

**College of Education, Health and Human Sciences**  
**Proposed Catalog Changes**  
**Effective Summer 2020**

**Department of Curriculum and Instruction**

1. Add the following courses:

**CTE 423 InSpIRE New CTE Teacher Preparation**

**1-15 credits**

Joint-listed with CTE 523

Cohort program for the preparation of new Idaho Career and Technical Education teachers entering the profession from industry.

**Prereq:** Completion of the University of Idaho's Idaho Career & Technical Education InSpIRE New CTE Teacher preparation cohort program.

**Distance Availability:** Yes

**Geographical Area:** Online

**Rationale:** This course will provide Idaho CTE teachers who have completed the UI's InSpIRE program the opportunity to use the experience to earn credits toward a Bachelor's of Education in CTE, Workforce Training and Development Option. The expectations and requirements of the program are the equivalent of five, three credit CTE teacher preparation courses.

**CTE 523 InSpIRE New CTE Teacher Preparation**

**1-15 credits**

Joint-listed with CTE 423

Cohort program for the preparation of new Idaho Career and Technical Education teachers entering the profession from industry.

**Prereq:** Completion of the University of Idaho's Idaho Career & Technical Education InSpIRE New CTE Teacher preparation cohort program.

**Distance Availability:** Yes

**Geographical Area:** Online

**Rationale:** This course will provide Idaho CTE teachers who have completed the UI's InSpIRE program the opportunity to use the experience to earn credits toward a Bachelor's of Education in CTE, Workforce Training and Development Option. The expectations and requirements of the program are the equivalent of five, three credit CTE teacher preparation courses.

**ED 533 College Teaching Apprenticeship**

**1-6 credits**

This class enables doctoral students to gain experience in college teaching under the supervision of a faculty member.

**Distance Availability:** Yes

**Geographical Area:** Moscow, Coeur d'Alene, Boise

**Rationale:** The College of Education, Health and Human Sciences proposes the creation of a credit-bearing course available to EHHS masters, specialist, and doctoral candidates. This will allow for the representation of teaching experiences during the graduate program on transcripts. Of particular importance is the need for graduate students in areas without undergraduate TA opportunities to gain experiences under the direct supervision of a faculty member. Certain fields only have masters and doctoral studies with no undergraduates. As such, those students who seek to become professors in that field have very limited or no opportunities to show expertise in teaching prior to their first faculty assignment. This course gives them transcribed evidence of teaching experience.

### **EDCI 206 Introduction to Language & Linguistics**

#### **3 credits**

This course is part of planned program of studies in the College of Education at the University of Idaho. It provides answers to basic questions about the nature of human language by exploring sound patterns, morphological processes, and syntactic structures. It facilitates understanding of language acquisition, its variation, and history; exercises from a variety of languages, with emphasis on American English.

**Distance Availability:** Yes

**Geographical Area:** Online

**Rationale:** By adding this course to the EDCI curriculum, students will be able to access a course that is mandatory for at least two endorsement areas in elementary and secondary education (English as a New Language and Literacy).

### **EDSP 120 Vandal QUEST Employment Internship**

#### **3 credits, max 12**

This internship is designed for students enrolled in the Career and Community Studies Certificate program certificate program (Vandal QUEST). Vandal QUEST (Quality Undergraduate Education to Support Transition) is a program for students with intellectual disability Students will engage in an on-campus internship to develop job skill and learn work-related soft skills in authentic job settings.

**Prereq:** Admission in to Career and Community Studies Certificate program

**Rationale:** In addition to financial incentives, there are a multitude of benefits associated with employment. For many people, jobs or careers help define who they are (both internally and by others), provide opportunities for social engagement, expand circles of support, and provide a structure for time. When considering these benefits, it is especially troubling that individuals with intellectual disabilities are under-employed when compared to the general population. EDSP 120 focuses on developing work skills for students with intellectual disabilities for that they are better prepared to make contributions to their community by finding and maintaining employment.

The development of this course for students with Intellectual Disabilities (ID) is well-aligned with the University of Idaho Mission Summary Statement (The University of Idaho will shape the future through innovative thinking, community engagement and transformative education). In addition, the offering of this course is well-aligned with the goals of the university. EDSP 120 provides an opportunity to collaborate with the community and stakeholders to address a

societal need, while promoting economic development and financial self-reliance (Engage). This curricular innovation provides greater access to educational opportunities to meet the evolving needs of society (Transform). Providing genuine opportunities for students with intellectual disabilities enhances our diverse campus (Cultivate).

This course is a mandatory component of the Career and Community Studies Certificate program (i.e., Vandal QUEST), a non-degree offering for students with ID.

Addition of this course simply codifies work a faculty member is already doing anyway. There are no additional resources necessary to deliver it and it will not catalyze a modification to position descriptions.

## 2. Change the following courses:

### **EDCI 408 Integrated Elementary Methods ~~Practicum I~~**

#### **~~1~~ 3 credits**

Implementation of content mathematics/science/social studies methods, research, curricula, and technology in K-8 elementary classrooms with specific focus on culturally responsive management of a classroom and social-emotional learning, including recognition of early warning signs in students. Course will include 30 hours in K-8 classrooms ~~and 15 hours of associated scheduled activities~~.

**Prereq:** EDCI 302 or Permission

**Coreq:** EDCI 302, EDCI 322, EDCI 325 or permission; OR EDCI 327, EDCI 328, EDCI 329 and EDCI 410; or Permission

**Geographical Area:** Moscow, Coeur d'Alene

**Rationale:** Completer surveys, alumni surveys, supervisor surveys, feedback from mentor teachers, and data gleaned from case study research indicate there is a need to strengthen Idaho teacher graduates' abilities to manage a classroom. Additionally, the Idaho State Board of Education is seeking to increase teachers' awareness of social-emotional learning of teachers and their students.

Recent curricular changes have reduced the number of credits required of B.S.Ed. elementary candidates to 118. Changes in the past two years include the removal of an extra science requirement (four credits) and the reduction of EDCI 302 by one credit. This would increase the number to 120.

### **EDCI 409 Integrated Methods Practicum II**

#### **1 credit**

Implementation of ~~literacy and arts~~ elementary content methods, research, curricula, and technology in ~~elementary~~ K-8 classrooms. Course will include 30 hours in K-8 classrooms and 15 hours of associated scheduled activities.

**Prereq:** ~~EDCI 302~~ EDCI 408 or Permission

**Coreq:** EDCI 320, EDCI 322, EDCI 325, and DAN 360; or Permission; OR EDCI 327, EDCI 328, ECCI 329 and EDCI 410 or permission.

**Geographical Area:** Moscow, Coeur d'Alene

**Rationale:** Revisions to EDCI 408 and 409 will funnel students through 408 (under consideration for revision to a three-credit course) first and then to 409 rather than associating one with one integrated block and the other with the other integrated block. This proposal accomplishes part two of that goal.

3. Change the following curricular requirements to the **B.S.Ed. Elementary Education**:

**Elementary Education (B.S.Ed.)**

Required course work includes the university requirements (see [regulation J-3](#)), successful completion of Praxis II test, the Idaho Comprehensive Literacy Assessment parts 1 and 2 prior to the internship, and completion of requirements for a subject area endorsement as outlined by the Idaho State Board of Education requirements for a Standard Secondary Certificate. Students must maintain minimum 2.75 GPAs and earn grades of C or above in the following courses:

COMM 101	Fundamentals of Oral Communication	2
EDCI 201	Contexts of Education	3
EDCI 301	Lrng, Dvlpmnt, & Assessment	3
EDCI 302	Teaching Culturally Diverse Learners	3
EDCI 321	Literature for Children	3
EDSP 300	Educating for Exceptionalities	3
EDCI 466	Literacy Assessment and Intervention	3
HIST 101 or HIST 102	World History I World History II	3
HIST 111 or HIST 112	United States History I United States History II	3
MATH 143	College Algebra	3
MTHE 235	Mathematics for Elementary Teachers I	3
MTHE 236	Mathematics for Elementary Teachers II	3
PEP 350	Elementary Health and Physical Education	3
PSYC 305	Developmental Psychology	3
Select one Advanced Composition Elective course:		3
ENGL 207	Persuasive Writing	
ENGL 208	Personal & Exploratory Writing	
ENGL 291	Beginning Poetry Writing	
ENGL 292	Beginning Fiction Writing	
ENGL 309	Rhetorical Style	
ENGL 313	Business Writing	
ENGL 317	Technical Writing	
ENGL 401	Writing Workshop for Teachers	
Select one English Elective in Composition or Literature <sup>1</sup>		3
Select one Literature Elective		3
Select 6 credits of Social Science Electives other than Psychology		6

<b>Elementary Education Major Requirements</b>		
<b><i>Mathematics/Science/Social Studies/Technology Block</i></b>		
EDCI 327	Elementary Math Education	3
EDCI 328	Elementary Social Studies Educ	3
EDCI 329	Elementary Science Educatn	3
EDCI 408	Integrated <a href="#">Elementary Methods Practicum I</a> <a href="#">Or EDCI 409</a> <a href="#">Integrated Methods Practicum II</a>	<u>1-3</u>
EDCI 410	Technology, Teaching and Learning	2
<b><i>Literacy/Arts Education Block</i></b>		
DAN 360	Teaching Creative Dance for Children	1
EDCI 320	Teaching Reading and Literacy	3
EDCI 322	Teaching Writing/Language Arts	3
EDCI 325	Elementary Art Education	3
EDCI 409	Integrated Methods Practicum II <a href="#">Or EDCI 408</a> <a href="#">Integrated Elementary Methods I</a>	<u>1-3</u>
<b><i>Internship Semester</i></b>		
EDCI 401	Internship Seminar	1
EDCI 483	Elementary Internship I	14
<b>Total Hours</b>		<b><u>94-100</u></b>

#### **Courses to total 120 credits for this degree**

- <sup>1</sup> Excluding [ENGL 101](#) Writing and Rhetoric I and [ENGL 102](#) Writing and Rhetoric II.

**Raionale:** EDCI 408 and 409 are currently associated with specific integrated elementary methods blocks. This proposal decouples those pairings and funnels candidates through 408 first, regardless of the block with which it is associated. EDCI 408 is simultaneously being proposed to be a three-credit course (including the practicum), allowing for time to cover culturally responsive classroom management and social-emotional learning.

4. Change the following curricular requirements to the **28-Credit Health Education Teaching Minor:**

### **Health Education**

#### **28-Credit Health Education Teaching Minor**

A current advanced first aid and emergency care card is required upon graduation.

FCS 205	Concepts in Human Nutrition	3
H&S 150 or MVSC 201	Wellness Lifestyles Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles	3
H&S 423/523	Health Education Methods	3
H&S 450	Critical Health Issues	3

H&S 451	Psychosocial Determinants of Health	3
H&S 490	Health Promotion	3
MVSC 486 or MVSC 586	Healthy Active Lifestyle Assessment and Intervention Healthy Active Lifestyle Assessment and Intervention	3
PSYC 330 <a href="#">Or FCS 240</a>	Human Sexuality <a href="#">Intimate Relationships</a>	3
Select one of the following sequences:		4
BIOL 102 & 102L	Biology and Society and Biology and Society Lab	
BIOL 115 & 115L	Cells & the Evolution of Life and Cells and the Evolution of Life Laboratory	
BIOL 120	Human Anatomy	
BIOL 154 & BIOL 155	Introductory Microbiology and Introductory Microbiology Laboratory	
<b>Total Hours</b>		<b>28</b>

**Rationale:** Rationale for approval of this request; include an explanation of how the department will manage the added workload of this new course and any relevant assessment information that applies to this course:

There will be no added workload for this change. Currently, PSYC 330 is not being offered regularly, and only in the spring. Thus, we need another course that covers similar content and meets the requirements for health teaching certification. FCS 240 meets these requirements, and is typically offered at different times than PSYC 330. This change will allow our students the ability to take the required classes in a timely matter, in particular our masters plus certification students who are only on campus for three semesters. In summary, PSYC 330 isn't planned to be offered as frequently and students need two options to meet the standards.

Assessment: PSYC 330 and FCS 240 help students meet Idaho standards for initial health teaching certification. The standards these classes specifically address are below:

Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Knowledge 4 (a) The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health; Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health. 4(b) The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury. 4(c) The teacher understands the relationship between health education content areas and youth risk behaviors. 4(d) The teacher understands how to implement Idaho Content

Standards for Literacy in Technical Subjects (Health) for grades 6-12. 4(e) The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy. Performance 4(f) The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors. Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Knowledge 5(a) The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing. Performance 5(b) The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting. 5(c) The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health. Idaho Standards for Initial Certification of Professional School Personnel Page 137 5(d) The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

### **Department of Leadership and Counseling**

1. Add the following course:

#### **AOLL 615 Research Apprenticeship in Adult, Organizational Learning and Leadership Credit arranged**

This course prepares students to be effective knowledge generators and researchers and to eventually take a place in a research-intensive job position. This position could be in a university or an R&D division of a corporation, non-profit, non-governmental organization, or k-12 setting. The purpose is to prepare students for education, organization, and social research activities in their futures. The course focus is on our collegial research projects and processes and not on traditional content sharing. While there is some content that will be shared such as CITI Training, IRB information, experiences of the instructor(s) in publishing, collaborating, grant writing, conferences, and most importantly the processes of collaborative research (including coming to the question, framing research, theoretical foundations, literature reviews, methodological decision making, data collection, data analysis, writing up research and similar research tasks), the vast majority of the course is organized in a hands-on fashion in which students engage in research alongside faculty and not just read about it, think about it, or study it.

**Distance Availability:** Yes

**Geographical Areas:** All

**Rationale:** The research apprenticeship provides an essential structured context in which graduate students learn to do research alongside faculty using actual projects that will result in presentations and publications. It also provides a collaborative space in which formal and informal mentoring occurs between faculty, senior doctoral students, and new doctoral students. The course revolves around projects that are on-going, offering opportunities for doctoral students to leadership roles in the teaching and research process. This course fills a

gap in preparing students for the independence of the dissertation process and will contribute to the immersion experience of our doctoral students.

### **Department of Movement Sciences**

1. Create the following prefix to replace the current **PEB** prefix (UCC-20-019a)

#### **IFIT (Idaho Fitness)**

**Rationale:** The Physical Education Basic (PEB) prefix needs to be updated to better reflect the mission, vision and outcomes of a credit bearing physical activity and wellness program for university students. For the new course prefix, IFIT, the “I” represents the University of Idaho and the “FIT” represents the commonly used general term fitness. In addition FITT is commonly used to describe key parameters that guide exercise prescription.

2. Add the following courses:

#### **PEP 430 Activity and Health in Movement and Leisure Sciences**

##### **3 credits**

Cross-listed with RSTM 430, joint-listed with PEP 530.

This course familiarizes students with contemporary research and professional applications of activity in relation to health and wellness using a variety of perspectives in movement and leisure sciences and related disciplines. (Fall only)

**Rationale:** This course replaces **RSTM 370**. The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments. These changes do not increase the workload of faculty in the program.

#### **RSTM 275 Moral Reasoning in Sport**

##### **2 credits**

Joint-listed with RSTM 475.

Current ethical issues in sport, such as performance-enhancing drugs, mechanization, cheating, eligibility; challenges students to creatively examine their beliefs.

**Distance Availability:** Yes

**Rationale:** The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

These changes do not increase the workload of faculty in the program.



**RSTM 425 Programming and Marketing in Movement and Leisure Sciences****3 credits**

Joint-listed with RSTM 525.

In this course, students will learn the science and art of programming and marketing with a focus on their applications in the design, implementation, and evaluation of movement and leisure programs. By the end of the course, each student will have the requisite skills to implement a program of their own design. (Fall only)

**Distance Availability:** Yes.

**Rationale:** The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

**RSTM 425** will be replacing **RSTM 240** and will be a more rigorous course than RSTM 240. The course will include more in-depth marketing, planning and evaluation assignments, as well as a more robust programming project. These changes do not increase the workload of faculty in the program.

**RSTM 430 Activity and Health in Movement and Leisure Sciences****3 credits**

Cross-listed with PEP 430, joint-listed with RSTM 530

This course familiarizes students with contemporary research and professional applications of activity in relation to health and wellness using a variety of perspectives in movement and leisure sciences and related disciplines. (Fall only)

**Distance Availability:** Yes.

**Rationale:** The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

These changes do not increase the workload of faculty in the program.

**RSTM 475 Moral Reasoning in Sport****2 credits**

Joint-listed with RSTM 275.

Current ethical issues in sport, such as performance-enhancing drugs, mechanization, cheating, eligibility; challenges students to creatively examine their beliefs.

**Distance Availability:** Yes

**Rationale:** The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and

graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

These changes do not increase the workload of faculty in the program.

### **RSTM 525 Programming and Marketing in Movement and Leisure Sciences**

#### **3 credits**

Joint-listed with RSTM 425.

In this course, students will learn the science and art of programming and marketing with a focus on their applications in the design, implementation, and evaluation of movement and leisure programs. By the end of the course, each student will have the requisite skills to implement a program of their own design. (Fall only)

**Distance Availability:** Yes.

**Rationale:** The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

**RSTM 525** is replacing **RSTM 575**. RSTM 525 will be cross-listed with RSTM 425 and include a finalized program plan assignment for graduate students that builds upon, combines and extends the Leisure Programming and Marketing Assignments.

These changes do not increase the workload of faculty in the program.

### **RSTM 530 Activity and Health in Movement and Leisure Sciences**

#### **3 credits**

Cross-listed with PEP 530, joint-listed with RSTM 430

This course familiarizes students with contemporary research and professional applications of activity in relation to health and wellness using a variety of perspectives in movement and leisure sciences and related disciplines. (Fall only)

**Distance Availability:** Yes.

**Rationale:** The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

These changes do not increase the workload of faculty in the program.

### **RSTM 590 Experience and Event Management**

#### **3 credits**

Joint-listed with RSTM 490.

This class focuses on the development and management of special events and experiences in recreation, sport, and tourism. (Spring only)

**Rationale:** The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

**RSTM 590** replaces **RSTM 596**. RSTM 590 will be cross listed with RSTM 490. 500-level students will be required to develop an Event Supervisor Plan and Evaluation Tool and Report in addition to the assignments required of the 400-level students.

These changes do not increase the workload of faculty in the program.

3. Drop the following courses:

**RSTM 260 Foundations of Recreation**

**3 credits**

History of and expanding role of leisure in modern U.S. life; emphasis on factors influencing leisure; analysis of leisure values as related to the individual and society. (Fall only)

**Rationale:** The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

Portions of content move to RSTM 104. These changes do not increase the workload of faculty in the program.

**RSTM 240 Recreation and Sport Activities, Programming, and Marketing**

**3 credits**

Introduction to recreation activities with applications to programming and marketing in leisure settings. Programming field experience required.

**Distance Availability:** Yes.

**Rationale:** The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

**RSTM 425** is replacing this course and will be a more rigorous course than **RSTM 240**. The course will include more in-depth marketing, planning and evaluation assignments, as well as a more robust programming project. These changes do not increase the workload of faculty in the program.

**RSTM 370 Health and Human Development in Recreation, Sport, and Tourism**

**3 credits**

Recreation, sport, and tourism across the lifespan (early childhood to late life). Health and human development concepts and theories. (Spring, Alt/yrs even)

**Rationale:** This course is being replaced by **PEP 430**. The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

These changes do not increase the workload of faculty in the program.

### **RSTM 395 Diversity in Recreation, Sport and Tourism**

#### **3 credits**

Delivery of recreation, sport, and tourism services to diverse populations. Analysis of diversity issues in a wide array of leisure settings.

**Rationale:** The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

These changes do not increase the workload of faculty in the program.

### **RSTM 575 (s) Leadership, Programming and Marketing**

#### **3 credits**

Studies of theories, methods, and styles of effective leadership. Includes group dynamics, motivation, team building and leadership skills. Planning and development of activity programs and implementation of marketing techniques. (Fall only)

**Rationale:** The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

**RSTM 575** will be replaced by **RSTM 525** and will be cross-listed with RSTM 425 and include a finalized program plan assignment for graduate students that builds upon, combines and extends the Leisure Programming and Marketing Assignments.

These changes do not increase the workload of faculty in the program.

### **RSTM 596 Rec and Sport Mgmt Behavior**

#### **3 credits**

Management behavior and strategies related to recreation and sport agencies, including leadership, supervision, and a variety of administrative issues. (Spring only)

Rationale: The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

**RSTM 590** will replace **RSTM 596**. RSTM 590 will be cross listed with RSTM 490. 500-level students will be required to develop an Event Supervisor Plan and Evaluation Tool and Report in addition to the assignments required of the 400-level students.

These changes do not increase the workload of faculty in the program.

4. Change the following courses:

**AT 507 Emergency Management and Care ~~and Prevention~~ of Injuries and Illnesses**

**3 credits**

Theory and practice of recognition, treatment, and prevention of injuries and illnesses.

**Distance Availability:** Yes

**Geographical Area:** Online

**Rationale:** The recommended change is proposed to better encapsulate the nature/content of the course as well as existing accreditation standards.

Our program has/currently is transitioning to meet the new standards set forth by our accrediting body for 2020. Standards (attached) 59, 65, 66, 69-72, 75, 76, 78, 81, 83, 85, 86, and 92 have all been highlighted as they are distinct focuses of AT 507. In the attached document, you'll also find that Standards 70-72, 75, 76, 85, 86, 92 are highlighted in pink – these standards in particular provided much of the rationale in changing the course title.

In view of this course and the standards, AT 507 will primarily focus on the emergent aspect and implications of relevant pathologies, scenarios, environments, etc. Within all 15 of these standards, there is an emphasis of emergent/acute care on more than half of them. Of these standards and emphases, special attention is given to emergency preparedness (e.g. creating emergency action plans), environmental emergencies (e.g. adverse weather), traumatic brain injury, hemorrhage, fractures, shock, drug overdose, cardiac, respiratory, and cervical spine compromise. All of which are existing focuses of the course. (See Commission on Accreditation of Athletic Training Education 2020 Standards)

The original inclusion of “Care and Prevention” of injuries within the title is covered and assessed in a minimum of four other courses through the rest of the MSAT curriculum. As such, placing a greater focus on emergent patient care and scene management allows for the introduction of new lessons such as intravenous fluid/medication administration.”

**AT 511 Ethics and Administration in Athletic Training**

**3 credits**

Theory and practice of ethics and administration in athletic training.

**Distance Availability:** Yes

**Geographical Area:** [Hybrid Format requiring distance learning and onsite requirements at the Moscow campus.](#)

**Rationale:** The location and delivery format are being changed to better capture student course expectations (e.g. distance learning and on-site participation at pre-determined times).

#### **AT 512 Research Methods & Statistics I**

##### **3 credits**

Theory and application of research methods for the health professions, including research design, research question development, ethical considerations, methods of measurement, and critical appraisal of the current literature.

**Distance Availability:** Yes

**Geographical Area:** [Hybrid Format requiring distance learning and onsite requirements at the Moscow campus.](#)

**Rationale:** The location and delivery format are being changed to better capture student course expectations (e.g. distance learning and on-site participation at pre-determined times).

#### **AT 513 General Medicine for Athletic Trainers**

##### **3 credits**

Theory and practice of general medical conditions related to athletic training.

**Distance Availability:** Yes

**Geographical Area:** [Hybrid Format requiring distance learning and onsite requirements at the Moscow campus.](#)

**Rationale:** The location and delivery format are being changed to better capture student course expectations (e.g. distance learning and on-site participation at pre-determined times).

#### **AT 514 Psychology of Injury and Referral**

##### **3 credits**

Theory and practice of the psychology of injury and referral in Athletic Training.

**Distance Availability:** Yes

**Geographical Area:** [Hybrid Format requiring distance learning and onsite requirements at the Moscow campus.](#)

**Rationale:** The location and delivery format are being changed to better capture student course expectations (e.g. distance learning and on-site participation at pre-determined times).

#### **AT 533 ~~Applied~~ [Integrated](#) Rehabilitation Techniques**

##### **3 credits**

Theory and practice of rehabilitation techniques as applied to individual physical pathologies.

**Rationale:** Adjusted title to better capture the course content and rationale. No expected changes in workload.

#### **AT 536 Research Methods & Statistics II**

##### **3 credits**

This course introduces quantitative research design, methods of measurement, and data analysis skills for health care professionals. Students will develop an understanding of quantitative design, while also developing skills to perform and interpret basic data analysis procedures relevant to athletic training.

**Distance Availability:** Yes

**Geographical Area:** [Hybrid Format requiring distance learning and onsite requirements at the Moscow campus.](#)

**Rationale:** The location and delivery format are being changed to better capture student course expectations (e.g. distance learning and on-site participation at pre-determined times).

#### **AT 540 Pharmacology for Athletic Trainers**

**3 credits**

Clinical pharmacology for athletic trainers as it relates to athletic training educational competencies.

**Distance Availability:** Yes

**Geographical Area:** [Hybrid Format requiring distance learning and onsite requirements at the Moscow campus.](#)

**Rationale:** The location and delivery format are being changed to better capture student course expectations (e.g. distance learning and on-site participation at pre-determined times).

#### **AT 541 Seminar in Athletic Training II**

**2 credits**

Seminar addresses a year two comprehensive exam process. All topics learned in both years of the program are eligible for testing.

**Distance Availability:** Yes

**Geographical Area:** [Hybrid Format requiring distance learning and onsite requirements at the Moscow campus.](#)

**Rationale:** The location and delivery format are being changed to better capture student course expectations (e.g. distance learning and on-site participation at pre-determined times).

#### **AT 542 Scientific Inquiry and Research Presentation**

**3 credits**

This course will provide students with the foundational knowledge to evaluate scholarship and prepare works for scholarly dissemination. MSAT students will present their research findings to the group of faculty and students. All presentations will be graded by the faculty and be accepted or rejected.

**Distance Availability:** Yes

**Geographical Area:** [Hybrid Format requiring distance learning and onsite requirements at the Moscow campus.](#)

**Rationale:** The location and delivery format are being changed to better capture student course expectations (e.g. distance learning and on-site participation at pre-determined times).

**AT 543 Neuroscience for Athletic Trainers****3 credits**

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.

**Distance Availability:** Yes

**Geographical Area:** [Hybrid Format requiring distance learning and onsite requirements at the Moscow campus.](#)

**Rationale:** The location and delivery format are being changed to better capture student course expectations (e.g. distance learning and on-site participation at pre-determined times).

**AT 547 Critical Issues in Athletic Training Clinical Practice****3 credits**

This course prepares students to recognize challenges and develop strategies for solving issues common in AT clinical practice.

**Distance Availability:** Yes

**Geographical Area:** [Hybrid Format requiring distance learning and onsite requirements at the Moscow campus.](#)

**Rationale:** The location and delivery format are being changed to better capture student course expectations (e.g. distance learning and on-site participation at pre-determined times).

**AT 587 Prevention and Health Promotion in Athletic Training****3 credits**

This course prepares AT students to develop and implement strategies to prevent the incidence and/or severity of injuries and illnesses and optimize patients overall health quality of life.

**Distance Availability:** Yes

**Geographical Area:** [Hybrid Format requiring distance learning and onsite requirements at the Moscow campus.](#)

**Rationale:** The location and delivery format are being changed to better capture student course expectations (e.g. distance learning and on-site participation at pre-determined times).

**PEB IFIT 106 (s) ~~Individual & Dual Sports~~ [Fitness & Wellness](#)****1 credit, max arranged**

~~Bowling, racket sports, fencing, golf, gymnastics, conditioning, backpacking, cycling, cross-country skiing, etc. Two days of field trips may be a part of the course requirements for such activities as backpacking, cycling, etc. Two hrs a wk. Graded P/F.~~ [Movement, physical activity, exercise and wellness courses emphasizing the holistic well-being/fitness of participants \(e.g., Yoga, Pilates, Personal Fitness, Resistance Training, Tai Chi, Mindfulness, etc.\). Field trips may be a part of the course requirements. Two - three hrs per wk. Graded P/F.](#)



**Distance Availability:** Yes

**Rationale:** The Physical Education Basic (PEB) prefix needs to be updated to better reflect the mission, vision and outcomes of a credit bearing physical activity and wellness program for university students. In addition, the course titles needed to be updated so that course organization (i.e., alignment of specific course titles and the general course heading) is current to professional practice. For the new course prefix, IFIT, the “I” represents the University of Idaho and the “FIT” represents the commonly used general term fitness. In addition FITT is commonly used to describe key parameters that guide exercise prescription. The course title and description changes do not impact the department’s workload.

**PEB IFIT 107 (s) Individual & Team Sports****1 credit, max arranged**

~~Field sports, volleyball, basketball, and softball. Two hrs a wk. Graded P/F.~~ [Target, invasion, field, net wall, and outdoor pursuit sport courses \(e.g., golf, disc golf, basketball, soccer, softball, volleyball, table tennis, climbing, fly fishing, sports conditioning, etc.\).](#) [Field trips may be a part of the course requirements. Two to three hrs per wk. Graded P/F.](#)

**Distance Availability:** Yes

**Rationale:** The Physical Education Basic (PEB) prefix needs to be updated to better reflect the mission, vision and outcomes of a credit bearing physical activity and wellness program for university students. In addition, the course titles needed to be updated so that course organization (i.e., alignment of specific course titles and the general course heading) is current to professional practice. For the new course prefix, IFIT, the “I” represents the University of Idaho and the “FIT” represents the commonly used general term fitness. In addition FITT is commonly used to describe key parameters that guide exercise prescription. The course title and description changes do not impact the department’s workload.

**PEB IFIT 108 (s) Water-Based ~~Sports & Fit Act~~ Fitness & Sports****1 credit, max arranged**

~~All forms of physical activity performed in the water, including all levels of proficiency in swimming (beginning, intermediate, and advanced), diving, water fitness activities, and scuba. Two hrs a wk. Graded P/F.~~ [Movement, physical activity and exercise performed in the water \(e.g., all levels of proficiency in swimming, water fitness, scuba, etc\).](#) [Field trips may be a part of the course requirements. Two to three hrs per wk. Graded P/F.](#)

**Distance Availability:** Yes

**Rationale:** The Physical Education Basic (PEB) prefix needs to be updated to better reflect the mission, vision and outcomes of a credit bearing physical activity and wellness program for university students. In addition, the course titles needed to be updated so that course organization (i.e., alignment of specific course titles and the general course heading) is current to professional practice. For the new course prefix, IFIT, the “I” represents the University of Idaho and the “FIT” represents the commonly used general term fitness. In addition FITT is commonly used to describe key parameters that guide exercise prescription. The course title and description changes do not impact the department’s workload.

**PEP 107 Movement Fundamentals****1 credit**

Skill development and teaching knowledge of the fundamentals and concepts of movement. Two lec-labs a wk.

[Prereq: ESHS, Dance or Recreation major, or permission.](#)

**Rationale:** PEP 107 is a requirement for ESHS majors and available as an elective for Dance and Recreation majors. Currently the course is open to all majors at the University of Idaho which sometimes precludes availability for majors in the Dept. of Movement Sciences for which it is required. Other majors will be allowed to register by permission as available.

**PEP 132 Skill and Analysis of Striking and Net/Wall Activities****1 credit**

This course is designed to develop proficiency in basic skills, strategies, tactics, error detection and correction, rules, teaching skills and curricular models for striking and net/wall activities (e.g. tennis, badminton, pickleball, volleyball, softball, cricket, etc.). Lec-lab.

[Prereq: ESHS, Dance or Recreation major, or permission.](#)

**Rationale:** PEP 132 is a requirement for ESHS majors and available as an elective for Dance and Recreation majors. Currently the course is open to all majors at the University of Idaho which sometimes precludes availability for majors in the Dept. of Movement Sciences for which it is required. Other majors will be allowed to register by permission as available.

**PEP 133 Skill and Analysis of Target and Invasion Activities****1 credit**

This course is designed to develop proficiency in basic skills, strategies, tactics, error detection and correction, rules, teaching skills and curricular models for target and invasion activities (e.g. golf, bowling, basketball, soccer, team handball, hockey, football, ultimate Frisbee, etc.). Lec-lab.

[Prereq: ESHS, Dance or Recreation major, or permission.](#)

**Rationale:** PEP 133 is a requirement for ESHS majors and available as an elective for Dance and Recreation majors. Currently the course is open to all majors at the University of Idaho which sometimes precludes availability for majors in the Dept. of Movement Sciences for which it is required. Other majors will be allowed to register by permission as available.

**PEP 134 Skill and Analysis of Recreation and Outdoor Activities****1 credit**

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/walking, jogging, camping). Field trips required.

[Prereq: ESHS, Dance or Recreation major, or permission.](#)

**Rationale:** PEP 134 is a requirement for ESHS majors and available as an elective for Dance and Recreation majors. Currently the course is open to all majors at the University of Idaho which sometimes precludes availability for majors in the Dept. of Movement Sciences for which it is required. Other majors will be allowed to register by permission as available.

### **PEP 350 Elementary Health and Physical Education**

#### **3 credits**

Specific methods, research, curricula, and ~~media technology~~ in teaching elementary health and physical education for diverse populations. ~~Three lecture/lab hours per week and 15 hours of practicum work in the schools and community.~~ Facilitation of understanding content, curriculum, methods and assessment in an integrated setting.

**Prereq or Coreq:** ~~EDCI 327, EDCI 328, and EDCI 329.~~ EDCI 408 or 409.

**Rationale:** PEP 350 is a requirement for Elementary Education majors. The course description has been changed to align with other methods courses required for the Elementary Education major. The prerequisites and co-requisites have changed to require a student have a practicum experience in order to take the course.

### **PEP 530 ~~Contemporary Issues in Health and Activity~~ Activity and Health in Movement and Leisure Sciences**

#### **3 credits**

Cross-listed with RSTM 530, joint-listed with PEP 430

~~Studies of individual and community behavior, theories, policies and current issues related to health and activity; examination of research and development of research and grant proposals. (Fall only)~~

This course familiarizes students with contemporary research and professional applications of activity in relation to health and wellness using a variety of perspectives in movement and leisure sciences and related disciplines. (Fall only)

**Rationale:** The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

PEP 530 will be cross listed with PEP 430. 500-level students will be required to write a fifteen-page paper on their activity and health topic, in addition to the PowerPoint presentation required for the 400 level students.

These changes do not increase the workload of faculty in the program.

### **RSTM 104 ~~Introduction to Recreation, Sport, and Tourism Professions~~ in Healthy Communities**

#### **3 credits**

Introduction to the foundations of recreation, sport and tourism professions, ~~and careers, and~~ related issues, resources, ~~and~~ professional opportunities, and the profession's role in supporting healthy active communities. (Fall only)

**Distance Availability:** Yes.

**Rationale:** The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

These changes do not increase the workload of faculty in the program.

### **RSTM 485 Trends and Policies in Recreation, Sport and Tourism**

**3 credits**

Joint-listed with RSTM 585.

~~Current t~~**T**rends and issues in the recreation, sport, and tourism field; analysis of selected topics of current relevance. ~~(Alt/yr)~~(Spring only)

**Distance Availability:** Yes

**Rationale:** The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

These changes do not increase the workload of faculty in the program.

### **RSTM 490 Experience and Event Management ~~and Entrepreneurship in Recreation, Sport, and Tourism~~**

**3 credits**

Joint-listed with RSTM 590.

~~Models of entrepreneurship and components of successful management in recreation, sport, park, and tomism settings such as business planning, human resources, operations and risk management.~~ ~~(Alt/yr)~~ This class focuses on the development and management of special events and experiences in recreation, sport, and tourism. (Spring only)

**Rationale:** The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

These changes do not increase the workload of faculty in the program.

### **RSTM 585 Trends and Policies ~~Analysis and Historical Perspectives of Leisure~~ in Recreation, Sport and Tourism**

**3 credits**

Joint-listed with RSTM 485

~~Examination of the policy issues that affect the physical education and recreation fields; study of the historical significance of key events and individual contributions from cultural, social and economic~~

~~points of view. (Fall or Summer only)~~ [Current trends and policy issues in the recreation, sport, and tourism field; analysis of selected topics of current relevance. \(Spring only\)](#)

**Rationale:** The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

RSTM 585 will be cross listed with RSTM 485. 500-level students will be required to write a fifteen-page paper on their trends and policy topic, in addition to the trends and policy presentation required of the 400-level students.

These changes do not increase the workload of faculty in the program.

5. Make the following curricular changes to the **B.S.Rec. Recreation, Sport, and Tourism Management** Major:

### **Recreation, Sport, and Tourism Management (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, [Sport, and Tourism](#) 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:

<del>Movement Sciences Undergraduate Curricular Requirements</del>		<del>3</del>
<del>Major Requirements</del>		<del>49-66</del>
<del>Total Hours</del>		<del>52-69</del>
<b><u>Core Course Requirements</u></b>		
<del>COMM 101</del>	<del>Fundamentals of Oral Communication</del>	<del>2</del>
<del>H&amp;S 288</del>	<del>First Aid: Emergency Response (or Emergency Responder Certification)</del>	<del>2-3</del>
<del>–or RSTM 290</del>	<del>Wilderness First Responder</del>	
<del>NRS 310</del>	<del>Social Science Methods</del>	<del>3-4</del>
<del>–or RSTM 455</del>	<del>Design &amp; Analysis of Research in Movement Sciences</del>	
RSTM 104	Introduction to Recreation, Sport, and Tourism Professions	3
<a href="#">MVSC 201</a>	<a href="#">Physical Activity, Wellness &amp; Behavior Change for Healthy Active Lifestyles</a>	<a href="#">3</a>
<del>RSTM 107</del>	<del>Outdoor Recreation and Adventure Sports</del>	<del>3</del>

<del>RSTM 240</del>	<del>Recreation and Sport Activities, Programming, and Marketing</del>	<del>3</del>
<del>RSTM 260</del>	<del>Foundations of Recreation</del>	<del>3</del>
RSTM 280	Practicum in Recreation, Sport, and Tourism	1
<del>RSTM 370</del>	<del>Health and Human Development in Recreation, Sport, and Tourism</del>	<del>3</del>
<del>RSTM 395</del>	<del>Diversity in Recreation, Sport and Tourism</del>	<del>3</del>
<del>RSTM 424</del>	<del>Inclusive Physical Education and Recreation</del>	<del>3</del>
<del>RSTM 490</del>	<del>Management and Entrepreneurship in Recreation, Sport, and Tourism</del>	<del>3</del>
<del>RSTM 485</del>	<del>Trends in Recreation, Sport and Tourism</del>	<del>3</del>
RSTM 498	Internship in Recreation, Sport, and Tourism	<del>1-16</del> <u>9</u>
Select a minimum of 9 credits of additional courses from the following:		<u>9</u>
<u>RSTM 107</u>	<u>Outdoor Recreation and Adventure Sports</u>	
<u>RSTM 424</u>	<u>Inclusive Physical Education and Recreation</u>	
<u>RSTM 425</u>	<u>Programming &amp; Marketing in Movement &amp; Leisure Sciences</u>	
<u>RSTM 430</u> Or PEP 430	<u>Activity &amp; Health in Movement &amp; Leisure Sciences</u>	
<u>RSTM 485</u>	<u>Trends &amp; Policies in Recreation, Sport &amp; Tourism</u>	
Select a minimum of <del>6</del> <u>5</u> credits of additional courses from the following:		<del>6</del> <u>5</u>
<del>RSTM 254</del>	<del>Camp Leadership in Recreation and Sport</del>	
<u>RSTM 275</u> Or RSTM 475	<u>Moral Reasoning &amp; Sport</u>	
RSTM 310	Outdoor and Adventure Leadership	
RSTM 380	Principles of Travel and Tourism	
RSTM 408	Experiential Education and Adventure Recreation	
<u>RSTM 490</u>	<u>Experience &amp; Event Management in Recreation, Sport &amp; Tourism</u>	
<del>RSTM 203</del>	<del>Workshop</del>	
<del>RSTM 204</del>	<del>Special Topics</del>	
<del>RSTM 299</del>	<del>Directed Study</del>	
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	
Select one of the following:		3
ENGL 207	Persuasive Writing	
ENGL 313	Business Writing	
ENGL 317	Technical Writing	
Select one of the following:		<u>3</u>
<u>COMM 233</u>	<u>Intrapersonal Communication</u>	
<u>COMM 335</u>	<u>Intercultural Communication</u>	
<u>COMM 347</u>	<u>Persuasion</u>	
<u>COMM 355</u>	<u>Organizational Communication</u>	

Select four credits from the following:		4
<del>DAN 105</del>	Dance	
<del>PEB 106</del>	Individual & Dual Sports	
<del>PEB 107</del>	Team Sports	
<del>PEB 108</del>	Water-Based Sports & Fit Act	
<del>PEP 132</del>	Skill and Analysis of Striking and Net/Wall Activities	
<del>PEP 133</del>	Skill and Analysis of Target and Invasion Activities	
<del>PEP 134</del>	Skill and Analysis of Recreation and Outdoor Activities	
<del>PEP 135</del>	Skill and Analysis of Basketball and Volleyball	
<del>PEP 136</del>	Skill and Analysis of Soccer and Speedball	
<del>RSTM 108</del>	Orienteering & Navigation	
<del>RSTM 222</del>	Cross-Country Skiing	
<del>RSTM 224</del>	Whitewater Rafting	
<del>RSTM 225</del>	Kayaking	
<del>RSTM 227</del>	Mountain Biking	
And/or other elective outdoor and adventure courses offered within the program as available		
<b>Total Hours</b>		<del>49-66</del> <u>36</u>

### Courses to total 120 credits for this degree

**Rationale:** The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

These changes increase flexibility for students, both in Moscow and at a distance by separating courses into “menu” offerings, allowing students to pursue courses that best meet their particular interests. By removing the minor and cognate requirements and the skills courses eliminates barriers for distance students. These changes do not increase the workload of faculty in the program.

### 6. Make the following curricular changes to the **Outdoor Recreation Leadership Minor**:

#### Outdoor Recreation Leadership Minor

RSTM 107	Outdoor Recreation and Adventure Sports	3
<del>RSTM 108</del>	<del>Orienteering &amp; Navigation</del>	<del>1</del>
RSTM 290	Wilderness First Responder	3
RSTM 310	Outdoor and Adventure Leadership	3
<u>RSTM 411</u>	<u>Expedition Planning and Management</u>	<u>3</u>
Select <u>9</u> <u>6</u> credits from the following:		<u>9</u> <u>6</u>
RSTM 216	River Recreation and Water Craft Safety	

RSTM 218	Rock Climbing & Mountaineering	
RSTM 228	Avalanche Fundamentals	
RSTM 229	Swiftwater Rescue Training	
RSTM 240	Recreation and Sport Activities, Programming, and Marketing	
<del>RSTM 254</del>	<del>Camp Leadership in Recreation and Sport</del>	
RSTM 280	Practicum in Recreation, Sport, and Tourism	
RSTM 408	Experiential Education and Adventure Recreation	
Select 4 credits from the following:		4
<del>PEB</del> <a href="#">IFIT</a> 106	Individual & Dual Sports <sup>1</sup>	
<del>PEB</del> <a href="#">IFIT</a> 108	Water-Based Sports & Fit Act	
<a href="#">RSTM 108</a>	<a href="#">Orienteering and Navigation</a>	
RSTM 204	Special Topics	
	<a href="#">Or RSTM 404</a>	
RSTM 222	Cross Country Skiing	
RSTM 224	Whitewater Rafting	
RSTM 225	Kayaking	
RSTM 227	Mountain Biking	
<a href="#">RSTM 299</a>	<a href="#">Directed Studies</a>	
	<a href="#">Or RSTM 499</a>	
<a href="#">RSTM 231</a>	<a href="#">Alpine Skiing</a>	
<del>An approved technical competency<sup>2</sup></del>		
<b>Total Hours</b>		<del>23</del> <b>22</b>

## Course List

<sup>1</sup> Wall Climbing, Advanced Wall Climbing, Fly Tying, Fly Fishing, Intro Archery/Hunting, Archery, ~~Adventure Racing~~, Scuba, Mountain Biking.

<sup>2</sup> Contact the Movement Sciences departments; practical exam administered by REC faculty. (max 4 cr)

**Courses to total ~~23~~ 22 credits for this minor**

**Rationale:** These changes incorporate new course additions approved during the 2016-17 academic year by adding RSTM 231 Alpine Skiing and RSTM 411 Expedition Planning and Management to the curriculum. Additionally it moves RSTM 411 to a required core course, and moves RSTM 108 Orienteering and Navigation to outdoor electives. RSTM 411 requires a 7-10 day field experience and adds to the rigor of the minor and addresses the reduced field course component of RSTM 107. RSTM 108 moves to outdoor electives with the other RSTM 1-cr. course offerings since basic navigation topics are covered in RSTM 310 and 411. No changes are made regarding how the courses are assessed and these changes create no additional workload.