awareness, Fluency, and Assessment (1 cr)
EDCI 463 Literacy Methods for Content Learning (3 cr)
H&S 288 First Aid Emergency Response (2 cr)
MVSC 429 Leadership, Pedagogy and Program Planning for Healthy Active Lifestyles (3 cr)
MVSC 486 Marketing, Implementation and Evaluation for Healthy, Active Lifestyles (1 cr)
PEP 412 Elementary Methods in Physical Activity Pedagogy (3 cr)
PEP 413 Foundations and Assessment in Physical Activity Pedagogy (3 cr)
PEP 421 Secondary Methods in Physical Activity Pedagogy (3 cr)
PEP 424 Inclusive Physical Education and Recreation (3 cr)
PEP 484 Internship in Physical Education Teaching (15 cr)
One of the following (3 cr):
Engl 207 Persuasive Writing (3 cr)
Engl 208 Personal and Exploratory Writing (3 cr)
Engl 313 Business Writing (3 cr)
Engl 317 Technical Writing (3 cr)
Five credits of the following (5 cr):
PEB 108 Water-Based Sports and Fitness Activities (1 cr)
PEP 107 Movement Fundamentals (1 cr)
PEP 132 Skill and Analysis of Striking and Net/Max Wall Activities (1 cr)
PEP 133 Skill and Analysis of Target and Invasion Activities (1 cr)
PEP 134 Skill and Analysis of Recreation and Outdoor Activities (1 cr)

Courses to total 120 credits for this degree

Additional Requirements for Health Certification:
H&S 423 School Health Education Methods and Administration (3 cr)
H&S 450 Critical Health Issues (3 cr)
One of the following:
FCS 240 Intimate Relationships (3 cr)
Psyc 330 Human Sexuality (3 cr)

**Distance Education:** 50% or more of the requirements cannot be completed via distance

**Geographic Area Availability:** Moscow

**Rationale:** MVSC 429, 486 were previously required of all MVSC majors as the MVSC core courses and were listed in the catalog under this heading. The Physical Education Teacher Education track will continue to require these courses of the major even though the core is being eliminated as a requirement of all MVSC majors. These courses now appear on the list of coursework requirements. There will be no added workload, since these courses have been offered for several years. There will be no impact on accreditation and assessment.

7. Change the following curricular requirements in Recreation (B.S.Rec.)

A minimum cumulative university GPA of 2.25 is required of all recreation majors who seek to take upper-division courses. Recreation majors must also achieve a minimum cumulative university GPA of 2.25 to graduate with a B.S.Rec. degree.

Required course work includes the university requirements (see regulation J-3), an academic minor or 20 credits in an approved cognate area of study, the Department of Movement Sciences [MVSC 201 core course](#) and the following coursework:

- Comm 101 Fundamentals of Public Speaking (2 cr)
- Rec 104 Introduction to Recreation, Parks, and Tourism Professions (3 cr)
- Rec 107 Outdoor Recreation and Tourism Pursuits (3 cr)
- Rec 240 Recreation Activities, Programming and Marketing (3 cr)
- Rec 260 Foundations of Leisure and Society (3 cr)
- Rec 280 Recreation Practicum in Recreation, Parks and Tourism (1 cr)
- Rec 370 Leisure, Health and Human Development (3 cr)
- Rec 395 Diversity in Recreation, Parks and Tourism (3 cr)
- Rec 424 Inclusive Physical Education and Recreation (3 cr)
- Rec 485 Trends in Recreation, Parks and Tourism (3 cr)
- Rec 498 Internship in Recreation, Parks and Tourism (9 cr)

Additional courses selected from the following (6 cr):
- Rec 254 Camp Leadership in Recreation and Sport (3 cr)
- Rec 310 Outdoor and Adventure Leadership (3 cr)
- **Rec 395 Diversity in Recreation, Parks and Tourism (3 cr)**
- Rec 408 Experiential Education and Adventure Recreation (3 cr)
- Rec 204 or Rec 404 Special Topics (cr arr)
- Rec 299 or Rec 499 Directed Study (cr arr)
- **MVSC 429 Leadership, Pedagogy and Program Planning for Healthy Active Lifestyles (3 cr);**
  **MVSC 486 Marketing, Implementation and Evaluation for Healthy, Active Lifestyles (1 cr)**

One of the following (2-3 cr):
- H&S 288 First Aid: Emergency Response (2 cr)
- Rec 290 Wilderness First Responder (or Emergency Responder Certification) (32 cr)

One of the following (32-43 cr):
- CSS 310 Social Research Methods in Conservation (4 cr)
- Rec 455 Design & Analysis of Research in Movement Sciences (3 cr)

One of the following (3 cr):
- Engl 207 Persuasive Writing (3 cr)
- Engl 313 Business Writing (3 cr)
Engl 317 Technical Writing (3 cr)

Four credits of the following courses (only two may be B.I.P. courses, Dan 105 or PEB 106, PEB 107, PEB 108) selected from Dan 105; PEB 106, PEB 107, PEB 108, PEP 132, PEP 133, PEP 134, PEP 135, or PEP 136; Rec 222, Rec 223, Rec 224, Rec 225, or Rec 227

Courses to total 120 credits for this degree

**Distance Education:** 50% or more of the requirements cannot be completed via distance

**Geographical Area Availability:** Moscow

**Rationale:** REC 395 as a requirement instead of elective: Feedback from students taking this course, and review of peer institutions nationally, prompted this curricular change. This change will not prompt new workload for the department, as it was already being taught as an elective on the same cycle.

MVSC 429/MVSC 486 as an elective instead of requirement: Feedback from students, and department needs for capping the class size, has prompted this curricular change. This change will not prompt new workload for department, as it was already being taught as a requirement on the same cycle.

HBM 381 is a WSU Cooperatively Offered Course. This course was in a previous year curriculum sheet and we would like our students to be aware of this course as an elective option for the major. No change in workload will occur from this action.

Change of not limiting the number of B.I.P. courses of the 4 credits required will help ensure enrollment minimums are met in these courses. It will not prompt new workload because these courses are already being offered.

Change of credit ranges to reflect the correct course credit amounts.

**REC 290** is a 3-credit and not a 2-credit course; changed accordingly.

8. Change the following curricular requirements in the **Dance Minor**

| Dan 210 | Dance Performance (2 cr) |
| Dan 284 | Dance Improvisation (1 cr) |
| Dan 321 | Dance Pedagogy (3 cr) |
| Dan 360 | Teaching Creative Dance for Children (1 cr) |
| Dan 384 | Dance Composition I (2-3 cr) |
| Dan 421 | Dance History and Contemporary Views (3 cr) |

**Two to three credits** One of the following courses (2-3 cr):  
| Dan 320 | Labanotation (3 cr) |
| Dan 385 | Dance Composition II (2-3 cr) |
| Dan 422 | Labanalysis (2-3 cr) |

**Six credits selected from Ballet or Modern (6 cr):**  
| Dan 216 | Techniques (1 cr, max arr) |
| Dan 416 | Advanced Technique (1 cr, max arr) |

**Two credits selected from Jazz or World Dance, other dance idioms (2 cr):**  
| Dan 216 | Techniques (1 cr, max arr) |
| Dan 416 | Advanced Technique (1 cr, max arr) |
Courses to total 21, 24 credits for this minor

**Distance Education:** 50% or more of the requirements cannot be completed via distance

**Geographic Area Availability:** Moscow

**Rationale:** The redistribution of credits supports student growth, reflects actual course work and provides a stronger foundation for excellence in the program; therefore supporting both retention and recruitment. This credit arrangement is more factual in how credit hours are linked to time/work requirements. No additional resources are required to make these changes. All courses are offered for the major and must be instructed regardless. Increase of DAN course credits will be absorbed in current teaching loads through course scheduling adjustments by alternating course offerings and with rearrangement of course scheduling for a more equal distribution of faculty teaching loads annually. All changes are based upon faculty expertise and student evaluations/feedback, which will support student success in the program. In addition, a 24 credit load for the dance minor is more closely in line with other regional institution dance minor requirements.