



University
of Idaho

College of Education, Health and Human Sciences
College Coordinating Committee
Committee Chair: Dean Alison Carr-Chellman

Meeting Agenda

Date: September 16, 2019

Time: 3:30 PM (Pacific)

Location: Education Building, Room ED 515 Aspire and via ZOOM 362507936

1. Introductions
2. Minutes from April 9, 2019 Meeting (see page 3)
3. Proposals to review:
 - a. PEB 106 – Change in title - Course Approval Form (page 6)
 - b. PEB 107 – Change in title – Course Approval Form (page 9)
 - c. PEB 108 – Change in title – Course Approval Form (page 12)
 - d. RSTM 104 - Change in title and description – Course Approval Form (page 15)
 - e. RSTM 260 – Drop a Course - Course Approval Form (page 23)
 - f. RSTM 275 – Add a Course – Course Approval Form (page 26)
 - g. RSTM 395 - Drop a Course - Course Approval Form (page 29)
 - h. RSTM 425 - Change in title and description – Course Approval Form (page 32)
 - i. RSTM 525 - Change in title and description – Course Approval Form (page 39)
 - j. PEP 430 – Change in title and description – Course Approval Form (page 42)
 - k. PEP 530 - Change in title and description – Course Approval Form (page 45)
 - l. RSTM 430 – Add a Course – Course Approval Form (page 56 and syllabus page 48)
 - m. RSTM 485 – Change a Course – Course Approval Form (page 59)
 - n. RSTM 585 - Change in title and description – Course Approval Form (page 62 with syllabus at 65)
 - o. RSTM 490 – Change in title and description – Course Approval Form (page 68)
 - p. RSTM 590 - Change in title and description – Course Approval Form (page 71 with syllabus at 74)
 - q. Health Education Minor Change – Curricular Proposal form (page 76)
 - r. B.S. – RSTM – Outdoor Leadership – Curricular Proposal Form (page 82)
 - s. RSTM Curriculum Change - Curricular Proposal Form (page 85)
 - t. EDCI 204 – Intro to Language – Add a Course – Course Approval Form (page 89)
 - u. AT 587 - Change a Course – Course Approval Form (page 92)
 - v. AT 507 - Change a Course – Course Approval Form (page 96)
 - w. AT 511 - Change a Course – Course Approval Form (page 99)

- x. AT 512 - Change a Course – Course Approval Form (page 104)
- y. AT 513 - Change a Course – Course Approval Form (page 108)
- z. AT 514 - Change a Course – Course Approval Form (page 112)
- aa. AT 520 - Change a Course – Course Approval Form (page 115)
- bb. AT 521 - Change a Course – Course Approval Form (page 119)
- cc. AT 522 - Change a Course – Course Approval Form (page 122)
- dd. AT 523 - Change a Course – Course Approval Form (page 125)
- ee. AT 533 - Change a Course – Course Approval Form (page 128)
- ff. AT 536 - Change a Course – Course Approval Form (page 131)
- gg. AT 540 - Change a Course – Course Approval Form (page 134)
- hh. AT 541 - Change a Course – Course Approval Form (page 137)
- ii. AT 542 - Change a Course – Course Approval Form (page 140)
- jj. AT 543 - Change a Course – Course Approval Form (page 143)
- kk. AT 547 - Change a Course – Course Approval Form (page 146)
- ll. AT 550 - Change a Course – Course Approval Form (page 149)
- mm. AT 551 - Change a Course – Course Approval Form (page 152)
- nn. AT 552 - Change a Course – Course Approval Form (page 155)
- oo. AT 553 - Change a Course – Course Approval Form (page 158)
- pp. AOLL Research Apprenticeship – Add a Course Proposal – TO BE PROVIDED AT MEETING
- qq. M.A. TESOL – Curricular Proposal Form – TO BE PROVIDED AT MEETING

4. Proposals that have already gone through this Committee and are awaiting All College Faculty vote and are attached as separate email due to size issues:

- a. PEP 107 – Movement Fundamentals – Change a Course
- b. PEP 132 – S/A Striking & Net/Wall Acts - Change a Course
- c. PEP 133 – S/A Target & Invasion Acts – Change a Course
- d. PEP 134 – S/A Recreation & Outdoor Acts - Change a Course
- e. PEP 350 – Elm Health & PE - Change a Course
- f. EDCI 408 – Integrated Elem Methods I – Change a Course
- g. EDCI 409 – Integrated Methods Pract II – Change a Course
- h. Elementary Education (B.S. Ed.) Curriculum Proposal

5. **Old Business:**

- a. Should Dean Carr-Chellman chair this committee? This is a continued discussion from the September, 2018 CCC meeting and the September, 2018 All Faculty Meeting.

6. **New Business for next meeting?**

- a. Schedule future meetings for January, 2020 and April, 2020.

7. **Future dates to note:**

DEADLINE to submit to UCC: October 1, 2019



University
of Idaho

College of Education, Health and Human Sciences
College Coordinating Committee

Committee Chair: Dean Alison Carr-Chellman

Meeting Minutes

Date: Tuesday, April 9, 2019

Time: 1:00 PM (Pacific)

Location: Education Building, Room 515 and via ZOOM 273 912 860

1. Meeting called to order by Dr. Taylor Raney in Dean Carr-Chellman absence.
2. Attendance: Taylor Raney, Anne Adams, Chantal Vella, Laura Holyoke, John Cannon and Raymond Dixon. Email votes were received from David Paul and Phillip Scruggs.
3. The Minutes from September 12, 2018 Meeting. (Recall that the meeting scheduled from January 15, 2019 was cancelled). A motion was made by Taylor Raney and seconded by Chantal Vella to approve the Minutes as written. All approved with two members abstaining. Jennifer Kay will post the approved Minutes to the CCC webpage.
4. Proposals:
 - a. PEP 107 – Movement Fundamentals – Change a Course, PEP 132 – S/A Striking & Net/Wall Acts - Change a Course, PEP 133 – S/A Target & Invasion Acts – Change a Course and PEP 134 – S/A Recreation & Outdoor Acts - Change a Course were all discussed together. The issue has come up that non-major students are filling up the courses. These proposals add in the prerequisite of being ESHS, Dance or Recreation major or require prior permission.
 - b. PEP 350 – Elm Health & PE - Change a Course. Chantal Vella discussed that this course was moving to an online format and would only be offered once a year. Concerns were raised that this was an activity-based course so online format was questioned. Taylor Raney suggested tabling the discussion for the TECC Meeting scheduled to take place 4/10/19. Dr. Dixon shared with the members in attendance that the Dean is pushing for the move to online courses making curriculum more streamline and available to all students including at a distance students. Chantal Vella moved to approve the PEP 107, PEP 132, PEP 133, PEP 134 and PEP 350. Laura Holyoke and Raymond Dixon seconded. Vote passed with one abstention.

- c. EDCI 408 – Integrated Elm Methods I – Chance a Course; EDCI 409 – Integrated Methods Practicum and Elementary Education (BS Ed) Curriculum Proposals. Taylor Raney discuss the rationale supporting these proposal. EDCI 408 would be revised to a three credit course to add in classroom management and social-emotional learning. EDCI 409 would remain a one credit course with the prerequisite of EDCI 408 instead of EDCI 302. That way students could take EDCI 408 with their first block and then take EDCI 409 in their second block and it would not be dependent upon which block they take first. The group discussed concerns about how this would impact workloads. Taylor Raney stated the workloads for the change in the elementary education program will be absorbed by the Department’s faculty as other courses’ credit requirements were recently reduced. It was noted that a new syllabus would be needed in the future. Further discussion was had about the number of in-class hours, which is currently listed as 30 hours and when and where this courses would be offered - both of which would affect class size. Taylor Raney moved to approve and John Cannon seconded. All were in favor.

5. Old Business:

- a. Should Dean Carr-Chellman chair this committee? This is a continued discussion from the September, 2018 CCC meeting and the September, 2018 All Faculty Meeting. Taylor Raney shared the language from the 2016 bylaws:

Section 5. College Coordinating Committee

7.5.1. Membership and Selection. The committee shall consist of:

- a) the dean (as chair),
- b) the associate dean, (ex officio, without vote),
- c) the college’s representative to the Faculty Council,
- d) the elected representative to the Graduate Council,
- e) the representative to the Research Council,
- f) the representative to the University Curriculum Committee,
- g) the three department chairs and
- h) the director of teacher education (without vote), and
- i) additional representatives from each department as needed to assure that

at least two persons represent each department on the committee. Each department will have two voting members. Terms of office for elected faculty members shall be one year. (Additional terms are allowed.) (adopted May 12, 2006).

7.5.2. Function. This committee represents the administration and the faculty of the COEd in reviewing and implementing policy matters. Complete minutes of the College Coordinating committee shall be mailed (snail mail or e-mail) to every voting member of the COEd faculty within two weeks of each meeting. Minutes will be distributed and approved at each ensuing meeting (adopted May 12, 2006, Revised January 2016).

In order to effectuate a change in this committee, the bylaws would need to be revised. Discussion items included limiting members to associate professors or higher, the ability of the committee to vote on and appoint their own chair and the

addition of a UCC member were discussed. Taylor Raney will bring the matter before the Leadership Committee to craft new language and report back to this committee.

6. New Business for next meeting?

7. Future dates to note:

All College Faculty Meeting – August 22, 2019

DEADLINE to submit to UCC: October 1, 2019

Meeting adjourned.

Cross- and Joint-List Status

Cross-listed course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) *The internet;*
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- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*		Location(s)	

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Students participating in the IFIT Program are assessed on engagement, content knowledge and performance. Overall learning outcomes of the IFIT Program are:

- Learn basic scientific and practical information to improve and/or maintain one or more of the health- and/or performance-related physical fitness components.
- Engage in psychomotor and fitness development that is appropriate for an individual's developmental level. By doing so, the participant can receive the personal benefit of improved performance.
- Learn the cognitive, psychomotor and affective components of content, following developmentally appropriate progressions for growth focused learning.
- Utilize the FITT-VP Principle in order to engage in physical activity regularly in order to enhance wellness, health, enjoyment, and physical, social and academic performance.
- To perform physical activity confidently in a setting outside of the designated class for a lifelong healthy active lifestyle.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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.

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

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Is this course available via distance education?*	Yes	X	No	
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UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College	Education, Health and Human Sciences
Department/Unit	Movement Sciences
Dept/Unit Approval Date	September 4, 2019
College Approval Date	

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input checked="" type="checkbox"/> Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Recommended Preparation
<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Co-Requisites	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix		Number	
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Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	Water-Based Sports & Fitness Act Water-Based Fitness & Sports
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Short Course Title (If the course title is longer than 30 characters)

W	A	T	E	R	-	B	A	S	E	D		F	I	T	N	E	S	S		&		S	P	O	R	T	S			
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Subject Prefix	PEB IFIT	Number	108
Credits	1 credit, max arranged	Prerequisites	
Co-requisites			
Description	<p>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.</p> <p>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.</p>		

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Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>	
Coeur d'Alene	<input type="checkbox"/>	
Boise	<input type="checkbox"/>	
Idaho Falls	<input type="checkbox"/>	
Other*		Location(s) _____

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

- Demonstrated understanding of leisure professions, the wide spectrum of career choices, and their importance in modern society by completing guest speaker reflections as assigned.
- Through interviewing an individual with shared career interests, students will gain insight into potential career options.
- Demonstrated understanding of current events related to recreation, sport, and tourism management by completing the current event article and presentation assignment.
- Demonstrated understanding of professional associations and required certifications by completing the professional association and certification assignment.
- The importance of experiential education in the recreation, sport, and tourism field by completing the volunteer experience project assignment.
- Resume development principles and the importance of tailored design through completion of the resume building assignment and the career center meeting.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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.

Office of the Registrar Information

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General Curriculum Report Number	

University of Idaho
Department of Movement Sciences

RSTM 104 (3 credits)
Recreation, Sport, and Tourism in Healthy Communities

Fall 2019

Instructor: Trevor Pumnea M.S. Therapeutic Recreation

Office: MEM GYM 204 (Recreation Lab)

Email: pumnea@uidaho.edu

Office Hours: Monday and Wednesday 10:00-11:00am

*****STUDENTS ARE EXPECTED TO CHECK BBLEARN & EMAILS REGULARLY***
FOR KEY COURSE COMMUNICATIONS**

Course Description & Objectives:

This course provides an introduction to the foundations of recreation, sports, and tourism professions and careers, and related issues, resources, and professional opportunities. From this course, students will gain an understanding of:

1. Demonstrated understanding of leisure professions, the wide spectrum of career choices, and their importance in modern society by completing guest speaker reflections as assigned.
2. Through interviewing an individual with shared career interests, students will gain insight into potential career options.
3. Demonstrated understanding of current events related to recreation, sport, and tourism management by completing the current event article and presentation assignment.
4. Demonstrated understanding of professional associations and required certifications by completing the professional association and certification assignment.
5. The importance of experiential education in the recreation, sport, and tourism field by completing the volunteer experience project assignment.
6. Resume development principles and the importance of tailored design through completion of the resume building assignment and the career center meeting.

Required Text:

A Career with Meaning, 2nd edition, by Keri A. Schwab, Cheryl L. Stevens, Lawrence R. Allen, Emilyn A. Sheffield, and James F. Murphy

University of Idaho Recreation: 7.0 Learning Outcomes

This course aligns with the following COAPRT and associated UI Recreation learning outcomes:

7.01 (a) Knowledge of the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries	REC 1a. Students will demonstrate entry-level knowledge of the nature and scope of the profession for recreation management. [Foundations]
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Assessment and Grading:

Guest Speaker Reflections (5 points x 6 required)	30 points
Quizzes (10 points x 12)	120 points
Current Event Paper & Presentation	50 points
Volunteer Experience Project	50 points
Interview Assignment	50 points
Professional Associations and Certifications Assignment	25 points
Resume Building Assignment.....	50 points
Resume Review Meetings (Career Center).....	25 points
TOTAL	400 points

Grading Criteria & Late/Absence Policies:

A=89.5-100% B=79.5-89.4% C=69.5-79.4% D=59.5-69.4% F=59.4% and below

*****No late assignments are accepted after deadline without PRIOR arrangement.** No class absences will be excused without a medical or pre-arranged university approved absence.

University of Idaho Classroom Learning Civility Clause

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center’s confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285).

Disability Support Services Reasonable Accommodations Statement:

Reasonable accommodations are available for students who have a documented disability. Please notify your instructor(s) during the first week of class regarding accommodation(s) needed for the course. All accommodations must be approved through Disability Support

Services located in the Idaho Commons Building, Room 306, phone:(208) 885-6307, email: dss@uidaho.edu website: www.uidaho.edu/dss

COLLEGE OF EDUCATION:

Vision. The College of Education envisions being a leading, diverse, nationally recognized educational community. Our caring faculty members and innovative curriculum are: (a) preparing professionals through integrated programs grounded in research, (b) generating and evaluating knowledge through disciplinary and interdisciplinary scholarship, and (c) informing professional practice and community life through the exchange and utilization of knowledge. Together, our college community is achieving this vision through a culture of openness, innovation, and collaboration. **Mission.** The College of Education enriches lives by advancing excellence in research and practice in education, leadership, and applied human arts and sciences. **Conceptual Framework.** University of Idaho educators CARE. Together we develop as scholar practitioners who value and professionally apply and advance: (a) Cultural Proficiency; (b) Assessment, Teaching, and Learning; (c) Reflective Scholarship & Practice; and, (d) Engaging in Community Building & Partnerships.

COURSE POLICIES YOU SHOULD KNOW

1. Attendance: Because of the collaborative nature of many ORL classes, attendance is mandatory for traditional class settings. It is expected that online course assignments are submitted by the due date. It is the responsibility of the student to get the information missed in class from their peers whether the absence is excused or unexcused.
2. Excused Participation: Requests for excused participation must be submitted 24 hours in advance via email. The absence policy is enforced by the Vice Provost for Student Affairs and Office of the Dean of Students, and no other written or verbal agreements preempt this policy.
 - Students are not to be excused from class sessions for any living group-related activities (including, but not limited to, residence hall meetings, fraternity or sorority house meetings, or other living group functions). This includes any function deemed “mandatory” by the living group officers that may carry with it fines or other penalties for non-attendance.
 - Only students with a written request signed by a university official will be granted an excused absence for university-sponsored activities, including, but not limited to, travel to sporting events in which the student is an official participant (not spectator) and participation in scheduled, university-sponsored class field trips.
 - Students who seek excused absences from class sessions because of other university-related activities must notify you, the instructor, in advance of their absence to request an excused absence.

- Students who are granted an excused absence are responsible for completing all work assigned during their absence in the timeframe you, the instructor, establish.

This policy is designed to help you, the students achieve academic success and to remain a full and productive member of your classroom community. If you have questions, please contact the Office of the Dean of Students, 885-6757, TLC 232.

3. Assignment format

- a) Each assignment requires a heading with the student author name, date, and assignment title unless otherwise stated.
- b) Assignments will be 12 point, TNR or Calibri font, one inch margins, double spaced, using 8.5x11 paper.
- c) All electronic assignments must be turned in on a Microsoft document.
- d) Page numbers will be provided on each page of the body of the text.
- e) Assignments shall be formatted according to APA style, 5th edition or newer.
- f) Citations will be listed on a separate "References" page, which is not included in the page or word count (neither is the title page, if you choose to use one).
- g) Hardcopy work more than a single page shall be stapled (origami is not a staple).
- h) Failure to follow any of these points will result in final assignment grade reduction of 5%.

4. Exam/quiz make-up: Make ups are not allowed without prior agreement and 24-hour prior written notice. If approved, exams must be made up prior to the next class session. Quizzes cannot be made up if the class is missed in which an exam/quiz is given.

5. Haggling for points: In cases where grading is subjective, it is reasonable that students may contest their grade. To contest a grade make an appointment or come to office hours and bring a copy of the test or assignment.

6. Disability Support Services Reasonable Accommodations Statement: Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course. 885-6307, dss@uidaho.edu, www.uidaho.edu/dss

7. Academic Honesty: What is plagiarism? Essentially, not giving credit where credit is due, both unintentional and intentional. Plagiarism violates the code of academic conduct at the University of Idaho and can be strictly punished. Under UI policy, regulation O-2, "Consequences for academic dishonesty may be imposed by the course instructor. Such consequences may include but cannot exceed a grade of "F" in the course" (<http://www.uidaho.edu/catalog>). When any student in one of the classes taught in our department is accused of plagiarism, the student must meet with both the course instructor and the chair of the department to discuss the evidence, circumstances, and consequences. You should be aware that web-based searches for plagiarized text have become quite sophisticated. Even a sentence or two plagiarized in a long document is inexcusable. It is very tempting and

easy to copy text directly, but it works against the educational process and is a form of theft. For more info please see

<http://www.uidaho.edu/DOS/academicintegrity/Student%20Resources/What%20is%20Academic%20Dishonesty>

8. University of Idaho Classroom Learning Civility Clause: In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning. Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center's confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285).

Cross- and Joint-List Status

Cross-listed course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes		No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	x		
Coeur d'Alene			
Boise			
Idaho Falls			
Other*		Location(s)	

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

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Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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.

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	PEP 275/475
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
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Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>	
Coeur d'Alene	<input type="checkbox"/>	
Boise	<input type="checkbox"/>	
Idaho Falls	<input type="checkbox"/>	
Other*		Location(s) _____

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

To fulfill the purpose of critical reasoning concerning ethical issues in sport, this course has the following broad objectives:

- To understand a basic outline of systematic moral reasoning.
- To develop a personal, systematic, principled decision-making process.
- To apply personal principled reasoning to current issues in sport.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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.

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

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- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes		No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	x		
Coeur d'Alene			
Boise			
Idaho Falls			
Other*		Location(s)	

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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.

This course will be replaced in curriculum with SOC 230 Social Problems, SOC 241 Global Sociology: Gender, Race, and Class Around the World, SOC 301 Introduction to Diversity and Stratification, or ANTH 301 Introduction to Diversity and Stratification

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	RSTM 525
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>	
Coeur d'Alene	<input type="checkbox"/>	
Boise	<input type="checkbox"/>	
Idaho Falls	<input type="checkbox"/>	
Other*		Location(s) _____

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

1. Students will demonstrate an understanding of the principles of customer-oriented programming and marketing.
2. Students will demonstrate knowledge of the unique programming and marketing characteristics of movement and leisure services, and other aligned services.
3. Students will demonstrate the ability to apply programming and marketing principles to design, implement, and evaluate movement and leisure programs.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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.

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

REC 490/590 – Experience and Event Management Spring xxx

3 Credits

Spring xxx

Time: Tues & Thurs 2:00 p.m. -3:15 p.m.

Classroom: TLC 047

INSTRUCTOR: TBD

Office: 203 A Memorial Gym

Phone:

Email:

OFFICE HOURS: TBD

University of Idaho
College of Education



COURSE DESCRIPTION

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

COURSE OBJECTIVES

By the completion of this course, you will have had the opportunities to:

1. Develop a broader understanding of key components of program and event management
2. Design and implement a special event program by collaborating with community stakeholders
3. Gain insights into the current management issues in the business world
4. Understand how to develop a business plan for special events
5. Perform evaluations of Special evaluations for special events

RECOMMENDED TEXTS

1. Edington, C.R., Huson, S.D., Lankford, S.V., & Larsen, D. (2015) *Managing Recreation, Parks, and Leisure Services: An Introduction (4th ed.)*. Urbana, IL: Sagamore.
2. Edington, D.W. & Pitts, J.S. (2016). *Shared Values-Shared Results: Positive Organizational Health as a Win-Win Philosophy*. Edington Associates.

University of Idaho Recreation: 7.0 COAPRT Learning Outcomes

This course aligns with the following COAPRT and associated UI Recreation learning outcomes:

<p>7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</p>	<p>REC 1b. Students graduating from the program will demonstrate knowledge of and the ability to apply entry-level concepts, principles and procedures of administration, and financial and human resource management to professional practice settings. [Management/Administration]</p>
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STRUCTURE OF THE COURSE

The course content consists of the following key graded elements:

Assigned Points

Attendance	50
Participation in-class activities & Discussions	50
Weekly Individual Assignments (10) 10 pts each	100
Business Idea Assignment/Presentation	100
Marketing Assignment	125
Budgeting Assignment	125
Special Project	150
Mid-Term Exam	150
Final Exam	150
590 Event Supervisor Program Plan	150
590 Event Evaluation Tool and Report	200
Total:	1,000 (1,350 for 590 students)

Grading Scale

900 – 1,000	A
800 – 899	B
700 – 799	C

600 – 699 D
Less than 600 F

INDIVIDUAL ASSIGNMENTS

Individual assignments are short exercises to gauge where the student is at with the specific topics being discussed in class. These are typically by email and brief essay in style. The assignments will be provided in class the period before they are due.

<u>Due</u>	<u>Assign #</u>	<u>Assignment</u>
1/15	1	TBD
1/24	2	TBD
1/31	3	TBD
2/7	4	TBD
2/14	5	TBD
2/21	6	TBD
2/28	7	TBD
3/21	8	TBD
3/28	9	TBD
4/4	10	TBD

SPECIAL ASSIGNMENTS

There are 3 special assignments for this course. Each is a building block for the foundation of your business idea. More specific instructions for each assignment will be provided as the class progresses.

<u>Due</u>	<u>Assign #</u>	<u>Assignment</u>
2/12	1a	Business Idea – Paper submission.
2/19 & 2/21	1b	Business Idea – Powerpoint presentation
3/21	2	Marketing Plan – Paper submission
4/4	3	Budgeting Plan – Paper submission

SPECIAL PROJECT

The entire course's efforts culminate with the SPECIAL PROJECT. This is the "Business Plan" that includes everything covered in class. On that date and through the next three classes, the students will present their business plan via Powerpoint. These presentations will include all facets of planning of their business ideas.

<u>Due</u>	<u>Special Project</u>
4/23	Business Plan – Paper submission (<u>ALL</u>)
4/23	Powerpoint presentations (order to be assigned)
4/25	Powerpoint presentations (order to be assigned)
4/30	Powerpoint presentations (order to be assigned)
5/2	Powerpoint presentations (order to be assigned)

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	RSTM 425 (was RSTM 370)
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Statement of Purpose

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- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

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- (3) *Audio conferencing; or*
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Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	x	
Coeur d'Alene		
Boise		
Idaho Falls		
Other*		Location(s)

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

1. Students will demonstrate an understanding of the principles of customer-oriented programming and marketing.
2. Students will demonstrate knowledge of the unique programming and marketing characteristics of movement and leisure services, and other aligned services.
3. Students will demonstrate the ability to apply programming and marketing principles to design, implement, and evaluate movement and leisure programs.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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.

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	PEP 530
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
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Add, Drop, or Change of Status	
Cooperative Course	

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- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>	
Coeur d'Alene	<input type="checkbox"/>	
Boise	<input type="checkbox"/>	
Idaho Falls	<input type="checkbox"/>	
Other*		Location(s) _____

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

- 1) Describe and apply conceptual and theoretical frameworks of activity as they relate to health and wellness.
- 2) Discuss current trends and issues in the study of activity and health.
- 3) Develop thorough knowledge of the depth and breadth of this area of study.
- 4) Understand and articulate your own academic and professional interests (exercise, recreation, health, or any other relevant professional or scientific field) as they relate to activity and health.
- 5) Develop your written communication skills through course assignments and projects.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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.

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

Cross- and Joint-List Status

Cross-listed course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	PEP 430
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	x	
Coeur d'Alene		
Boise		
Idaho Falls		
Other*		Location(s)

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

- 1) Describe and apply conceptual and theoretical frameworks of activity as they relate to health and wellness.
- 2) Discuss current trends and issues in the study of activity and health.
- 3) Develop thorough knowledge of the depth and breadth of this area of study.
- 4) Understand and articulate your own academic and professional interests (exercise, recreation, health, or any other relevant professional or scientific field) as they relate to activity and health.
- 5) Develop your written communication skills through course assignments and projects.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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.

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

PEP/RSTM 430/530
Activity and Health in Movement and Leisure Sciences
Fall 2020 - Online Course

INSTRUCTOR: Dr. Julie Son, Ph.D.
Professor of Recreation, Sport, and Tourism Management
Faculty Affiliate of Healthy Active Lifestyles Ph.D.
Office: 203 Memorial Gym
Email: jstaffordson@uidaho.edu

OFFICE HOURS: By appointment via the Zoom online meeting platform

CLASS TIME: Online

COURSE DESCRIPTION

In this course, you will critically examine the interdisciplinary concepts, theories, policies and current issues related to individual- and community-level *health and activity*, broadly defined. You will become familiar with research on activity as it relates to health and wellness in a wide array of aligned disciplines (including leisure, public health, psychology, human development). This exposure will help you examine issues of health, wellness and activity using a holistic lifespan perspective, and to apply this knowledge to the science and practice of movement and leisure. You also will be expected to develop your written communication skills in this course.

COURSE GOALS

The main goal of this course is to familiarize students with contemporary research and professional applications of activity in relation to health and wellness using a variety of perspectives from diverse disciplines. Upon completion of this course, you will be able to:

- 1) Describe and apply conceptual and theoretical frameworks of activity as they relate to health and wellness.
- 2) Discuss current trends and issues in the study of activity and health.
- 3) Develop thorough knowledge of the depth and breadth of this area of study.
- 4) Identify different approaches used to understand topics in the area of activity and health.
- 5) Understand and articulate your own academic and professional interests (exercise, recreation, health, or any other relevant professional or scientific field) as they relate to health and activity.
- 6) Develop your written communication skills through course assignments and projects.

The course assessments build upon each other, with each assessment providing information and experience that you will apply to the next course assessments. The course consists of five modules: (1) Conceptualizing Active Living; (2) Coping with Life's Stresses; (3) Mind, Body, and Spirit; (4) Youth and Family; and (5) Concluding Assignments. An overview of the assessments are provided below. More specific details are provided in the course website.

COURSE ASSIGNMENTS & GRADING – *Due Dates Listed Below or in the Schedule

*****Review online lectures posted to Bblearn prior to reading the weekly readings.**

*****All due date times are no later than midnight Pacific Standard Time.**

Assignments (120 points possible; 12 x 10 points possible each)

There will be 12 survey assignments to get you oriented to the material, or to delve deeper into some aspects of the material. You will see the due dates below. I provide specific questions in each survey assignment so there is no guesswork on your part. You will click a link in the bblearn course website that will take you to a survey. Be sure to enter your name or I will not have a way to give you credit for completing the survey. The primary purpose is to help you identify and describe Health and Activity topics that are personally and professionally relevant to you. Once you have completed an assignment, I encourage you to find ways to integrate some of your assignment responses into your online discussion posts to provide additional depth to our online learning environment and communication. Due dates are listed in the Course Schedule.

Online Class Participation (120 points possible; 12 x 10 points possible each)

There will be 12 online discussions. Class participation includes posting on the BbLearn Discussion Board. You should post thoughtful questions related to the week's readings as well as respond to your peers' questions and comments. Online discussions will be conducted on the course website over the course of the week. To count, *post no later than by Sunday at midnight*. A good online dialogue starts with being open and willing to post several times. Quality metrics include: (a) Your posts are easy to read and free of grammatical and typographical errors, (b) You provide sufficient detail in your comments, questions and responses, including referencing lectures and article/chapter readings with clear citation information and page numbers, and (c) You are respectful and professional in your posts. Be prepared for the online discussion aspects of this class. It is a large portion of your grade. I highly *recommend taking notes on the readings* to help prepare you adequately for a productive, directed online discussion. I highly encourage you to *connect your posts to your own professional and personal interests* so that you get the most out of it. Due dates are listed in the Course Schedule.

Activity and Health Blogs (60 points possible; 4 blogs x 15 points each)

You will be required to complete 4 blogs about how activities relate to health and well-being, and/or how certain activities are unhealthy. For each course module, you will choose a Health and Activity topic of your choice that fits with that module. For the blogs, you can choose activities you currently do, activities that you did when you were younger, activities you do or did with your family, activities a loved one does that interest to you, and/or activities you have seen others do that interest you. The primary task is for you to find and discuss personally and professionally relevant Activity and Health topics. The only criteria for the blogs is that you discuss activities and then connect these activities to the relevant module on health and well-being. In this way, your

blogs should be personally and/or professionally meaningful to you. Each blog should be 250 to 500 words long. These will be due at the end of each module. See Course Schedule for due dates.

Culminating Assignment: The Big Picture: Spotlight on Activity and Health

For the culminating assignment, graduate students will take your accrued knowledge and skills that you have developed throughout the semester to provide a comprehensive, integrated analysis of a Health and Activity topic of your own choice. In this assignment, you will complete a research-based PowerPoint presentation about your topic. You will use *at least 3-5 research-based sources* to support your perspectives. In this way, your assignment will not be just your opinion but rather an informed opinion based on research.

You will be required to *apply at least one weekly section from each module* to address your Health and Activity topic. That means you will have at least four weekly sections to incorporate into the culminating assignment. Additionally, you should attempt to find the “big picture lens” that captures your topic across the modules covered in class. *What is the overarching theme or issue that undergirds your topic from across the modular/sub-thematic areas?*

In this assignment, you must *demonstrate how your topic is personally and/or professionally meaningful to you*. Describe why it holds importance to you, why you think it is important to others, and why you think it is important to society as a whole. This assignment is about the Big Picture, so you are using a single lens to begin with – your own personal and professional interests – and then broadening to other people, and then broadening even further to the implications of your topic to society. Your presentation should end at your viewpoint of the Big Picture.

For this culminating assignment, you will complete a PowerPoint with audio presentation. More details about the PPT format, requirements, and grading rubric are provided on the course website.

*****500-level/Graduate Students:** You are required to write a fifteen-page paper on your topic, in addition to the PowerPoint presentation. Additional details will be provided on BbLearn and via course assignment meetings.

GRADING

Final grades for the course will be determined on a percentage basis of the sum of the following:

Online Assignments (12 x 10 points possible each)	120 pts
Online Discussions (12 x 10 points possible each)	120 pts
Health and Activity Blogs (4 x 15 pts)	60 pts
Culminating PPT Assignment on the Big Picture of Health and Activity	100 pts
<u>500-level/Graduate Students ONLY: Culminating Assignment Paper</u>	100 pts

The total coursework points (400 points possible for undergraduates; 500 points possible for graduate students) will be translated into his/her final grade on a scale from A to F as a percentage of points as follows: 100%-89.5% = A; 89.4%-79.5% = B; 79.4%-69.5% = C; 69.4%-59.5% = D; ≤ 59.4% = F

COURSE RULES

Students are responsible for all reading assignments, handouts, discussion material, papers, presentations, and deadlines. Be professional at all times. This means professional and respectful language in **all** online communications and assignments.

Communication: Communication is key in any class but perhaps more so in an online environment. As the instructor, I will reply to emails within 48 hours. Oftentimes, I will reply quicker than that. I will also provide opportunities for you to meet with me virtually through the Zoom platform, and I encourage you to email me or message me within Bblearn with questions.

Class Fairness and Grading: If you do not participate fully on the assignments, you will receive a lower grade. I have specific guidelines and a variety of assignment types. I believe in a variety of learners, and adapting my teaching strategies and evaluation tools to create an online environment that helps student learners succeed. Where appropriate, I provide students with specific information on the quantity and quality of student engagement that is required for A, B, C, D, and F performance. I provide grades and feedback (where appropriate) for weekly assignments within one week, and I provide feedback on all major assignments within two weeks or less. Oftentimes I provide feedback to the class rather than individually because the feedback would be similar across individuals or the feedback would be of benefit to the entire class.

Cheating and/or Plagiarism/Fabrication on coursework will not be tolerated. Students are required to familiarize themselves with the UI Student Code and to understand the *APA Manual*. In my class, you need to follow The Golden Rule: **Treat others as you would like to be treated.** At all times, be respectful of each others' ideas, perspectives, backgrounds, etc. This applies to **all** communications and assignments in our online learning environment.

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course please contact me by the second week of class. You should also contact Disability Support Services (Idaho Commons Building Rm 333, 885-7200, dss@uidaho.edu).

COURSE MODULES AND THE WEEKLY CLASS READINGS

Required readings are starred (*)

Module 1 - Conceptualizing Active Living (Weeks 1-3)

WEEK 1:

*Two Lecture PPTs

WEEK 2: *Health and Activity Concepts*

*Lecture PPT

*Gill & Bedini (2010) (Ch. 2 in *Leisure, health and wellness*)

*Godbey (2010) (Ch. 5 in *Leisure, health and wellness*)

*Hettler (1972) (Six dimensions of wellness)

*Swarbrick (2006) (Eight dimensions of wellness, including environmental and financial)

WEEK 3: Active Living and Quality of Life PPT and Articles

- *Lecture PPT
- *Godbey, Caldwell, Floyd, & Payne (2005)
- *Kaczynski et al. (2014)

Module 2 – Coping with Life’s Stresses through Movement and Leisure (Weeks 4-6)

WEEK 4: Social Activity and Health PPT and Articles

- *Lecture PPT
- *Yang et al. (2014)
- *Son, Yarnal, & Kerstetter (2010)

WEEK 5: Leisure as Coping PPT and Articles

- *Lecture PPT
- *Chun, Lee, Kim, & Heo (2012)
- *Kimball & Freysinger (2003)

WEEK 6: Youth (and Adult!) Play as Healthy Activity PPT and Articles

- *Lecture PPT
- *Martin et al. (2015)
- *Ginsburg (2007)

Module 3 – Movement and Leisure Activities of the Mind, Body, and Spirit (Weeks 7-10)

WEEK 7: Nature, Outdoor Activity and Health PPT and Articles

- *Lecture PPT
- *Fjortoft (2002)
- *Taylor & Kuo (2011)
- *Wu et al. (2014)

WEEK 8: Spirituality in One’s Life and Health

- (No PPT Lecture this week)
- *Koenig (2015)
 - *Smith-MacDonald, Norris, Raffin-Bouchal, & Sinclair (2017)

WEEK 9: Cognitive Activity and Health PPT and Articles

- *Lecture PPT
- *Ferriera et al. (2015)
- *Andel, Silverstein, & K arlholt (2014)

WEEK 10: Eating Behaviors and Health

- (No PPT Lecture this week)
- *Harrison et al. (2015)
 - *Sharma et al. (2015)

Module 4 – Movement and Leisure in the Context of Youth and Family (Weeks 11 and 12)

WEEK 11: Family Activities: Contributions to Healthy Children

(No PPT Lecture this week)

*Townsend, Puymbroeck, & Zabriskie (2017)

WEEK 12: Youth Camps: Contributions to Youth Development

(No PPT Lecture this week)

*Garst, Browne, & Bialeschki (2011) (Chapter 5 of Allen & Barcelona, an open access publication)

Module 5 – Concluding Assignments (Weeks 13, 15, and 16)

WEEKS 13, 15-16: (No readings but there are assignments due. See Course Schedule.)

COURSE SCHEDULE

*****All coursework is due no later than midnight PST on the days indicated below.**

Module 1 - Conceptualizing Active Living (Weeks 1-3)

WEEK 1: Introduction to Course

Tuesday: Read the two PowerPoints (PPT): (1) PPT on Introduction to PEP 530 and Instructor and (2) PPT on Syllabus Overview

Wed: Watch Dr. Son's Video Introduction on Zoom, optional (link will be emailed to you)

Thursday: Zoom meeting with Dr. Son at 9 a.m., optional

WEEK 2: Conceptualizing Health & Activities

Monday: Labor Day – No class!

Tuesday: Health and Activities Week 2 PPT Parts 1 and 2

Wed (starting on): Required Readings and Online Discussion Posts **by Sunday** at midnight PST

Thursday: Survey Assignments are typically due on Tuesdays but this week, due to the Labor Day holiday, Survey Assignments 1 & 2 are due Thursday by midnight PST

WEEK 3: Active Living Movement – Intersections between Leisure and Public Health

Monday: Leisure and Public Health Week 3 PPT

Tuesday: Survey Assignment 3 due

Wed (starting on): Required Readings and Online Discussion Posts **by Sunday** at midnight PST

Thursday: Blog due no later than midnight PST

Module 2 – Coping with Life's Stresses through Movement and Leisure (Weeks 4-6)

WEEK 4: Social Activity & Health

Monday: Health and Social Activity Week 4 PPT

Tuesday: Survey Assignment 4 due

Wed (starting on): Required Readings and Online Discussion Posts **by Sunday** at midnight PST

WEEK 5: Leisure Activities, Stress & Coping

Monday: Activities, Stress and Coping Week 5 PPT

Tuesday: Survey 5 due

Wed (starting on): Required Readings and Online Discussion Posts **by Sunday** at midnight PST

WEEK 6: Play & Health across the Lifespan

Monday: Play & Health Week 6 PPT

Tuesday: Survey Assignment 6 due

Wed (starting on): Required Readings and Online Discussion Posts **by Sunday** at midnight PST

Thursday: Blog due no later than midnight PST

Module 3 – Movement and Leisure Activities of the Mind, Body, and Spirit (Weeks 7-10)

WEEK 7: Nature, Outdoor Activities & Health

Monday: Nature, Outdoor Activity and Health Week 7

Tuesday: Survey Assignment 7 due

Wed (starting on): Required Readings and Online Discussion Posts **by Sunday** at midnight PST

WEEK 8: Spirituality in One's Life and Health

Monday: No PPT this week but there are assigned readings

Tuesday: Survey Assignment 8 due

Wednesday (starting on): Required Readings and Online Discussion Posts **by Sunday** at midnight PST

Thursday: Zoom meeting with Dr. Son at 9 a.m., optional, check-in and Q&A

WEEK 9: Cognitive Activities and Health

Monday: Cognitive Activities PPT

Tuesday: Survey Assignment 9 due

Wed (starting on): Required Readings and Online Discussion Posts **by Sunday** at midnight PST

WEEK 10: Eating Behaviors and Health across the Lifespan

Monday: No PPT this week but there are assigned readings

Tuesday: Survey Assignment 10 due

Wed (starting on): Required Readings and Online Discussion Posts **by Sunday** at midnight PST

Thursday: Blog due no later than midnight PST

Module 4 – Movement and Leisure in the Context of Youth and Family

WEEK 11: Family Activities: Contributions to Healthy Children

Monday: No PPT this week but there is an assigned reading

Tuesday: Survey Assignment 11 due

Wed (starting on): Required Reading and Online Discussion Posts **by Sunday** at midnight PST

WEEK 12: Youth Camps: Contributions to Youth Development

Monday: No PPT this week but there is an assigned reading

Tuesday: Survey Assignment 12 due (This is your 12th of 12 Survey Assignments)

Wed (starting on): Required Reading and Discussion Posts **by Sunday** midnight

Thursday: Blog due no later than midnight PST

Module 5 – Concluding Assignments

WEEK 13: All Week: Work on Culminating Assignment

All Week: Online Discussion Forum on module blogs begin (post anytime)

Thursday: Zoom meeting with Dr. Son at 9 a.m. PST, optional, to discuss Culminating Assignment

Thursday: Read any five blogs no later than by midnight PST (Note: These blogs will be the ones you will discuss on the online Discussion Forum.)

WEEK 14: NO CLASS – FALL RECESS

WEEK 15: All Week: Work on Culminating Assignment

Sunday: Online Discussion Forum posts on blogs are due by Sunday midnight PST

WEEK 16: Tuesday: Culminating Assignment is due no later than midnight PST

WEEK 17: There is no final in this course.

***GRADES DUE:** Tues at noon of Week 18 Final Grades Are Posted

COLLEGE OF EDUCATION: Vision. The College of Education envisions being a leading, diverse, nationally recognized educational community. Our caring faculty members and innovative curriculum are: (a) preparing professionals through integrated programs grounded in research, (b) generating and evaluating knowledge through disciplinary and interdisciplinary scholarship, and (c) informing professional practice and community life through the exchange and utilization of knowledge. Together, our college community is achieving this vision through a culture of openness, innovation, and collaboration. **Mission.** The College of Education enriches lives by advancing excellence in research and practice in education, leadership, and applied human arts and sciences. **Conceptual Framework.** University of Idaho educators CARE. Together we develop as scholar practitioners who value and professionally apply and advance: (a) Cultural Proficiency; (b) Assessment, Teaching, and Learning; (c) Reflective Scholarship & Practice; and, (d) Engaging in Community Building & Partnerships.

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	PEP 430
Joint-Listed Course(s)	PEP 530
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

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- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
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Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>	
Coeur d'Alene	<input type="checkbox"/>	
Boise	<input type="checkbox"/>	
Idaho Falls	<input type="checkbox"/>	
Other*		Location(s) _____

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

- 1) Describe and apply conceptual and theoretical frameworks of activity as they relate to health and wellness.
- 2) Discuss current trends and issues in the study of activity and health.
- 3) Develop thorough knowledge of the depth and breadth of this area of study.
- 4) Understand and articulate your own academic and professional interests (exercise, recreation, health, or any other relevant professional or scientific field) as they relate to activity and health.
- 5) Develop your written communication skills through course assignments and projects.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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.

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College	EHHS
Department/Unit	Movement Sciences
Dept/Unit Approval Date	September 4, 2019
College Approval Date	

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input checked="" type="checkbox"/> Change a Course
---------------------------------------	--	---

Course Change: If you are submitting a course change please indicate the components of the course being changed

<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Recommended Preparation
<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Co-Requisites	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix		Number	
----------------	--	--------	--

Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	Trends in Recreation, Sport and Tourism Trends and Policies in Recreation Sport and Tourism
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Short Course Title (If the course title is longer than 30 characters)

T	R	E	N	D	S		&			P	O	L	I	C	I	E	S		I	N		R	S	T	M				
---	---	---	---	---	---	--	---	--	--	---	---	---	---	---	---	---	---	--	---	---	--	---	---	---	---	--	--	--	--

Subject Prefix	RSTM	Number	485
Credits	3	Prerequisites	None
Co-requisites			
Description	Current trends and issues in the recreation, sport, and tourism field; analysis of selected topics of current relevance. (Alt/yrs) Trends and policy issues in the recreation, sport, and tourism field; analysis of selected topics of current relevance. (Spring only)		

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	RSTM 585
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>	
Coeur d'Alene	<input type="checkbox"/>	
Boise	<input type="checkbox"/>	
Idaho Falls	<input type="checkbox"/>	
Other*		Location(s) _____

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

1. Identify legal liability concepts related to recreation, sport, and tourism [Smartbrief Assignment]
2. Discuss trends and issues relevant to recreation, sport, and tourism [Discussion boards, opinion assignment, social media assignment]
3. Use social media sites to create marketing materials which demonstrate knowledge of current trends in RSTM [Social media assignment]
4. Analyze current trends in recreation, sports and tourism and their ramifications for policy development [Research paper and presentation]

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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.

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Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College	EHHS
Department/Unit	Movement Sciences
Dept/Unit Approval Date	September 4, 2019
College Approval Date	

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input checked="" type="checkbox"/> Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

<input checked="" type="checkbox"/>	Title	Number	Credits	Recommended Preparation
<input type="checkbox"/>	Prerequisites	Co-Requisites	Description	<input checked="" type="checkbox"/> Other Joint Listed Course

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix		Number	
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Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	Policy Analysis and Historical Perspectives of Leisure <u>Trends and Policies in Recreation Sport and Tourism</u>
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Short Course Title (If the course title is longer than 30 characters)

T	R	E	N	D	S		&			P	O	L	I	C	I	E	S		I	N		R	S	T	M				
---	---	---	---	---	---	--	---	--	--	---	---	---	---	---	---	---	---	--	---	---	--	---	---	---	---	--	--	--	--

Subject Prefix	RSTM	Number	585
Credits	3	Prerequisites	None
Co-requisites			
Description	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) <u>Current trends and policy issues in the recreation, sport, and tourism field; analysis of selected topics of current relevance. (Spring only)</u>		

Cross- and Joint-List Status

Cross-listed course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	RSTM 485
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	x	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	x	
Coeur d'Alene		
Boise		
Idaho Falls		
Other*		Location(s)

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

1. Identify legal liability concepts related to recreation, sport, and tourism [Smartbrief Assignment]
2. Discuss trends and issues relevant to recreation, sport, and tourism [Discussion boards, opinion assignment, social media assignment]
3. Use social media sites to create marketing materials which demonstrate knowledge of current trends in RSTM [Social media assignment]
4. Analyze current trends in recreation, sports and tourism and their ramifications for policy development [Research paper and presentation]

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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.

Office of the Registrar Information

Date Received by UCC Secretary	
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RSTM 485/585 (3 Credits) Fall 2020

Trends and Policies in Recreation Sport and Tourism

Recreation Sports and Tourism Management Program

Department of Movement Sciences, University of Idaho

Online

Instructor: Office Location: Memorial Gym 203

Email:

Office Hours:

Catalog Description

Trends and policy issues in the recreation, sport, and tourism field; analysis of selected topics of current relevance. (Spring only)

Course Objectives

Students will:

1. Identify legal liability concepts related to recreation, sport, and tourism [Smartbrief Assignment]
2. Discuss trends and issues relevant to recreation, sport, and tourism [Discussion boards, opinion assignment, social media assignment]
3. Use social media sites to create marketing materials which demonstrate knowledge of current trends in RSTM [Social media assignment]
4. Analyze current trends in recreation, sports and tourism and their ramifications for policy development [Research paper and presentation]

Required Resources

N/A

Recommended Resources

N/A

Assignments

Discussion Boards – This course consists of four (4) separate modules. Each of the modules will have an associated discussion board. Each discussion board is designed a bit differently from the next so it is crucial that you CAREFULLY READ the instructions of each assigned discussion to ensure you receive the full potential credit for each separate discussion.

SmartBrief Assignment - This assignment is a written assignment where students are expected to read and synthesize information related to legal cases that are trending within the world of recreation, sport, and tourism management. The purpose of this assignment is to introduce students to various issues occurring very recently within the field. The exposure given via this assignment should help you identify something you are very passionate about because it will ultimately lead into your research presentation, poster, and social media assignment. Additionally, the SmartBrief subscription will keep you updated on topics spanning several disciplines. This should help you keep a pulse on what's happening in the field and help you select a topic for your research paper and presentation.

Note: There are several pre-selected “law reviews” available on Bblearn to help stimulate thought surrounding a potential topic you may find interesting.

eSports Opinion Assignment – This assignment is an opinion piece regarding your perspective of the introduction of eSports into municipal and campus recreation. Additionally, this allows you the opportunity to practice your research and analytical writing skills to prepare you for your research paper and presentation.

Social Media Assignment – This assignment will require students to create a social media post for a variety of platforms based on a trend you discovered during Module 2 (Trends) that you are passionate about. Assignments will be published on RSTM Social media sites with student permission.

Trends & Policy Presentation – Students will select from a variety of recreation, sport, or tourism management trends that are presented throughout the course. If a topic that interests you does not surface, you may certainly gain approval from your instructors to delve into a research line of your selection. It is not necessary for this assignment, or further assignments, to have legal implications. This is your opportunity to express yourself through research and writing.

Research Paper (585 students) Students are required to write a fifteen-page paper on your topic, in addition to the trends and policy presentation. Additional details will be provided on BbLearn and via course assignment meetings. Note: The assignments within this course build upon each prior assignment so it is important to select a topic of extreme interest to you. Ultimately, you will be tasked with developing a research line, writing a paper regarding your findings, synthesize the information into a poster, then develop a presentation illustrating your findings. Finally, your poster will be displayed as a portion of your social media assignment. Below is an example of a poster and here is a [BLOG](#) created by one of your instructors.



Implications of Pay to Play Parks

Trevor Punnea, M.S.
Recreation Department, University of Idaho



Issue

Park and recreation budgets have steadily decreased for several decades causing municipal organizations to seek creative methods of generating the revenue required for standard operation. One such method has been to require participants to submit to user-fee based recreation within city operated park settings. These fees have the potential to displace users which may have negative health implications for various populations.

Overview

- Federal spending for recreation and parks has decreased since the 1970's (Godbey, Caldwell, Floyd, & Payne, 2005).
- Four out of five Americans make some use of parks and use is highest among young adults and adolescents (Godbey et al., 2005).
- Low income respondents are twice as likely as high income respondents to reduce use or go elsewhere as a result of recent fee increases and a \$5 daily fee for public land use would disproportionately affect people of low income (More & Stevens, 2000).
- Low income individuals were traveling three times the distance to avoid non fee areas rather than paying a fee to access recreation areas (Lamborn, Smith, & Burr, 2017).
- This displacement of low income individuals could potentially decrease recreation access which could, in turn, increase health care expenditures through decreasing opportunities for physical activity (Rosenberger, Sneh, Gurvitch, 2005; Godbey et al., 2005).

Problems	Proposed Solutions
Park budgets are steadily declining	Partnerships can reduce cost and generate revenue
Access to parks improves health outcomes	Educational approaches can foster behavioral change
Low income individuals disproportionately impacted	Scholarships can create equitable access to parks

Table 1. Problems and Solutions Related to Pay to Play Parks

Considerations

- Park and recreation spending is difficult to measure and federal funding is typically allocated to infrastructure, not the maintenance of outdoor recreation and park areas and facilities (Godbey, Caldwell, Floyd, & Payne, 2005).
- More and Stevens (2000) studied rural areas in New Hampshire and Vermont so users may have had suitable substitutes for public lands as opposed to urban areas where people more readily rely on public lands for recreation.
- Lamborn, Smith, and Burr (2017) note that their respondents were primarily Caucasian and state that more research should focus on sociodemographic characteristics to develop a more comprehensive understanding of displacement.

References

Godbey, G., Caldwell, L., Floyd, M., & Payne, S. (2005). Contributors of leisure studies and recreation and park management research to the active living agenda. *American Journal of Preventive Medicine, 28*(2-3), 300-306.

Lamborn, C. C., Smith, J. W., & Burr, S. W. (2017). User fees challenge low-income outdoor recreationists. *Landscape and Urban Planning, 160*, 240-246.

More, T., & Stevens, T. (2000). Do user fees exclude low-income people from recreation-based recreation? *Journal of Leisure Research, 32*(1), 24-37.

Rosenberger, R., Sneh, T., & Gurvitch, R. (2005). A spatial analysis of linkages between health care expenditures, physical inactivity, obesity and recreation usage. *Journal of Leisure Research, 37*(2), 216-235.

Assessment	Point Value	Due Date(s)
Discussion Boards (6)	50/each (300 total)	
SmartBrief Assignment	100	
eSport Opinion Assignment	100	
Social Media Assignment	50	
Trends and Policy Presentation	200	
585 Research Paper	100	
TOTAL POINTS	1050	

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	RSTM 590
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	<input type="checkbox"/>	No	X
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	x	
Coeur d'Alene		
Boise		
Idaho Falls		
Other*		Location(s)

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

By the completion of this course, you will have had the opportunities to:

1. Develop a broader understanding of key components of events management and experience creation
2. Identify current management issues across different types of events
3. Create and structure a business and marketing plan for event management
4. Evaluate components of an event to determine success

University of Idaho Recreation: 7.0 COAPRT Learning Outcomes

This course aligns with the following COAPRT and associated UI Recreation learning outcomes:

7.03

Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

REC 1b.

Students graduating from the program will demonstrate knowledge of and the ability to apply entry-level concepts, principles and procedures of administration, and financial and human resource management to professional practice settings.
[Management/Administration]

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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.

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	RSTM 490
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

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- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>	
Coeur d'Alene	<input type="checkbox"/>	
Boise	<input type="checkbox"/>	
Idaho Falls	<input type="checkbox"/>	
Other*		Location(s) _____

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

By the completion of this course, you will have had the opportunity to:

1. Develop a broader understanding of key components of events management and experience creation.
2. Identify current management issues across different types of events.
3. Create and structure a business and marketing plan for event management.
4. Evaluate components of an event.

University of Idaho Recreation: 7.0 COAPRT Learning Outcomes

This course aligns with the following COAPRT and associated UI Recreation learning outcomes:

7.03

Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

REC 1b.

Students graduating from the program will demonstrate knowledge of and the ability to apply entry-level concepts, principles and procedures of administration, and financial and human resource management to professional practice settings.
[Management/Administration]

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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.

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

REC 490/590 – Experience and Event Management Spring xxx

3 Credits

Spring xxx

Time: Tues & Thurs 2:00 p.m. -3:15 p.m.

Classroom: TLC 047

INSTRUCTOR: TBD

Office: 203 A Memorial Gym

Phone:

Email:

OFFICE HOURS: TBD

University of Idaho
College of Education



COURSE DESCRIPTION

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

COURSE OBJECTIVES

By the completion of this course, you will have had the opportunities to:

1. Develop a broader understanding of key components of program and event management
2. Design and implement a special event program by collaborating with community stakeholders
3. Gain insights into the current management issues in the business world
4. Understand how to develop a business plan for special events
5. Perform evaluations of Special evaluations for special events

RECOMMENDED TEXTS

1. Edington, C.R., Huson, S.D., Lankford, S.V., & Larsen, D. (2015) *Managing Recreation, Parks, and Leisure Services: An Introduction (4th ed.)*. Urbana, IL: Sagamore.
2. Edington, D.W. & Pitts, J.S. (2016). *Shared Values-Shared Results: Positive Organizational Health as a Win-Win Philosophy*. Edington Associates.

University of Idaho Recreation: 7.0 COAPRT Learning Outcomes

This course aligns with the following COAPRT and associated UI Recreation learning outcomes:

<p>7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</p>	<p>REC 1b. Students graduating from the program will demonstrate knowledge of and the ability to apply entry-level concepts, principles and procedures of administration, and financial and human resource management to professional practice settings. [Management/Administration]</p>
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STRUCTURE OF THE COURSE

The course content consists of the following key graded elements:

Assigned Points

Attendance	50
Participation in-class activities & Discussions	50
Weekly Individual Assignments (10) 10 pts each	100
Business Idea Assignment/Presentation	100
Marketing Assignment	125
Budgeting Assignment	125
Special Project	150
Mid-Term Exam	150
Final Exam	150
590 Event Supervisor Program Plan	150
590 Event Evaluation Tool and Report	200
Total:	1,000 (1,350 for 590 students)

Grading Scale

900 – 1,000	A
800 – 899	B
700 – 799	C

600 – 699 D
Less than 600 F

INDIVIDUAL ASSIGNMENTS

Individual assignments are short exercises to gauge where the student is at with the specific topics being discussed in class. These are typically by email and brief essay in style. The assignments will be provided in class the period before they are due.

<u>Due</u>	<u>Assign #</u>	<u>Assignment</u>
1/15	1	TBD
1/24	2	TBD
1/31	3	TBD
2/7	4	TBD
2/14	5	TBD
2/21	6	TBD
2/28	7	TBD
3/21	8	TBD
3/28	9	TBD
4/4	10	TBD

SPECIAL ASSIGNMENTS

There are 3 special assignments for this course. Each is a building block for the foundation of your business idea. More specific instructions for each assignment will be provided as the class progresses.

<u>Due</u>	<u>Assign #</u>	<u>Assignment</u>
2/12	1a	Business Idea – Paper submission.
2/19 & 2/21	1b	Business Idea – Powerpoint presentation
3/21	2	Marketing Plan – Paper submission
4/4	3	Budgeting Plan – Paper submission

SPECIAL PROJECT

The entire course's efforts culminate with the SPECIAL PROJECT. This is the "Business Plan" that includes everything covered in class. On that date and through the next three classes, the students will present their business plan via Powerpoint. These presentations will include all facets of planning of their business ideas.

<u>Due</u>	<u>Special Project</u>
4/23	Business Plan – Paper submission (<u>ALL</u>)
4/23	Powerpoint presentations (order to be assigned)
4/25	Powerpoint presentations (order to be assigned)
4/30	Powerpoint presentations (order to be assigned)
5/2	Powerpoint presentations (order to be assigned)

UNIVERSITY CURRICULUM COMMITTEE Curricular Proposal Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College:	College of Education, Health and Human Sciences
Department/Unit:	Movement Sciences and Curriculum and Instruction
Dept/Unit Approval Date:	May 2, 2019
College Approval Date:	

Curricula Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Degree:	
Major:	
Minor:	
Academic Certificate:	
Teaching Major/Minor:	Health Education Teaching Minor

Curriculum:	<p>24-25-Credit Health Education Teaching Minor</p> <p><u>FCS 205</u> Concepts in Human Nutrition 3 cr <u>H&S 423 or H&S 523</u> Health Education Methods 3 cr <u>H&S 450</u> Critical Health Issues 3 cr <u>H&S 451</u> Psychosocial Determinants of Health 3 cr H&S 490 Health Promotion 3 cr MvSc 486 or 586 Healthy Active Lifestyle Intervention and Assessment 3 cr <u>PSYC 330</u> Human Sexuality <u>or FCS 240</u> Intimate Relationships 3 cr</p> <p>One of the following (3 cr): <u>H&S 150</u> Wellness Lifestyles 3 cr <u>MVSC 201</u> Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles 3 cr</p>
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Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

The U.S. Department of Education defines distance education as follows:

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- (1) The internet;
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) Audio conferencing; or
- (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program be completed via distance education?*	Yes**		No	X
**If Yes, can 100% of the curricular requirements of this program be completed via distance education?	Yes		No	

***Note: Programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.**

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other*,**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost for additional information.

**Note: If Other is selected identify the specific area(s) this program will be offered.

1. Students can meet certain Health Certification Requirements by taking PSYC 330 Human Sexuality or FCS 240 Intimate Relationships.
2. Both courses offer important and needed content and due to conflicting schedules of course availability and student teaching schedules, we need to offer both for students to meet this requirement.
3. FCS 240 needs to be added back into the curriculum because we have learned that PSYC 330 is no longer being offered regularly.

Rationale and Assessment Information

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.

Office of the Registrar Information

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	

UNIVERSITY CURRICULUM COMMITTEE Curricular Proposal Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College:	EHHS
Department/Unit:	MVSC
Dept/Unit Approval Date:	September 4, 2019
College Approval Date:	

Curricula Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Degree:	B.S.
Major:	Recreation, Sport, and Tourism Management
Minor:	Outdoor Leadership
Academic Certificate:	
Teaching Major/Minor:	

Curriculum:	<p>Outdoor Recreation Leadership Minor</p> <p>Course List Code Title Hours</p> <p>RSTM 107 Outdoor Recreation and Adventure Sports 3</p> <p>RSTM 408 Orienteering & Navigation 1 <u>411 Expedition Planning and Management 3</u></p> <p>RSTM 290 Wilderness First Responder 3</p> <p>RSTM 310 Outdoor and Adventure Leadership 3</p> <p>Select 9 6 credits from the following: 9</p> <p>RSTM 216 River Recreation and Water Craft Safety 3</p> <p>RSTM 218 Rock Climbing & Mountaineering 3</p> <p>RSTM 228 Avalanche Fundamentals 2</p> <p>RSTM 229 Swiftwater Rescue Training 2</p> <p>RSTM 240 Recreation and Sport Activities, Programming, and Marketing 3</p> <p>RSTM 254 Camp Leadership in Recreation and Sport 3</p> <p>RSTM 280 Practicum in Recreation, Sport, and Tourism 1</p> <p>RSTM 408 Experiential Education and Adventure Recreation 3</p> <p>Select 4 credits from the following: 4</p> <p>PEB 106 Individual & Dual Sports 1 IFIT 107 Individual and Team Sports 1</p> <p>PEB IFIT 108 Water-Based Sports & Fit Act 1 <u>Water-Based Fitness and Sports 1</u></p> <p>RSTM 108 Orienteering and Navigation 1</p>
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	RSTM 204/404 Special Topics var. RSTM 222 Cross Country Skiing 1 RSTM 224 Whitewater Rafting 1 RSTM 225 Kayaking 1 RSTM 227 Mountain Biking 1 <u>RSTM 299/499 Directed Study var.</u> <u>RSTM 231 Alpine Skiing 1</u> An approved technical competency-2 Total Hours 23 *Wall Climbing, Advanced Wall Climbing, Fly Tying, Fly Fishing, Intro Archery/Hunting, Archery, Adventure Racing , Scuba, Mountain Biking. Courses to total 23 22 credits for this minor
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Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) The internet;
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) Audio conferencing; or
- (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program be completed via distance education?*	Yes**	<input type="checkbox"/>	No	<input type="checkbox"/>
**If Yes, can 100% of the curricular requirements of this program be completed via distance education?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

***Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.**

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow	x
Coeur d'Alene	
Boise*	
Idaho Falls*	

Other**		Location(s):	
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*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. See [Idaho Statute 33-2101](#) for more information on the regions. Contact the Office of the Provost for additional information.

**Note: If Other is selected identify the specific area(s) this program will be offered.

Student Learning Outcomes

Please indicate whether 25% or more of the program learning outcomes are changing as a result of this proposal: Yes No

****Note: If you answered YES to this question, complete the table below:**

	List Old Learning Outcomes	New Learning Outcome, if changed (if no change, write N/A and move to next outcome)	New Direct Measure (list student work product and explain how it will be evaluated)	Have you updated the assessment cycle to include this change? (yes/no)
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Rationale and Assessment

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any. Summarize how the learning outcomes will be assessed for the proposed curriculum.

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. No changes are made regarding how the courses are assessed and these changes create no additional workload.

Office of the Registrar Information

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	

UNIVERSITY CURRICULUM COMMITTEE
Curricular Proposal Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College:	EHHS
Department/Unit:	MVSC
Dept/Unit Approval Date:	MVSC 9/4/19
College Approval Date:	

Curricula Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Degree:	B.S.
Major:	Recreation, Sport, and Tourism Management
Minor:	
Academic Certificate:	
Teaching Major/Minor:	

Curriculum:	<p>A minimum cumulative university GPA of 2.25 is required of all recreation majors who seek to take upper-division courses. Recreation, <u>Sport, and Tourism</u> majors must also achieve a minimum cumulative university GPA of 2.25 to graduate with a B.S. Rec <u>RSTM</u> degree.</p> <p>Required course work includes the university requirements (see regulation J-3), an academic minor of 20 credits in an approved cognate area of study, the Department of Movement Sciences MVSC 201 core course and the following coursework:</p> <p>Course ListCode Title Hours Movement Sciences Undergraduate Curricular Requirements — 3 Major Requirements — 49-66 Total Hours — 52-69 Major Requirements Course ListCode Title Hours COMM 101 — Fundamentals of Oral Communication — 2 H&S 288 — First Aid: Emergency Response (or Emergency Responder Certification) — 2-3 or RSTM 290 Wilderness First Responder NRS 310 — Social Science Methods — 3-4 or RSTM 455 Design & Analysis of Research in Movement Sciences RSTM 104 — Introduction to Recreation, Sport, and Tourism Professions — 3 RSTM 107 — Outdoor Recreation and Adventure Sports — 3 RSTM 240 — Recreation and Sport Activities, Programming, and Marketing — 3</p>
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~~RSTM 260 Foundations of Recreation 3~~
~~RSTM 280 Practicum in Recreation, Sport, and Tourism 1~~
~~RSTM 370 Health and Human Development in Recreation, Sport, and Tourism 3~~
~~RSTM 395 Diversity in Recreation, Sport and Tourism 3~~
~~RSTM 424 Inclusive Physical Education and Recreation 3~~
~~RSTM 490 Management and Entrepreneurship in Recreation, Sport, and Tourism 3~~
~~RSTM 485 Trends in Recreation, Sport and Tourism 3~~
~~RSTM 498 Internship in Recreation, Sport, and Tourism 1-16~~
~~Select 6 credits of additional courses from the following: 6~~
~~RSTM 254 Camp Leadership in Recreation and Sport~~
~~RSTM 310 Outdoor and Adventure Leadership~~
~~RSTM 380 Principles of Travel and Tourism~~
~~RSTM 408 Experiential Education and Adventure Recreation~~
~~RSTM 203 Workshop~~
~~RSTM 204 Special Topics~~
~~RSTM 299 Directed Study~~
~~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 four credits from the following: 4~~
~~DAN 105 Dance~~
~~PEB 106 Individual & Dual Sports~~
~~PEB 107 Team Sports~~
~~PEB 108 Water-Based Sports & Fit Act~~
~~PEP 132 Skill and Analysis of Striking and Net/Wall Activities~~
~~PEP 133 Skill and Analysis of Target and Invasion Activities~~
~~PEP 134 Skill and Analysis of Recreation and Outdoor Activities~~
~~PEP 135 Skill and Analysis of Basketball and Volleyball~~
~~PEP 136 Skill and Analysis of Soccer and Speedball~~
~~RSTM 108 Orienteering & Navigation~~
~~RSTM 222 Cross-Country Skiing~~
~~RSTM 224 Whitewater Rafting~~
~~RSTM 225 Kayaking~~
~~RSTM 227 Mountain Biking~~
~~And/or other elective outdoor and adventure courses offered within the program as available~~
~~Total Hours 49-66~~
~~Courses to total 120 credits for this degree~~
~~Core Course Requirements 16 cr~~
~~RSTM 104 Recreation, Sport, and Tourism to Promote Healthy Communities 3~~
~~MVSC 201 Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles 3~~
~~RSTM 280 Practicum in Recreation, Sport, and Tourism 1~~
~~RSTM 498 Internship in Recreation, Sport, and Tourism 9~~
~~Select a minimum of 9 credits of additional courses from the following:~~
~~RSTM 107 Outdoor Recreation and Adventure Sports 3~~
~~RSTM 424 Inclusive Physical Education and Recreation 3~~
~~RSTM 425 Programming and Marketing in Movement and Leisure Sciences 3~~

RSTM/PEP 430	Activity and Health in Movement and Leisure Sciences	3
RSTM 485	Trends and Policies in Recreation, Sport, and Tourism	3
Select a minimum of 5 credits of additional courses from the following:		
RSTM/PEP 275/475	Moral Reasoning and Sport	2
RSTM 310	Outdoor and Adventure Leadership	3
RSTM 380	Principles of Travel and Tourism	3
RSTM 408	Experiential Education and Adventure Recreation	3
RSTM 455	Design & Analysis of Research in Movement Sciences	3
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3
RSTM 490	Experience and Event Management in Recreation, Sport, and Tourism	3
Select one of the following:3		
ENGL 207	Persuasive Writing	
ENGL 313	Business Writing	
ENGL 317	Technical Writing	
Select one of the following:3		
COM 233	Intrapersonal Communication	
COM 335	Intercultural Communication	
COM 347	Persuasion	
COM 355	Organizational Communication	
And/or other elective Movement Sciences, outdoor and adventure courses offered within the program as available		
Minimum Total Hours 36		
Courses to total 120 credits for this degree		

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Can 50% or more of the curricular requirements of this program be completed via distance education?*	Yes**	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
**If Yes, can 100% of the curricular requirements of this program be completed via distance education?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

***Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.**

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow	<input checked="" type="checkbox"/>
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Coeur d'Alene		
Boise*		
Idaho Falls*		
Other**		Location(s):

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. See [Idaho Statute 33-2101](#) for more information on the regions. Contact the Office of the Provost for additional information.

**Note: If Other is selected identify the specific area(s) this program will be offered.

Student Learning Outcomes

Please indicate whether 25% or more of the program learning outcomes are changing as a result of this proposal: Yes No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed <i>(if no change, write N/A and move to next outcome)</i>	New Direct Measure <i>(list student work product and explain how it will be evaluated)</i>	Have you updated the assessment cycle to include this change? <i>(yes/no)</i>
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Rationale and Assessment

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any. Summarize how the learning outcomes will be assessed for the proposed curriculum.

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.

Office of the Registrar Information

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	

UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College	College of Education
Department/Unit	Curriculum and Development
Dept/Unit Approval Date	
College Approval Date	

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

X	Add a Course	<input type="checkbox"/>	Drop a Course	<input type="checkbox"/>	<input type="checkbox"/>	Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix		Number	
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Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	Introduction to Language and Linguistics
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Short Course Title (If the course title is longer than 30 characters)

I	n	t	r	o		t	o		L	a	n	g	u	a	g	e	&	L	I	N	G	U	I	S	T	I	C	S
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Subject Prefix	EDCI	Number	204
Credits	3	Prerequisites	None
Co-requisites	None		
Description	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.		

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Cross- and Joint-List Status

Cross-listed course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	N/A
Cross-Listed Course(s)	N/A
Joint-Listed Course(s)	N/A
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	N/A
Cooperative Course	N/A

Distance Education Availability

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	
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Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Asynchronous – all areas

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Online discussion: This course is heavily discussion-based; therefore, students will need to complete the assigned readings and homework, if any, prior to participating in online discussions. Discussions align with the assigned chapter. To receive full points, your response must: Demonstrate comprehensive understanding of the concept and/or theory by connecting the new (i.e., information from textbook and/or any other reliable resource) with the known (i.e., your prior knowledge or experiences on the subject).

Chapter tasks: Instructor will assign this task per chapter within which to respond. To receive full points, your response must:
 •Use appropriate conventions and grammar •Provide proper APA citation when referencing the resource •Be between 2-3 pages in length, double-space.

Quizzes: There will be three (3) quizzes on the class content. The first quiz will be on information gleaned from Modules 1 and 2; the second quiz will be on information gleaned from Modules 3 and 4. The third quiz will be based upon all modules.

Research project: Students are to think about the social, cultural, and political aspects of language, and to formulate a response to a current debate about language and society.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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).

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

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Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College	Education, Health and Human Sciences
Department/Unit	Movement Sciences
Dept/Unit Approval Date	September 10, 2019
College Approval Date	

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input checked="" type="checkbox"/> Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	<input checked="" type="checkbox"/> Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix		Number	
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Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	Prevention and Health Promotion in Athletic Training
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Short Course Title (If the course title is longer than 30 characters)

H	E	A	L	T	H		P	R	E	V	E	N	T	I	O	N		&		P	R	O	M	O	T	I	O	N	
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Subject Prefix	AT	Number	587
Credits	3	Prerequisites	
Co-requisites			
Description	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.		

Cross- and Joint-List Status

Cross-listed course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Upon successful completion of AT 587, each ATS will demonstrate general competence in the knowledge and understanding related to prevention and health promotion. Specifically, as a result of successfully completing AT 587, each student will appreciate, understand, and implement to following prevention and health promotion concepts/principles:

General prevention principles:

- Describe the concepts (e.g., case definitions, incidence versus prevalence, exposure assessment, rates) and uses of injury and illness surveillance relevant to athletic training.
- Identify and describe the measures used to monitor injury prevention strategies (eg, injury rates and risk, relative risks, odds ratios, risk differences, numbers needed to treat/harm).
- Identify modifiable/non-modifiable risk factors and mechanisms for injury and illness.
- Explain how the effectiveness of a prevention strategy can be assessed using clinical outcomes, surveillance, or evaluation data.
- Summarize the epidemiology data related to the risk of injury and illness associated with participation in physical activity.
- Instruct clients/patients in the basic principles of ergonomics and their relationship to the prevention of illness and injury.

Fitness and Wellness

- Summarize the general principles of health maintenance and personal hygiene, including skin care, dental hygiene, sanitation, immunizations, avoidance of infectious and contagious diseases, diet, rest, exercise, and weight control.
- Describe the role of exercise in maintaining a healthy lifestyle and preventing chronic disease.
- Identify and describe the standard tests, test equipment, and testing protocols that are used for measuring fitness, body composition, posture, flexibility, muscular strength, power, speed, agility, and endurance.
- Compare and contrast the various types of flexibility, strength training, and cardiovascular conditioning programs to include expected outcomes, safety precautions, hazards, and contraindications.
- Administer and interpret fitness tests to assess a client's/patient's physical status and readiness for physical activity.
- Explain the basic concepts and practice of fitness and wellness screening.
- Design a fitness program to meet the individual needs of a client/patient based on the results of standard fitness assessments and wellness screening.

General Nutrition Concepts

- Describe the role of nutrition in enhancing performance, preventing injury or illness, and maintaining a healthy lifestyle.
- Educate clients/patients on the importance of healthy eating, regular exercise, and general preventative strategies for improving or maintaining health and quality of life.
- Describe contemporary nutritional intake recommendations and explain how these recommendations can be used in performing a basic dietary analysis and providing appropriate general dietary recommendations."
- Describe the proper intake, sources of, and effects of micro- and macronutrients on performance, health, and disease.
- Describe current guidelines for proper hydration and explain the consequences of improper fluid/electrolyte replacement.
- Identify, analyze, and utilize the essential components of food labels to determine the content, quality, and appropriateness of food products.
- Describe nutritional principles that apply to tissue growth and repair.
- Describe changes in dietary requirements that occur as a result of changes in an individual's health, age, and activity level.
- Explain the physiologic principles and time factors associated with the design and planning of pre-activity and recovery meals/snacks and hydration practices.
- Identify the foods and fluids that are most appropriate for pre-activity, activity, and recovery meals/snacks.
- Weight Management and Body Composition
- Explain how changes in the type and intensity of physical activity influence the energy and nutritional demands placed on the client/patient.
 - o Describe contemporary weight management methods and strategies needed to support activities of daily life and physical activity

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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).

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
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General Curriculum Report Number	

UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College	Education, Health and Human Sciences
Department/Unit	Movement Sciences
Dept/Unit Approval Date	September 10, 2019
College Approval Date	

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input checked="" type="checkbox"/> Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Recommended Preparation
<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Co-Requisites	<input type="checkbox"/> Description	<input type="checkbox"/> Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix		Number	
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Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	Care and Prevention of Injuries and Illnesses Emergency Management and Care of Injuries and Illnesses
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Short Course Title (If the course title is longer than 30 characters)

E	M	E	R	G	E	N	C	Y		M	A	N	A	G	E	M	E	N	T		O	F		I	N	J	.			
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Subject Prefix	AT	Number	507
Credits	3	Prerequisites	
Co-requisites			
Description	Theory and practice of recognition, treatment, and prevention of injuries and illnesses		

Cross- and Joint-List Status

Cross-listed course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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- (1) *The internet;*
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- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Upon successful completion of AT 507, each student will demonstrate competence in the knowledge and skills related to the recognition, assessment, and appropriate medical referral of individuals with athletic injuries, as well a prevention of athletic injuries. Specifically, at the conclusion of AT 507, the students will:

- Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity.
- Explain strategies for communicating with coaches, athletes, parents, administrators, other relevant personnel regarding potentially dangerous conditions related to the environment, field, or playing surfaces.
- Summarize the basic principles associated with the design, construction, fit, maintenance, and reconditioning of protective equipment, including the rules and regulations established by the associations that govern its use.
- Apply preventive taping and wrapping procedures, splints, braces, and other special protective devices.
- Determine when the findings of an examination warrant referral of the patient.
- Describe current setting-specific and activity-specific rules and guidelines for managing injuries and illnesses.
- Develop, implement, and monitor prevention strategies for at-risk individuals (e.g., persons with asthma or diabetes, persons with a previous history of heat illness, persons with sickle cell trait) and large groups to allow safe physical activity in a variety of conditions. This includes obtaining and interpreting data related to potentially hazardous environmental conditions, monitoring body functions (e.g., blood glucose, peak expiratory flow, hydration status), and making the appropriate recommendations for individual safety and activity status.
- Clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (e.g., CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding).
- When appropriate, obtain and monitor signs of basic body functions including pulse, blood pressure, respiration, pulse oximetry, pain, and core temperature. Relate changes in vital signs to the patient's status.
- Differentiate between normal and abnormal physical findings (e.g., pulse, blood pressure, oxygen saturation, pain, core temperature) and the associated pathophysiology.
- Summarize the principles and concepts related to the fabrication, modification, an appropriate application or use of orthotics and other dynamic and static splints.
- • Apply appropriate immediate treatment to protect the injured area and minimize the effects of hypoxic and enzymatic injury.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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

Office of the Registrar Information

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General Curriculum Report Number	

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Submission Information

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Department/Unit	Movement Sciences
Dept/Unit Approval Date	September 10, 2019
College Approval Date	

Type of Change

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<input type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input checked="" type="checkbox"/> Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	<input checked="" type="checkbox"/> Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix		Number	
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Course Information

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Title:	Ethics and Administration in Athletic Training
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Short Course Title (If the course title is longer than 30 characters)

E	T	H	I	C	S		&		A	D	M	I	N	I	S	T	R	A	T	I	O	N		I	N		A	T	
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Subject Prefix	AT	Number	511
Credits	3	Prerequisites	
Co-requisites			
Description	Theory and practice of ethics and administration in athletic training.		

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

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Add, Drop, or Change of Status	
Cooperative Course	

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Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Upon successful completion of ATR 511, each student will demonstrate general competence in the knowledge and understanding related to the administration and leadership of a modern sports health care program. Specifically, as a result of successfully completing ATR 511, each student will appreciate, understand, and implement to following administration and leadership concepts/principles.

Risk management and injury prevention program

- organization and administration of PPE and wellness screening
- components of a PPE based on rules and recommendations
- basic somatotyping

Professionalism

- objectives, scope of practice, and services of health care professionals
- role and function of the NATA
- NATA documents
 - Role Delineation Study
 - Code of Ethics
 - CAATE Standards and Guidelines
 - Athletic Training Educational Competencies
 - BOC Standards of Professional Practice
- requirements for becoming an ATC
- relationship between the NATA, BOC, and CAATE
- current issues and concerns regarding the health care of active individuals
- moral and ethical responsibility of remaining current
- accrediting agencies for health care facilities and educational institutions
- promotion of a profession
- continuing education process for certified athletic trainers
- missions, objectives, and activities of other health and medical professions
- planning and organizing workshops, seminars, or clinics
- strategic plan
- vision and mission statement
- SWOT analysis

personnel management

- conflict avoidance and resolution
- human-resource policy and federal legislation
- employee recruitment & retention
- policies-and-procedures manual
- employee performance evaluation
- recruiting, selecting, and employing physicians
- nondiscriminatory and unbiased employment practices
- interpersonal and cross-cultural communication
- communication skills for health care professionals
- professional resume
- basic health care legal concepts
- protective equipment
- confidentiality of medical information
- medical and therapeutic prescriptions
- health care referral
- patient referral to psychological, community health, or social services

medical documentation

- terminology in all communication and documentation
- medical documentation and abbreviations
- components of a medical record
- advantages and disadvantages medical record keeping systems

- injury surveillance and reporting systems
- various methods for recording patient information
- advantages and disadvantages of various software technologies
- computer needs of a health care facility

pharmaceutical management

- differences in OTC & Rx drugs
- laws, regulations, and procedures that govern
 - storage, transportation, dispensation, and recording OTC & Rx drugs
- FDA drug approval and recall
- terminology and abbreviations
- common resources for OTC & Rx medications
- methods used to administer medication
- generic and brand name pharmaceuticals
- co-interaction between pharmaceutical agents
- document medication tracking
 - name, manufacturer, amount, dosage, lot, & date
- procedures for storage and inventory of medications
- physician and pharmacist consultation
 - prescription and dispensation of medication
- moral and ethical decision-making in pharmacological issues
- drug testing and screening program
- current banned-drug lists

insurance

- insurance policies (HMO, PPO, fee-for-service...)
- procedures for filing insurance claims
- insurance benefits and exclusions
- terminology and abbreviations (SOAP, CPT and coding)

fiscal management

- of the budgeting process
- operational and capital budget

facilities and operations

- architectural considerations of a clinical setting

athletic training regulation

- state athletic training practice acts
- registration, licensure, and certification agencies
- legislative processes for the implementation of AT practice acts
- rationale for state regulations that govern athletic training
- consequences of violating federal and state regulatory acts
- attaining and maintaining the ATC credential
 - continuing education of ATCs

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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).

Office of the Registrar Information

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
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Cooperative Course Approval (If Applicable)

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Statement of Purpose

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Add, Drop, or Change of Status	
Cooperative Course	

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Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

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Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Upon successful completion of AT 512, each student will demonstrate competence in the knowledge of the research process and various types of research. Specifically, at the conclusion of AT 512, the students will:

- Describe and differentiate the types of quantitative and qualitative research, research components, and levels of research evidence.
- Describe and differentiate between critically appraised topics, systematic reviews, and clinical research reviews.
- Appreciate the knowledge needed for evaluating research, including:
 - identifying the steps of the scientific process.
 - understanding the importance of a literature review.
 - applying knowledge and skills to complete an electronic database search.
 - knowing the appropriate steps to follow when reading research.
- Recognize the ethical guidelines and procedures in health, medicine, and medical research.
- Use standard criteria or developed scales to critically appraise the structure, rigor, and overall quality of research studies.
- Develop a relevant clinical question using a pre-defined question format (.g., PICO(T) = Patients, Intervention, Comparison, Outcomes, (Time); PIO = Patients, Intervention, Outcomes).
- Develop the research problem statement
- evaluate the relationship of a research topic to clinical practice.
- Conduct a literature search using search techniques (eg, Boolean search, Medical Subject Headings) and resources appropriate for a specific, assigned clinical question.
- Describe a systematic approach to create and answer a clinical question through review and application of existing research.
- Understand how to construct a literature review and critical appraisal, including:
 - using AMA writing styles and formats.
 - citing articles appropriately.
 - assess literature to answer clinical question or assess efficacy of practice (e.g., treatment effectiveness)
- Use standard criteria (e.g., PEDro, OCEBM Scale, etc.) to appraise literature
- Explain foundation for clinical outcomes assessment, describe the types of outcomes measures for clinical practice (e.g., generic, patient-based, clinician-based, etc.) as well as types of evidence that are gathered through outcomes assessment (patient-oriented evidence versus disease-oriented evidence).
- Understand the methods for assessing patient progress using outcomes measures

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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).

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Is this course available via distance education?*	Yes	X	No	
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Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

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Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Upon completion of this course, athletic training students will be able to ...

1. Describe the essential components of a typical human cell. Include the normal structure and the function of each component and explain the abnormal symptoms associated with injury, illness, and disease.
2. Explain gross cellular adaptations in response to stress, injury, or disease (e.g., atrophy, hypertrophy, hyperplasia, metaplasia, dysplasia).
3. Explain normal and abnormal circulation and the physiology of fluid homeostasis.
4. Identify the normal acute and chronic physiological and pathological responses (e.g., inflammation, immune response, and healing process) of the human body to trauma, hypoxia, microbiologic agents, genetic derangements, nutritional deficiencies, chemicals, drugs, and the aging affecting the musculoskeletal and other organ systems, and musculoskeletal system adaptations to disuse.
5. Describe the etiology, pathogenesis, pathomechanics, signs, symptoms, and epidemiology of common orthopedic injuries, illnesses, and diseases to the body's systems.
6. Describe the body's responses to physical exercise during common disease, illness, and injury.
7. Describe common congenital or acquired abnormalities, physical disabilities, and diseases affecting people who engage in physical activity throughout their lifespan (e.g., arthritis, diabetes).
8. Identify the effects of common illnesses and diseases in physical activity.
9. Describe common eye pathologies from trauma and/or localized infection.
10. Describe common ear pathologies from trauma and/or localized infection.
11. Describe common pathologies of the mouth, sinus, oropharynx, and nasopharynx from trauma and/or localized infection.
12. Describe common and significant respiratory infections, thoracic trauma, and lung disorders.
13. Identify strategies for reducing frequency and severity of asthma attacks.
14. Explain the possible causes of sudden death syndrome.
15. Describe common cardiovascular and hematological medical conditions from trauma, deformity, acquired disease, conduction disorder, and drug abuse.
16. Describe common medical conditions that affect the gastrointestinal and hepatic-biliary systems from trauma, chemical and drug irritation, local and systemic infections, psychological stress, and anatomic defects.
17. Describe common medical conditions of the endocrine and metabolic systems from acquire disease and acute and chronic nutritional disorders.
18. Describe common medical conditions of the renal and urogenital systems from trauma, local infection, congenital and acquired disease, nutritional imbalance, and hormone disorder.
19. Describe common and/or contagious skin lesions from trauma, infection, stress, drug reaction, and immune responses.
20. Describe common medical conditions of the immune system from infection, congenital and acquired disease, and unhealthy lifestyle.
21. Describe a plan to access appropriate medical assistance on disease control, notify medical authorities, and prevent disease epidemics.
22. Describe common cancers.
23. Explain the importance and proper procedures for measuring body temperature.
24. Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to:
 - Cardiovascular function (differentiate between normal and abnormal heart sounds, blood pressure, and heart rate)
 - Pulmonary function (differentiate between normal and abnormal breath sounds, percussion sounds, number and characteristics of respirations, and peak expiratory flow)
 - Gastrointestinal function (differentiate between normal and abnormal bowel sounds)
 - Genitourinary function (urinalysis)
 - Ocular function (vision, ophthalmoscope)
 - Function of the ear, nose, and throat (including otoscopic evaluation)
 - Dermatological assessment

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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Cooperative Course	

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- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Through completion of the course readings, exams, lectures, assignments, and discussion board posts the students will be able to demonstrate:

1. Knowledge and practical application skills related to theory, research, psychosocial strategies, mental health, and referral that can be integrated into healthcare professionals' everyday lives to enhance their professional practice.
2. The ability to explore, analyze, and evaluate information regarding psychosocial aspects of injury/disease/conditions, rehabilitation and treatment, and everyday interactions as it pertains to both healthcare professionals and patients.
3. Competency in all of the NATA's Psychosocial Strategies and Referral (PS) competencies.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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).

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

At the conclusion of the semester, each Level I - Athletic Training Student enrolled in AT 520 will demonstrate a cognitive understanding and a practical knowledge of the various skills required of an entry-level athletic trainer that are described below.

Specifically, each Level I – ATS enrolled in AT 520 will:

- appreciate, understand, & apply medical terms & abbreviations.
- accept and utilize appropriate communications with professionals and others.
- implement accepted protective equipment selection/fitting/removal techniques:
- helmets/headgear, facemask, shoulder pads, rib / torso pads, custom padding, prophylactic bracing (ankle & knee), athletic shoes.
- understand and demonstrate proper triage management skills, including:
 - primary survey and secondary survey.
 - comprehend and display correct wound care management techniques, including:
 - hemorrhage control.
 - wound cleaning and debridement.
 - universal precautions, aseptic techniques, & biohazardous waste removal.
 - wound closure.
 - demonstrate a working knowledge of immobilization devices, including:
 - torso splints and spine board.
 - cervical collars.
 - make evident the skills required for basic patient mobilization techniques, including:
 - proper cane fitting and ambulation techniques.
 - correct crutch adjustments and ambulation techniques.
 - other ambulation assists and carries techniques.
 - demonstrate effective procedures for short distance transportation, including:
 - one and two person carries / assists.
 - proper spine board packaging and carries.
 - demonstrate correct techniques with hard and soft cast application/removal.
 - understand and implement proper pharmacologic use of:
 - epinephrine pen for anaphylactic shock.
 - bronchodilator for acute asthmatic reaction.
 - explain and demonstrate correct treatment for:
 - patients in shock, seizure disorders, & poison and/or drug overdose patients.
 - emergency preparation
 - assembles and maintains personal 1st Aid kit
 - determines and assembles emergency kit for event coverage.
 - demonstrate proficiency pre-participation screening measurements.
 - complete a thorough cranial nerve assessment.
 - demonstrate an understanding & clinical use of therapeutic modalities, including:
 - cryotherapy (ice bath, cold whirlpools, ice massage, etc.)
 - thermotherapy (moist hot packs, hot whirlpools, etc.)
 - spinal traction
 - intermittent compression
 - biofeedback and/or EMG
 - demonstrate functional use of various types of therapeutic massage:
 - • effleurage, pétrissage, tapotement, friction, trigger point, myofascial release, etc.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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).

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
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Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

At the conclusion of the semester, each Level I - Athletic Training Student enrolled in AT 521 will demonstrate a cognitive understanding and a practical knowledge of the various skills required of an entry-level athletic trainer that are described below.

Specifically, each Level I – ATS enrolled in AT 521 will:

1. demonstrate proper triage management skills
2. demonstrate proper understanding of the EAP at the assigned clinical site(s)
3. communicate effectively with other ATs, athletes, and staff
4. maintain accurate and up-to-date medical records and coaches' reports
5. use medical terminology correctly
6. maintain the proper condition of the athletic training clinic
7. work cooperatively with other ATs and clinical instructors
8. demonstrate the use of injury prevention strategies (stretching, hydration, etc.)
9. perform taping, wrapping, and bracing techniques when necessary
10. adhere to OSHA standards for handling bodily fluids
11. adhere to clinical site policies and procedures (pharmaceutical storage, rehabilitation, etc.)
12. complete other specific objectives as outlined with the supervising Preceptor
13. demonstrate proper professional behaviors expected of an athletic trainer

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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).

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

At the conclusion of the semester, each Level II - Athletic Training Student enrolled in AT 522 will demonstrate a cognitive understanding and a practical knowledge of the various skills required of an entry-level athletic trainer that are described below. Specifically, each Level I – ATS enrolled in AT 522 will:

- perform complete patient history for assessing the lower extremity & lumbar spine.
- know the importance of, and be able to palpate key anatomical landmarks of the lower extremity & lumbar spine.
- implement correct techniques in the goniometric assessment of the lower extremity.
- exhibit competence in manual muscle testing the lower extremity & lumbar spine.
- exhibit competence in performing a neurological exam of the lower extremity.
- review and become competent in key lower extremity & lumbar spine special tests.
- demonstrate correct technique for implementing PNF strengthening, including
- Diagonal 1 & 2 – lower extremity
- demonstrate correct technique for implementing PNF stretching, including
- hold-relax and contract-relax for lower extremities
- demonstrate proper use of joint mobilizations & joint traction techniques, including
- ankle, knee, and hip
- explain and demonstrate correct use of isokinetic dynamometer (Biodex or Cybex)
- for the knee
- read and interpret the results with suggestions for intervention

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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).

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
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Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
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- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

At the conclusion of the semester, each Level II - Athletic Training Student enrolled in AT 523 will demonstrate a cognitive understanding and a practical knowledge of the various skills required of an entry-level athletic trainer that are described below. Specifically, each Level II – ATS enrolled in AT 523 will:

1. demonstrate proper triage management skills
2. demonstrate proper understanding of the EAP at the assigned clinical site(s)
3. communicate effectively with other ATs, athletes-patients, and staff
4. evaluate lower extremity athletic injuries accurately and with confidence
5. maintain accurate and up-to-date medical/administrative records
6. use medical terminology correctly
7. maintain the proper condition of the athletic training clinic
8. work cooperatively with other ATs, clinical instructors, and other members of sports medicine team
9. accurately and effectively present an injured athlete case to the team physician
10. demonstrate the use of injury prevention strategies (e.g., movement screen, stretching, etc.)
11. perform taping, wrapping, and bracing techniques when necessary
12. demonstrate the proper use of modalities when necessary
13. adhere to OSHA standards for handling bodily fluids
14. adhere to HIPAA/FERPA standards for maintaining confidentiality of records
15. adhere to clinical site policies and procedures (pharmaceutical storage, rehabilitation, etc.)
16. demonstrate proper professional behaviors expected of an athletic trainer
17. complete other specific objectives as outlined with the supervising Preceptor

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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).

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College	Education, Health and Human Sciences
Department/Unit	Movement Sciences
Dept/Unit Approval Date	September 10, 2019
College Approval Date	

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input checked="" type="checkbox"/> Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

<input checked="" type="checkbox"/>	Title	Number	Credits	Recommended Preparation
	Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix		Number	
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Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	Applied Rehabilitation Techniques Integrated Rehabilitation Techniques
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Short Course Title (If the course title is longer than 30 characters)

I	N	T	E	G	R	A	T	E	D		R	E	H	A	B		T	E	C	H	N	I	Q	U	E	S				
---	---	---	---	---	---	---	---	---	---	--	---	---	---	---	---	--	---	---	---	---	---	---	---	---	---	---	--	--	--	--

Subject Prefix	AT	Number	533
Credits	3	Prerequisites	AT 509
Co-requisites			
Description	Theory and practice of rehabilitation techniques as applied to individual physical pathologies.		

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

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Add, Drop, or Change of Status	
Cooperative Course	

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Is this course available via distance education?*	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	X		
Coeur d'Alene			
Boise			
Idaho Falls			
Other*		Location(s)	

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

- Upon successful completion of AT 533, the students will:
 - Identify common patterns of postural and movement imbalances
 - Develop treatment strategies for the correction of musculoskeletal imbalances
 - Determine location of movement restrictions in the soft tissues.
 - Develop strategies for the treatment of movement restrictions of tonal, tissue, or neural origin.
 - Effectively implement a treatment program utilizing soft tissue mobilization techniques.
 - Recognize and demonstrate proper body mechanics/movement fundamentals during the performance of manual therapy procedures.
 - Determine the efficacy of treatment applications through the assessment and reassessment of subjective and objective patient outcomes data.
 - Understand the theory, importance, and application of movement evaluation paradigms, including:
 - Functional Movement Assessment
 - Selective Functional Movement Assessment
 - Dynamic Neuromuscular Stabilization (assessment)
 - Understand the theory, importance, and application of the theories of manual therapy techniques including:
 - Mulligan Concept
 - Instrument Assisted Soft Tissue Mobilization
 - Kinesio Taping
 - Active Release Technique
 - Total Motion Release
 - Joint Mobilization (Maitland, Kaltenborn)
 - Proprioceptive Neuromuscular Facilitation
 - Dynamic Neuromuscular Stabilization (treatment)
 - Recognize several methods of treatment for common musculoskeletal pathologies.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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

Office of the Registrar Information

Date Received by UCC Secretary	
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General Curriculum Report Number	

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Submission Information

College	Education, Health and Human Sciences
Department/Unit	Movement Sciences
Dept/Unit Approval Date	September 10, 2019
College Approval Date	

Type of Change

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<input type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input checked="" type="checkbox"/> Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	<input checked="" type="checkbox"/> Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix		Number	
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Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

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Title:	Research Methods & Statistics II
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Short Course Title (If the course title is longer than 30 characters)

R	E	S	E	A	R	C	H		M	E	T	H	O	D	S		&		S	T	A	T	S		I	I				
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Subject Prefix	AT	Number	536
Credits	3	Prerequisites	
Co-requisites			
Description	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.		

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Add, Drop, or Change of Status	
Cooperative Course	

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Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

At the conclusion of the semester, each Athletic Training Student enrolled in AT 536 will demonstrate a cognitive understanding and a practical knowledge of the various skills required of an entry-level athletic trainer that are described below.

Specifically, each ATS enrolled in AT 536 will:

- Upon completion of this class the student will understand and apply the following statistical methods and concepts:
- Quantitative research design
- Organizing and displaying data
- Hypothesis testing
- Power & significance (clinical and statistical)
- Methods of measurement
- Measures of central tendency
- Measures of variability
- Normal curve & sampling error
- Correlation & bivariate regression
- t-tests
- Analysis of Variance (ANOVA)

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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).

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Upon Completion of the course, the student will be able to:

- TI-21 Explain the federal, state, and local laws, regulations and procedures for the proper storage, disposal, transportation, dispensing (administering where appropriate), and documentation associated with commonly used prescription and nonprescription medications.
- TI-22 Identify and use appropriate pharmaceutical terminology for management of medications, inventory control, and reporting of pharmacological agents commonly used in an athletic training facility. TI-23 Use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications.
- TI-24 Explain the major concepts of pharmacokinetics and the influence that exercise might have on these processes.
- TI-25 Explain the concepts related to bioavailability, half-life, and bioequivalence (including the relationship between generic and brand name drugs) and their relevance to the patient, the choice of medication, and the dosing schedule.
- TI-26 Explain the pharmacodynamic principles of receptor theory, dose-response relationship, placebo effect, potency, and drug interactions as they relate to the mechanism of drug action and therapeutic effectiveness.
- TI-27 Describe the common routes used to administer medications and their advantages and disadvantages.
- TI-28 Properly assist and/or instruct the patient in the proper use, cleaning, and storage of drugs commonly delivered by metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes as prescribed by the physician.
- TI-29 Describe how common pharmacological agents influence pain and healing and their influence on various therapeutic interventions.
- TI-30 Explain the general therapeutic strategy, including drug categories used for treatment, desired treatment outcomes, and typical duration of treatment, for the following common diseases and conditions: asthma, diabetes, hypertension, infections, depression, GERD, allergies, pain, inflammation, and the common cold.
- TI-31 Optimize therapeutic outcomes by communicating with patients and/or appropriate healthcare professionals regarding compliance issues, drug interactions, adverse drug reactions, and sub-optimal therapy.
- PHP-48 Explain the known usage patterns, general effects, and short- and long-term adverse effects for the commonly used dietary supplements, performance enhancing drugs, and recreational drugs.
- PHP-49 Identify which therapeutic drugs, supplements, and performance-enhancing substances are banned by sport and/or workplace organizations in order to properly advise clients/patients about possible disqualification and other consequences.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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).

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College	Education, Health and Human Sciences
Department/Unit	Movement Sciences
Dept/Unit Approval Date	September 10, 2019
College Approval Date	

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input checked="" type="checkbox"/> Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	<input checked="" type="checkbox"/> Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix		Number	
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Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	Seminar in Athletic Training II
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Short Course Title (If the course title is longer than 30 characters)

S	E	M	I	N	A	R		I	N		A	T	H	L	E	T	I	C		T	R	A	I	N	.		I	I	
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Subject Prefix	AT	Number	541
Credits	2	Prerequisites	
Co-requisites			
Description	Seminar addresses a year two comprehensive exam process. All topics learned in both years of the program are eligible for testing.		

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Upon successful completion of AT 541, each student will demonstrate competence in the knowledge and skills related to the first-year curriculum in the MSAT program. This will include clinical anatomy, care and prevention of injuries and illnesses, evaluation and diagnosis of injuries and illnesses, principles of rehabilitation, therapeutic modalities, ethics and administration in athletic training, research methods in athletic training, prevention and health promotion, general medicine for athletic trainers, psychology of injury and referral, and clinical education.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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).

Office of the Registrar Information

Date Received by UCC Secretary	
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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Add, Drop, or Change of Status	
Cooperative Course	

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Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

At the conclusion of the semester, each Athletic Training Student enrolled in AT 542 will demonstrate a cognitive understanding and a practical knowledge of the various skills required of an entry-level athletic trainer that are described below. Specifically, each ATS enrolled in AT 542 will:

- Develop a relevant clinical question using a pre-defined question format (e.g., PICO = Patients, Intervention, Comparison, Outcomes; PIO = Patients, Intervention, Outcomes)
- Recognize the ethical guidelines and procedures in health, medicine, and medical research.
- Use standard criteria or developed scales to critically appraise the structure, rigor, and overall quality of research studies.
- Develop the research problem statement
- evaluate the relationship of a research topic to clinical practice.
- Conduct a literature search using a clinical question relevant to athletic training practice using search techniques (e.g., Boolean search, Medical Subject Headings) and resources appropriate for a specific clinical question.
- Describe and contrast research and literature resources that can be used for conducting clinically-relevant searches.
- organize a literature search into an annotated bibliography.
- Utilize a systematic approach to create and answer a clinical question through review and application of existing research.
- Understand how to construct a critically appraised topic, including:
 - using AMA writing styles and formats (e.g., citations, references, etc.)
 - citing articles appropriately
 - creating a manuscript title
 - creating an abstract/clinical scenario
 - articulating search strategy
 - identifying sources of evidence/databases searched
 - developing and articulating inclusion/exclusion criteria
 - summarizing the 'best evidence' and 'key findings' of the critical appraisal
 - developing a 'clinical bottom line'
 - developing a strength of recommendation on the literature and appraisal findings
 - articulating and disseminating results of literature search and critical appraisal
 - design tables and figures for journal manuscript submission
 - articulate implications for practice, education, or research
 - produce a manuscript for peer-review
- Describe the types of outcomes measures for clinical practice (patient-based and clinician-based) as well as types of evidence that are gathered through outcomes assessment (patient-oriented evidence versus disease-oriented evidence).
- Describe the publishing process.
- Participate in blinded peer-review of a manuscript.
- Develop a clinically relevant article for peer-review in a scientific journal.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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Office of the Registrar Information

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

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Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Upon successful completion of this course, the student will be able to:

1. Articulate how basic neuroscience principles, such as sensory and motor system organization and function, mechanotransduction, and autonomic reflex pathways and motor neuron function determine how pain is transmitted and affects healing.
2. Examine how external factors such as nutrition, hydration, prophylactic taping and bracing, therapeutic modalities, manual therapy and others, influence pain perception, healing and neuromuscular function.
3. Gain an appreciation of how current neuroscience research either supports or confounds current therapeutic interventions utilized in the field of athletic training.
4. Discuss and evaluate a neuroscience-based patient case study in order to determine what neuroscience principles should be considered in order to facilitate appropriate diagnosis, treatment and management through utilization of traditional and non-traditional therapeutic interventions.
1. 5. Formulate a one-page research-based handout on a therapeutic intervention utilized to promote healing or performance with emphasis on how the therapeutic intervention utilizes or is based upon neuroscience principles and/or concepts.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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).

Office of the Registrar Information

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UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

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Submission Information

College	Education, Health and Human Sciences
Department/Unit	Movement Sciences
Dept/Unit Approval Date	September 10, 2019
College Approval Date	

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input checked="" type="checkbox"/> Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	<input checked="" type="checkbox"/> Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix		Number	
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Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	Critical Issues in Athletic Training Clinical Practice
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Short Course Title (If the course title is longer than 30 characters)

C	R	I	T	I	C	A	L		I	S	S	U	E	S		I	N		A	T		P	R	A	C	T	I	C	E
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Subject Prefix	AT	Number	547
Credits	3	Prerequisites	
Co-requisites			
Description	This course prepares students to recognize challenges and develop strategies for solving issues common in AT clinical practice.		

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Add, Drop, or Change of Status	
Cooperative Course	

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Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Upon successful completion of the course, each Athletic Training Student enrolled in AT 547 will demonstrate a cognitive understanding and a practical knowledge of the various skills required of an entry-level athletic trainer that are described below:

- Navigate, interpret, and discuss intricacies of authentic patient care and clinical practice.
- Apply clinical foundational knowledge.
- Understand, interpret, and apply critical thinking.
- Develop patient specific treatment strategies.
- Connect evaluation skills and application of intervention strategies.
- Evaluate intervention outcomes.
- Navigate multiple paradigm patient treatment strategies.
- Employ and interpreted various patient outcome measures.
- Interpret minimal clinically important change (MCID) in patient care
- Collect authentic patient outcomes
- Discuss results of authentic patient outcomes
- Create scholarly class presentations
- Lead and participate in scholarly based discussions
- Identify best available evidence on multiple topics
- Interpret best available evidence
- Apply best available evidence
- Actively participate in scholarly reflection

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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).

Office of the Registrar Information

Date Received by UCC Secretary	
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General Curriculum Report Number	

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Statement of Purpose

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Add, Drop, or Change of Status	
Cooperative Course	

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Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

At the conclusion of the semester, each Level III - Athletic Training Student enrolled in AT 550 will demonstrate a cognitive understanding and a practical knowledge of the various skills required of an entry-level athletic trainer that are described below.

Specifically, each Level III – ATS enrolled in AT 550 will:

- perform complete patient history for assessing the upper extremity & cervical spine.
- know the importance of and be able to palpate key anatomical landmarks of the upper extremity & cervical spine.
- implement correct techniques in the goniometric assessment of the upper extremity.
- exhibit competence in manual muscle testing the upper extremity & cervical spine.
- exhibit competence in performing a neurological exam of the upper extremity.
- review and become competent in key upper extremity & cervical spine special tests.
- demonstrate correct technique for implementing PNF strengthening, including Diagonal 1 & 2 – upper extremity
- demonstrate correct technique for implementing PNF stretching, including hold-relax and contract-relax for the upper extremities
- demonstrate proper use of joint mobilizations & joint traction techniques, including upper extremities and cervical spine
- explain and demonstrate correct use of isokinetic dynamometer (Biodex or Cybex) for the shoulder
- read and interpret the results with suggestions for intervention

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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).

Office of the Registrar Information

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General Curriculum Report Number	

Cross- and Joint-List Status

Cross-listed course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

At the conclusion of the semester, each Level III - Athletic Training Student enrolled in AT 551 will demonstrate a cognitive understanding and a practical knowledge of the various skills required of an entry-level athletic trainer that are described below. Specifically, each Level III – ATS enrolled in AT 551 will:

1. demonstrate proper triage management skills
2. demonstrate proper understanding of the EAP at the assigned clinical site(s)
3. communicate effectively with other ATs, athletes-patients, and staff
4. evaluate lower extremity athletic injuries accurately and with confidence
5. evaluate upper extremity athletic injuries accurately and with confidence
6. maintain accurate and up-to-date medical/administrative records
7. use medical terminology correctly
8. maintain the proper condition of the athletic training clinic
9. work cooperatively with other ATs, clinical instructors, and other members of sports medicine team
10. accurately and effectively present an injured athlete case to the team physician
11. demonstrate the use of injury prevention strategies (e.g., movement screen, stretching, etc.)
12. perform taping, wrapping, and bracing techniques when necessary
13. demonstrate the proper use of modalities when necessary
14. adhere to OSHA standards for handling bodily fluids
15. adhere to HIPAA/FERPA standards for maintaining confidentiality of records
16. adhere to clinical site policies and procedures (pharmaceutical storage, rehabilitation, etc.)
17. demonstrate proper professional behaviors expected of an athletic trainer
18. complete other specific objectives as outlined with the supervising Preceptor

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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).

Office of the Registrar Information

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UCC Item Number	
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General Curriculum Report Number	

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
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Add, Drop, or Change of Status	
Cooperative Course	

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- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

At the conclusion of the semester, each Level IV - Athletic Training Student enrolled in AT 552 will demonstrate a cognitive understanding and a practical knowledge of the various skills required of an entry-level athletic trainer that are described below. Specifically, each AT 552 Level IV – ATS will:

- demonstrate proficiency in pre-participation screening.
- demonstrate techniques in the assessment of general medical health, including palpation and evaluation of the abdominal & thoracic region.
- use a stethoscope to evaluate cardiovascular, respiratory, and digestive systems.
- using an otoscope to evaluate the nose and ears.
- using an ophthalmoscope to evaluate the eyes
- visual acuity using a Snellen eye chart.
- dermatological screening
- postural screening & gait analysis
- implementation and understanding of medication tracking and documentation
- demonstrate acceptable documentation of medical records, including;
- injury reports, progress charts/notes, billing procedures, medication tracking...
- explain and demonstrate proper procedures in patient referral to indicate authorities
- demonstrate various methods for patient compliance during rehabilitation
- display a functional assessment for return-to-play decisions
- demonstrate correct techniques with hard and soft cast application/removal.
- explain and demonstrate conceptual understanding of common sports related maladies, including prevention, assessment, immediate treatment, rehabilitation and return-to-play guidelines for the following anatomical regions:
- foot, ankle, & leg
- knee
- thigh, hip, & sacroiliac joint
- lumbar spine
- hand, wrist, & forearm
- elbow & arm
- shoulder complex
- cervical & thoracic spine
- head
- implement a rehabilitation protocol involving acceptable functional progressions

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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Cooperative Course	

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Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

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Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Hybrid Format: Course requires distance learning and on-site requirements on Moscow Campus

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

At the conclusion of the semester, each Level IV - Athletic Training Student enrolled in AT 553 will demonstrate a cognitive understanding and a practical knowledge of the various skills required of an entry-level athletic trainer that are described below. Specifically, each Level IV – ATS enrolled in AT 553 will:

1. demonstrate proper triage management skills
2. demonstrate proper understanding of the EAP at the assigned clinical site(s)
3. communicate effectively with other ATs, athletes-patients, and staff
4. evaluate lower extremity athletic injuries accurately and with confidence
5. evaluate upper extremity athletic injuries accurately and with confidence
6. evaluate head and face athletic injuries accurately and with confidence
7. evaluate general medical conditions accurately and with confidence
8. demonstrate effective and efficient return-to-play and referral decision making
9. maintain accurate and up-to-date medical/administrative records
10. use medical terminology correctly
11. maintain the proper condition of the athletic training clinic
12. work cooperatively with other ATs, clinical instructors, and other members of sports medicine team
13. accurately and effectively present an injured athlete case to the team physician
14. demonstrate the use of injury prevention strategies (e.g., movement screen, stretching, etc.)
15. perform taping, wrapping, and bracing techniques when necessary
16. demonstrate the proper use of modalities when necessary
17. adhere to OSHA standards for handling bodily fluids
18. adhere to HIPAA/FERPA standards for maintaining confidentiality of records
19. adhere to clinical site policies and procedures (pharmaceutical storage, rehabilitation, etc.)
20. demonstrate proper professional behaviors expected of an athletic trainer
21. complete other specific objectives as outlined with the supervising Preceptor

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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