



**University
of Idaho**

College of Education, Health and Human Sciences
College Coordinating Committee
Committee Chair: Interim Dean Phillip Scruggs

Meeting Agenda
REVISED 4/14/2021

Date: April 19, 2021

Time: 4:00 PM (Pacific)

Location: ZOOM <https://uidaho.zoom.us/j/85653255562>

- 1. Introductions**
- 2. Minutes** from September 15, 2020 meeting – January meeting was cancelled.
- 3. Proposals to review:**
 - a. BS Exercise Sport and Health Sciences
 - b. BS Dance
 - c. DAN 100 – Dance in Society**
 - d. DAN 101 – Dance Seminar**
 - e. Leadership & Counseling Department Name Change
- 4. Accreditation Update**
- 5. Educational Leadership Phase-in Plan Update**
- 6. Old Business?**
- 7. New Business for next meeting?**
- 8. Future meetings will be held September 2021, January 2022 and April 2022.**
- 9. DEADLINE to submit to UCC: October 1, 2021**



University
of Idaho

College of Education, Health and Human Sciences
College Coordinating Committee
Committee Chair: Interim Dean Phillip Scruggs

Minutes

Date: September 15, 2020
Time: 4:00 PM (Pacific)
Location: ZOOM 95584338559

- 1. Introductions.**
- 2. Attendance:** Phillip Scruggs, Raymond Dixon, Anne Adams, Taylor Raney, Laura Holyoke, Allen Kitchel, Bruce Saxman and Aleksandra Hollingshead. Email vote received from David Paul. Quorum was met.
- 3. Minutes:** The minutes from the January 21, 2020 and September 16, 2019 meetings were discussed together. Taylor Raney moved to accept the minutes with Raymond Dixon seconded both meeting minutes. No edits or questions were presented. Motion passed, vote 8 Yes 0 No and 0 Abstain.
- 4. Proposals to review:** Then members in attendance reviewed and discussed the proposals in groups:

a-e: EDCI 327 Elementary Math Education – Change a course, EDCI 328 Elementary Social Studies Education – Change a course, EDCI 329 Elementary Science Education – Change a course, EDCI 408 Integrated Elementary Methods Practicum I – Change a course and EDCI 410 Technology, Teaching and Learning – Change a course: Taylor Raney explained the proposal a-e, and in particular the EDCI 410 co-requisites. Anne Adams pointed up that the practicum hours does not reflect that it is a 3 credit course. Taylor Raney moved to approved and Anne Adams seconded with the understanding that Taylor will provide updated course description ASAP:

The following language will be updated on the form: Implementation of elementary content methods, research, curricula, and technology in K-8 classrooms with specific focus on culturally responsive management of a classroom and social-emotional learning, including recognition of early warning signs in students. Course will include 30 hours in K-8 classrooms.

A separate comment was made that the syllabi templates might need to be updated.

Motion passed, vote 8 Yes 0 No and 0 Abstain.

f-g: EDCI 449 Second Language Teaching Methods – Change a course and EDCI 549 Second Language Teaching Methods – Change a course: Taylor Raney discussed these proposals. The course contents were very similar to Dr. Darragh's ENL

courses. This allows for one course instructor for the semester rather than 2. Taylor Raney moved to approve and seconded by Alex Hollingshead which asked if this was a joint listing. Taylor said that it should be joint listed and will check the descriptions. Motion passed, vote 8 Yes 0 No and 0 Abstain.

h-j: BS Ed Secondary Education – French - Curricular Proposal, BS Ed Secondary Education – Spanish - Curricular Proposal, BS Ed Secondary Education – German - Curricular Proposal: Taylor discussed h-j and the revisions that might need to be done. EDCI or ENGL – Taylor will update the forms and moved to approve. Alex Hollingshead seconded. Dean Scruggs called for a vote. Motion passed, vote 8 Yes 0 No and 0 Abstain.

k – n: CSED 512 CS Thinking for Teachers, CSED 520 CS I for Teachers, CSED 521 CS III for Teachers, CSED 522 CSII for Teachers: Taylor Raney discussed these courses. There was some confusion that the CCC might not have the authority to approve these courses. It was mentioned that we did not want to stand in the way of approving these courses so the group decided to approve them along with proposals o-bb. Taylor Raney moved to approve and Raymond Dixon seconded. Dean Scruggs called for the vote. Motion passed, vote 8 Yes 0 No and 0 Abstain.

o-bb: Technology Integration Specialist Certificate (Group B Form), EDCI 553 Role of A Tech Integration Specialist (Add a Course), EDCI 554 Create Instructional Videos with Screencasting (Add a Course), EDCI 555 Digital Citizenship of A Tech Integration Specialist (Add a Course), EDCI 556 G Suite Tools in the Classroom (Add a Course), EDCI 557 Google Classroom (Add a Course), EDCI 558 Google Tips, Tricks and Extensions (Add a Course), EDCI 559 Improving the Use of Video in the Classroom (Add a Course), EDCI 573 Integrating Technology Through the Universal Design (Add a Course), EDCI 574 Interactives & Simulations (Add a Course), EDCI 575 Open Education Resources (OER) (Add a Course), EDCI 576 Tools for Digital Assessment (Add a Course), EDCI 577 Tools to Support Collaboration in and out of the Classroom (Add a Course), EDCI 578 Tools to Support Literacy (Add a Course): These are courses that Cassidy Hall developed to fuel a certificate program. Similar courses are being offered as PD courses. Again, these proposals were discussed with the CS courses above with Taylor Raney moved to approve and Raymond Dixon seconded. Alex Hollingshead stated that the CSED courses are separate from Cassidy's certification program. A vote was called. Motion passed, vote 8 Yes 0 No and 0 Abstain.

cc. EDAD Curriculum Proposal – clarification for catalog. Taylor Raney explained that this proposal adds the EDAD courses to the catalog making it easier for degree audits to auto populate and students will be able to look up information on the courses. Taylor Raney moved to approved and Alex Hollingshead seconded. Motion passed, vote 8 Yes 0 No and 0 Abstain.

dd-ff: EDSP 300 Educating for Exceptionalities (Change a Course), B.S. Ed. - Special Education Teaching Endorsement - Curricular Proposal, EDSP 520 Education of People with Disabilities (Change a Course): Alex Hollingshead discussed that EDSP

300 is an intro course to special education and 520 is its equivalent at the graduate level. To be more economical we would joint list them and have graduate students have an additional assignment. Alex moved to approve with the notation that she will revise the 520 course description. Allen Kitchel said that in past we needed to add language to show what the graduate level students are required to do – which Alex listed in the rationale. Anne Adams seconded. Motion passed vote 8 yes 0 no and 0 abstain. There was some confusion about ee. Jennifer renamed it incorrectly. EDSP 325 (BS. Ed Special Education teaching endorsement) is needed to change the credits from 2 to 3 credits. Both graduate and undergraduate taking behavior courses need to be prepared. Anne Adams clarified that if the course needs to be changed, the program will also be changed. Taylor Raney agreed. Alex Hollingshead will ask Rebecca Frost if a program change form is also needed. Allen Kitchel stated that this is adding a credit and that we need to show resources used. Alex stated that it bumps up Andy Scheef's course by one credit in the summer. Alex will revise and return. A few typos were also discussed by Raymond Dixon. Alex moved to approve with amendments with Laura Holyoke seconding. Motion passed vote 8 yes 0 no 0 abstain.

gg-hh: PEP 515 Sport Biomechanics (Add a Course) and PEP 415 Sport

Biomechanics (Add a Course): Dean Scruggs discussed the proposals and that these would be moving to a permanent course, then moved to approve which was second by Taylor Raney. It was discussed that this might need a program change proposal to accompany it so these are not courses without a home. Dean Scruggs suggested that this appears to be an elective or an advanced option. It was clarified that this would be an elective in the Exercise Sport Science degree. Taylor Raney's suggestions would be to pass it and consider if it should be part of a program can be done later. Motion passed vote is 8 yes 0 no and 0 abstain.

ii-jj and mm: DAN 101 Dance Seminar – (Change a Course), DAN 490 Senior Project (Change a Course) and B.S. DAN – Curricular Proposal:

Bruce Saxman discussed that these proposals are adding an extra credit to the dance program and to accommodate that increase in credits to remove a credit in the gen ed courses. Bruce Saxman moved to approve and Taylor Raney seconded. The group discussed adding the B.S. Dan Curricular change and Bruce amended the motion and Taylor seconded. It would not be removed from the undergraduate dance requirement and not from the department. DAN 490 will now be a senior project insert David Paul 9/11/20 email: Attached is a curriculum item to request that DAN 490 be included as a Senior Experience option in the UI Gen Ed.... The description of this change was listed in the DAN curriculum change forms, which was voted on. Motion passed - Vote count 8 yes 0 no 0 abstain.

kk-ll: H&S 245 Intro Athletic Injuries (Change a Course) and H&S 288 First Aid Emergency Response (Drop a Course):

Bruce Saxman discussed the H&S 288 is being dropped it is no longer a requirement of the program and moved to approve. Taylor Raney and Laura Holyoke seconded. Dean Scruggs called for a vote, motion passed, vote 8 yes 0 no and 0 abstain.

nn: RSTM Short Form – Form was provided at the meeting. Bruce Saxman and Julie Son discussed this Short Form as a new process to add components to RSTM program. The group met with Joanne Espinosa about the percentages of the program. Can students take this program 100% online – yes, 50% hybrid - yes and in-person – 50% yes. No change in curriculum – just making it official for marketing the program as online program. Taylor Raney moved to approve and Raymond Dixon seconded. Motion passed, vote 8 Yes 0 No and 0 abstain.

JENNIFER HAD TO LEAVE THE MEETING: PLEASE PROVIDE YOUR NOTES OR ZOOM RECORDINGS.

ED 5XX Decolonizing Indigenous and Action Based Research Methods and ED5XX Doctorial Seminar. Email from Dr. Scruggs – Vote count: 6 Yes/ 0 No/ 0 Abstain.

5. Accreditation Update
6. Educational Leadership Phase-in Plan Update
7. Old Business?
8. New Business for next meeting?
9. Schedule future meetings for AY 20-21 in January and April.
10. Future dates to note: **DEADLINE** to submit to UCC: **October 1, 2020**

DAN 101: DANCE SEMINAR

In Workflow

1. 105 Chair (dpaul@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. Registrar's Office (disable)
4. UCC (disable)
5. Post-UCC Registrar (disable)
6. GCR Circulation (disable)
7. Holding for Banner Bridge (disable)
8. Banner (disable)

Approval Path

1. Fri, 02 Oct 2020 23:09:45 GMT
Amy Kingston (amykingston): Approved for 105 Chair
2. Fri, 02 Oct 2020 23:11:09 GMT
Amy Kingston (amykingston): Approved for 15 Curriculum Committee Chair
3. Thu, 03 Dec 2020 00:04:00 GMT
Amy Kingston (amykingston): Approved for Registrar's Office
4. Mon, 11 Jan 2021 23:41:08 GMT
Rebecca Frost (rfrost): Approved for UCC
5. Fri, 19 Mar 2021 19:57:49 GMT
Amy Kingston (amykingston): Approved for Post-UCC Registrar

Date Submitted: Fri, 02 Oct 2020 23:09:18 GMT

Viewing: DAN 101 : Dance Seminar

Last edit: Thu, 03 Dec 2020 00:03:54 GMT

Changes proposed by: Amy Kingston

Course Information

Faculty Contact

Faculty Name	Faculty Email
Jennifer Kay	jkay@uidaho.edu
David Paul	dpaul@uidaho.edu

College

Education, Health & Human Sci

Department/Unit

Movement Sciences

Subject Code

DAN - Dance

Preferred Course Number

101

Effective Term

Summer 2021

Will this course have subtitles?

No

Please Note: Short title must start with "(s)" if the course is subtitled.

Short Title

Dance Seminar

Credits

1

Yes

Maximum credits available

2

Course Requisites

Course Description

1 credit, max 2

Seminar course supports student transitions to dance at the university level, career preparations, research writing, and Senior Project (DAN 490) proposals. (Fall, alt/odd years)

Prerequisites

Major or Minor in Dance

Typically Offered

Fall, alt/odd years

Grade Mode

Undergraduate Normal A/B/C/D/F/I

Please note, adding this information to the form does not constitute an approval - a separate process will be necessary in order for this fee to be added.

Will you be proposing this course as a new General Education course?

No

Cooperative Course Approval

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.

Is this a cooperatively offered course?

No

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:

- Audio conferencing
- One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices
- The internet
- 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?

No

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

Moscow

Assessment and Rationale

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

Students are assessed through in-class discussion, research projects/presentations, and assignments related to career development, preparation, and networking.

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

B.S. Dance students would now be required to take this 1-credit course twice, in order to better prepare them for success in college, careers, and senior projects. Student feedback has indicated a desire for more support in these areas and that 1 semester of this course has not been enough. The course will be moved to every other fall semester (fall odd) to balance faculty loads. Therefore, all

DAN 100: DANCE IN SOCIETY

In Workflow

1. 105 Chair (dpaul@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. UCGE Chair (dcarter@uidaho.edu)
4. Registrar's Office (disable)
5. UCC (disable)
6. Post-UCC Registrar (disable)
7. GCR Circulation (disable)
8. Holding for Banner Bridge (disable)
9. Banner (disable)

Approval Path

1. Fri, 26 Mar 2021 18:21:06 GMT
David Paul (dpaul): Approved for 105 Chair
2. Mon, 12 Apr 2021 17:51:22 GMT
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair

Date Submitted: Fri, 26 Mar 2021 04:29:06 GMT

Viewing: DAN 100 : Dance in Society

Last edit: Fri, 26 Mar 2021 04:29:05 GMT

Changes proposed by: Belle Baggs

Course Information

Faculty Contact

Faculty Name	Faculty Email
Belle Baggs	belleb@uidaho.edu

College

Education, Health & Human Sci

Department/Unit

Movement Sciences

Subject Code

DAN - Dance

Preferred Course Number

100

Effective Term

Summer 2022

Will this course have subtitles?

No

Please Note: Short title must start with "(s)" if the course is subtitled.

Short Title

Dance in Society

Long Title (only required if title is longer than 30 characters)

Dance in Society

Credits

3

No

Course Requisites

Course Description

3 credits

Gen Ed: Humanities, American Diversity

Introduction to dance as an art form, as entertainment, and as a lifelong activity; emphasis on appreciation and understanding of movement as an expression of human values, genres and historical styles, factors affecting change, current issues.

Typically Offered

Fall/Spring Semesters

Grade Mode

Undergraduate Normal A/B/C/D/F/I

Please note, adding this information to the form does not constitute an approval - a separate process will be necessary in order for this fee to be added.

Will you be proposing this course as a new General Education course?

Yes

General Notes on General Education Courses

Which general education requirement(s) does this course fulfill?

American Diversity

Humanistic and Artistic Ways of Knowing

American Diversity

Instructor

Belle Baggs

Course Outline and Description

Briefly describe in one to two pages the course and its objectives, and how the course will address the requirements listed above (bulleted guidelines).

This introductory survey class will examine dance as a primary mode of human expression and communication with a focus both on universal functions of human movement and diverse selected dance traditions. Through online delivery of lectures, viewing recorded performances and engaging in discussion boards we will compare and contrast sacred, social, popular, and concert dance traditions in Western and “Non-Western” cultures. The material provided will deepen one’s understanding of dance, choreography and movement in order to learn how to better articulate one’s perceptions through writing and discussions. The course also contributes to an understanding of dance/movement as a means for recognizing and appreciating diversity. Embracing difference in this way is based upon the assumption that movement (ranging from pedestrian to highly stylized actions) reveals underlying values that are part of the social, cultural and aesthetic traditions in America.

List of likely class materials

Appreciating Dance: A Guide to the World’s Liveliest Art, by Harriet Lihs

Other articles, book selections, or readings and videos will be posted on the **BBLearn system**. Please check the board for updates and all content material.

Learning activities included in the course

Discussion Board Posts; Video Analysis Assignments; Concert Review; Quizzes/Exams; Group Choreography Project; Self Reflection; Movement Labs

Learn and integrate - Through independent learning and collaborative study, attain, use and develop knowledge in the arts, humanities, sciences and social sciences, with disciplinary specialization and the ability to integrate information across disciplines

	Learning Outcome	Assessment Method
Course Specific Learning Outcome 1	Analyze and evaluate, dance as it relates to cultural, intellectual, linguistic, and historical contexts.	Discussion board posts; video analysis assignments; concert review
Course Specific Learning Outcome 2	Perceive and understand formal, conceptual, and technical elements (such as the Elements of Dance) specific to the discipline of dance	Quizzes, exams, video analysis assignments, concert review

Course Specific Learning Outcome 3	Acknowledge diverse perspectives and experiences by learning about different dance styles present in American culture and beyond	Quizzes, exams, discussion boards
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Think and create - use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions

	Learning Outcome	Assessment Method
Course Specific Learning Outcome 1	Distinguish, demonstrate competency, and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline of dance	Group choreography project

Communicate - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society

	Learning Outcome	Assessment Method
Course Specific Learning Outcome 1	Recognize and describe humanistic, historical, or artistic dance works within problems and patterns of the human experience	Discussion boards, video analysis assignments, concert review

Clarify Purpose and Perspective - Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

	Learning Outcome	Assessment Method
Course Specific Learning Outcome 1	Develop cultural humility and self-reflection by recognizing and thoughtfully assessing the influence of culture on personal perspectives, biases, and behaviors through the lens of dance	Discussion boards, self-reflection, movement labs

Humanistic and Artistic Ways of Knowing

Select 5 or more

Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual, linguistic, or historical contexts.

Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.

Distinguish, demonstrate competency, and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline.

Interpret artistic and/or humanistic works through the creation of art or performance.

Perceive and understand formal, conceptual, and technical elements specific to the discipline.

Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.

Instructor

Belle Baggs

Course Outline and Description

Briefly describe in one to two pages the course and its objectives, and how the course will address the requirements listed above (bulleted guidelines).

This introductory survey class will examine dance as a primary mode of human expression and communication with a focus both on universal functions of human movement and diverse selected dance traditions. Through online delivery of lectures, viewing recorded performances and engaging in discussion boards we will compare and contrast sacred, social, popular, and concert dance traditions in Western and "Non-Western" cultures. The material provided will deepen one's understanding of dance, choreography and movement in order to learn how to better articulate one's perceptions through writing and discussions. The course also contributes to an understanding of dance/movement as a means for recognizing and appreciating diversity. Embracing difference in this way is based upon the assumption that movement (ranging from pedestrian to highly stylized actions) reveals underlying values that are part of the social, cultural and aesthetic traditions in America.

List of likely class materials

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Learning activities included in the course

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Course Specific Learning Outcome 2	Perceive and understand formal, conceptual, and technical elements (such as the Elements of Dance) specific to the discipline of dance	Quizzes, exams, video analysis assignments, concert review
Course Specific Learning Outcome 3	Acknowledge diverse perspectives and experiences by learning about different dance styles present in American culture and beyond	Quizzes, exams, discussion boards

Think and create - use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions

	Learning Outcome	Assessment Method
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Clarify Purpose and Perspective - Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

	Learning Outcome	Assessment Method
Course Specific Learning Outcome 1	Develop cultural humility and self-reflection by recognizing and thoughtfully assessing the influence of culture on personal perspectives, biases, and behaviors through the lens of dance	Discussion boards, self-reflection, movement labs

Cooperative Course Approval

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.

Is this a cooperatively offered course?

No

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:

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Is this course available via distance education?

No

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

Moscow

Assessment and Rationale

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

Discussion Board Posts; Video Analysis Assignments; Concert Review; Quizzes/Exams; Group Choreography Project; Self Reflection; Movement Labs

In addition the instructor, has the students complete a survey at the end of course that measures their knowledge related to the learning outcomes and solicits feedback to continue to improve the course objectives.

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

UCGE Review

Attach Syllabus

DS_Syllabus Example.pdf

Key: 3118

majors will take this course each time it is offered to complete this 2-credit requirement within the 4-year degree plan. No additional resources will be required to support this change. The increase in the required credit for students will be managed through dropping another course from the curriculum.

Supporting Documents

CHANGE DAN 101.docx

Reviewer Comments

Amy Kingston (amykingston) (Fri, 02 Oct 2020 23:10:56 GMT): Note: I emailed Jennifer Kay to clarify whether the prereq of Dance Major or Minor should stay, since there was a discrepancy on the original form submitted. Amy K

Key: 3119

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:	Movement Sciences, Dance
Dept/Unit Approval Date:	
College Approval Date:	

Curricula Information

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

Degree:	B.S. Dan.
Major:	Dance
Minor:	
Academic Certificate:	
Teaching Major/Minor:	

Curriculum:	<p>Movement Sciences Undergraduate Curricular Requirements</p> <p style="text-align: center;">Course required in all majors in the Department of Movement Sciences</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Code</th> <th style="text-align: left;">Title</th> <th style="text-align: right;">Hours</th> </tr> </thead> <tbody> <tr> <td><u>MVSC 201</u></td> <td>Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles</td> <td style="text-align: right;">3</td> </tr> </tbody> </table> <p style="text-align: center;">Major Requirements</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Code</th> <th style="text-align: left;">Title</th> <th style="text-align: right;">Hours</th> </tr> </thead> <tbody> <tr> <td><u>BIOL 227</u></td> <td>Anatomy and Physiology I</td> <td style="text-align: right;">4</td> </tr> <tr> <td><u>DAN 101</u></td> <td>Dance Seminar (2 classes required)</td> <td style="text-align: right;">2</td> </tr> <tr> <td><u>DAN 210</u></td> <td>Dance Performance (4 credits required)</td> <td style="text-align: right;">4</td> </tr> <tr> <td><u>DAN 211</u></td> <td>Dance Conditioning (2 classes required)</td> <td style="text-align: right;">2</td> </tr> <tr> <td><u>DAN 284</u></td> <td>Dance Improvisation</td> <td style="text-align: right;">1</td> </tr> <tr> <td><u>DAN 321</u></td> <td>Dance Pedagogy</td> <td style="text-align: right;">3</td> </tr> <tr> <td><u>DAN 324</u></td> <td>Integrated Movement Practices</td> <td style="text-align: right;">3</td> </tr> <tr> <td><u>DAN 360</u></td> <td>Teaching Creative Dance for Children</td> <td style="text-align: right;">1</td> </tr> <tr> <td><u>DAN 384</u></td> <td>Dance Composition I</td> <td style="text-align: right;">3</td> </tr> <tr> <td><u>DAN 385</u></td> <td>Dance Composition II</td> <td style="text-align: right;">3</td> </tr> </tbody> </table>	Code	Title	Hours	<u>MVSC 201</u>	Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles	3	Code	Title	Hours	<u>BIOL 227</u>	Anatomy and Physiology I	4	<u>DAN 101</u>	Dance Seminar (2 classes required)	2	<u>DAN 210</u>	Dance Performance (4 credits required)	4	<u>DAN 211</u>	Dance Conditioning (2 classes required)	2	<u>DAN 284</u>	Dance Improvisation	1	<u>DAN 321</u>	Dance Pedagogy	3	<u>DAN 324</u>	Integrated Movement Practices	3	<u>DAN 360</u>	Teaching Creative Dance for Children	1	<u>DAN 384</u>	Dance Composition I	3	<u>DAN 385</u>	Dance Composition II	3
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DAN 410	Pre-professional Dance Performance (4 credits required)	4
DAN 412	Choreography Lab	2
DAN 421	Dance History and Contemporary Views	3
DAN 422	Labanalysis	3
DAN 490	Senior Project	2
PEP 300	Applied Human Anatomy and Biomechanics	3
PEP 360	Motor Behavior	3
Select 16 credits of Technique: ¹		16
DAN 216	Technique	
DAN 416	Technique	
Select two courses from the following:		2
MUSA 114	Studio Instruction	
MUSA 145	Piano Class for Music Majors/Minors	
MUSA 146	Piano Class for Music Majors/Minors	
MUSA 365	Chamber Ensemble	
Select one course from the following:		2-3
THE 105	Basics of Performance I	
THE 202	Costume Design I	
THE 205	Lighting Design I	
THE 320	Theatre Management	
Total Hours		69-70
Course List		
¹ Must include a minimum of 6 semesters each of ballet and modern. Students may retake the same technique class up to 8 times and/or supplement their training in DAN 216/DAN 416 course offerings to meet their 16 cr requirement). Students must take a minimum of 2 semesters of DAN 416 in both ballet and modern.		
Courses to total 128 <u>120</u> 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**		No	X
**If Yes, can 100% of the curricular requirements of this program be completed via distance education?	Yes		No	

***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):	

*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.

This curriculum change proposal lowers the B.S. Dance degree from 128 required credits to 120 credits in order to align with Idaho State Board of Education mandates. No additional resources are required and no courses need to be dropped from the curriculum to make this possible. Fewer elective credits will be necessary for degree completion.

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:	Education, Health and Human Sciences
Department/Unit:	Movement Sciences
Dept/Unit Approval Date:	
College Approval Date:	

Curricula Information

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

Degree:	BS ESHS
Major:	Exercise, Sport, and Health Sciences
Minor:	
Academic Certificate:	
Teaching Major/Minor:	

Curriculum:	<p>Exercise, Sport, and Health Sciences (B.S.E.S.H.S.)</p> <ul style="list-style-type: none"> • Requirements • Learning Outcomes <p>Exercise Science & Health majors must maintain a UI cumulative GPA of 2.30 or better in order to enroll in 300-level or higher Movement Science sequence coursework. In addition, Exercise Science & Health majors must have a UI cumulative GPA of 2.30 or greater to graduate. Acceptance into the Teacher Education program for the Physical Education Track requires a minimum GPA of 2.75.</p> <p>Required course work includes the university requirements (see regulation J-3), the Department of Movement Sciences core course MVSC 201, and the following:</p> <p style="text-align: center;">Major Requirements Course List</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Code</th> <th style="text-align: left;">Title</th> <th style="text-align: right;">Hours</th> </tr> </thead> <tbody> <tr> <td>BIOL 227</td> <td>Anatomy and Physiology I</td> <td style="text-align: right;">4</td> </tr> <tr> <td>BIOL 228</td> <td>Anatomy and Physiology II</td> <td style="text-align: right;">4</td> </tr> <tr> <td>COMM 101</td> <td>Fundamentals of Oral Communication</td> <td style="text-align: right;">2</td> </tr> </tbody> </table>	Code	Title	Hours	BIOL 227	Anatomy and Physiology I	4	BIOL 228	Anatomy and Physiology II	4	COMM 101	Fundamentals of Oral Communication	2
Code	Title	Hours											
BIOL 227	Anatomy and Physiology I	4											
BIOL 228	Anatomy and Physiology II	4											
COMM 101	Fundamentals of Oral Communication	2											

FCS 205	Concepts in Human Nutrition	3
H&S 245	Introduction to Athletic Injuries	3
H&S 451	Psychosocial Determinants of Health	3
PEP 100	Introduction to Exercise Science & Health	1
PEP 300	Applied Human Anatomy and Biomechanics	3
PEP 360	Motor Behavior	3
PEP 418	Physiology of Exercise	2
PEP 418L	Physiology of Exercise Laboratory	1
PEP 455	Design & Analysis of Research in Movement Sciences	3
PEP 493	Fitness Assessment and Prescription	3
Emphases		
Select one of the following emphases:		27-49
Community Health Education and Promotion		
Fitness, Health, and Human Performance		
Pre-Physical Therapy		
Pre-Athletic Training		
Physical Education Teacher Certification		
Total Hours		62-84
A. Community Health Education and Promotion Emphasis		
Course List		
Code	Title	Hours
FCS 486	Nutrition in the Life Cycle	3
H&S 301	Peer Health Education	2
H&S 328	Community Health: Theory, Systems, and Practice	3
H&S 423	Health Education Methods	3
H&S 450	Critical Health Issues	3
H&S 490	Health Promotion	3
H&S 498	Internship	1-9
MVSC 445	Internship Preparation and Professional Development	1
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3
PEP 495 & 495	Practicum and Practicum (Two at 1 credit each)	2
STAT 251	Statistical Methods	3
Total Hours		27-35
B. Fitness, Health, and Human Performance Emphasis		
Course List		
Code	Title	Hours
H&S 288	First Aid: Emergency Response	2
H&S 450	Critical Health Issues	3
H&S 490	Health Promotion	3
or PEP 305	Applied Sports Psychology	

MVSC 445	Internship Preparation and Professional Development	1
PEP 495 & 495	Practicum and Practicum (Two at 1 credit each)	2
PEP 498	Internship in Exercise Science & Health	9
	Select 4 credits of PE Activity/Skill Classes (see advisor for selection).	4
	Select one of the following:	3
ENGL 207	Persuasive Writing	
ENGL 208	Personal & Exploratory Writing	
ENGL 313	Business Writing	
ENGL 317	Technical Writing	
	Select one of the following:	1
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	
	Total Hours	28
C. Pre-Physical Therapy Emphasis		
Course List		
Code	Title	Hours
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
CHEM 112	General Chemistry II	3
CHEM 112L	General Chemistry II Laboratory	2
H&S 450	Critical Health Issues	3
MVSC 445	Internship Preparation and Professional Development	1
PEP 495 & 495	Practicum and Practicum (Two at 1 credit each)	2
PEP 498	Internship in Exercise Science & Health (Summer preferred)	9
PHYS 111	General Physics I	3
PHYS 111L	General Physics I Lab	1
PHYS 112	General Physics II	3
PHYS 112L	General Physics II Lab	1
PSYC 305	Developmental Psychology	3
or PSYC 311	Abnormal Psychology	
STAT 251	Statistical Methods	3
	Select 3 credits of PE Activity/Skill Classes (see advisor for selection).	3
	Select one of the following:	1
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	
	Total Hours	42

D. Pre-Athletic Training Emphasis

Course List

Code	Title	Hours
AT 506	Clinical Anatomy I	3
AT 507	Emergency Management and Care of Injuries and Illnesses	3
AT 508	Evaluation and Diagnosis of Injuries and Illnesses I	4
AT 509	Principles of Rehabilitation	3
AT 510	Therapeutic Modalities	2
AT 511	Ethics and Administration in Athletic Training	3
AT 512	Research Methods & Statistics I	3
AT 520	Clinical Education I	2
AT 521	Clinical Experience I	4
AT 587	Prevention and Health Promotion in Athletic Training	3
H&S 288	First Aid: Emergency Response (Or current Emergency Response or First Aid/CPR certification.)	2
PEP 17 <u>1</u>	Athletic Training Clinical Experience I - Observation	1
PEP 49 <u>5</u>	Practicum	1
Total Hours		34

¹ Students in the Pre-Athletic Training Emphasis who are admitted into the MSAT program after their junior year may count up to 30 credits of graduate level course work from the first year of the MSAT program towards the upper division requirement (see [J-1-b](#)) of their BSESHS degree in Exercise, Sport, and Health Sciences with an Athletic Training Emphasis. Up to 8 of 30 credits of graduate level course work from the first year of the MSAT program may be counted towards the residency requirement (see [J-2](#)) for the BSESHS degree. For more information on the MSAT see the Graduate Degree Programs section for this department.

E. Physical Education Teacher Certification Emphasis

Course List

Code	Title	Hours
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
EDCI 401	Internship Seminar	1
EDCI 463	Literacy Methods for Content Learning	3
H&S 288	First Aid: Emergency Response	2
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3
PEP 412	Elementary Methods in Physical Activity Pedagogy	3
PEP 413	Foundations and Assessment in Physical Activity Pedagogy	3
PEP 421	Secondary Methods in Physical Activity Pedagogy	3
PEP 424	Inclusive Physical Education and Recreation	3

PEP 484	Internship in Physical Education Teaching (14 credits required)	14
Select one of the following:		3
ENGL 207	Persuasive Writing	
ENGL 208	Personal & Exploratory Writing	
ENGL 313	Business Writing	
ENGL 317	Technical Writing	
Select 5 credits from the following:		5
IFIT 108	Water-Based Fitness and Sports	
PEP 107	Movement Fundamentals	
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	
Total Hours		49
Courses to total 120 credits for this degree		
Additional Requirements for Health Certification		
Course List		
Code	Title	Hours
H&S 423	Health Education Methods	3
H&S 450	Critical Health Issues	3
FCS 240	Intimate Relationships	3
or PSYC 330	Human Sexuality	
Total Hours		9

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			
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 (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.

The faculty in the program agree that the University GPA requirement of 2.0 to graduate is a sufficient GPA requirement for our program because it indicates "average" performance (average grade of C). Additionally, the requirement for a GPA of 2.3 or better to enroll in 300 level or higher coursework is very difficult to monitor and enforce, particularly with almost 300 students. The faculty do not believe the 2.3 GPA requirement is necessary to be successful in our program.

H&S 288 is no longer an offered course (drop a course was approved Dec. 2020) and should be removed from the curriculum.

These changes do not add workload to the program or the assessment of learning outcomes.

Office of the Registrar Information

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

SHORT FORM


(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

FILL IN THE GREEN SECTION THEN FILL THE SECTION BELOW THAT MATCHES YOUR REQUEST:

SECTION #1 – New Program Components and Certificates <ul style="list-style-type: none"> • New component (option, minor, emphasis, concentration, endorsement or specialization) • New UG or Grad Certificate (less than 30 credits)
SECTION #2 – Name Changes/CIP Code Change <ul style="list-style-type: none"> • Change the name of a programs, degree, major, minor, option, emphasis, endorsement or certificate • Change the name of an administrative or instructional home of an academic program • Change a CIP code
SECTION #3 – Consolidate/Convert/Move <ul style="list-style-type: none"> • Consolidate two or more existing UG programs to create a new program • Bifurcate or split an existing UG program to create new programs • Convert an option or emphasis to be its own program • Move academic programs between exiting units • Expand an existing program into a UI designated region
SECTION #4 – Online <ul style="list-style-type: none"> • Change an academic program from face-to-face to online • Add an online component to an existing program of more than 50%
SECTION #5 – Discontinuation <ul style="list-style-type: none"> • Discontinue anything that is not a degree (options, minor, emphasis, certificate less than 30 credits, etc.)

REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	Laura Holyoke	Email:	holyoke@uidaho.edu
Department/Unit:	Leadership and Counseling		
College:	College of Education, Health, and Human Sciences		
Current Program Name:	Adult, Organizational, Learning and Leadership Educational Leadership	<input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Undergraduate	
Current program credits:	30 credits for master's degrees, 60 credits for Ed Specialist degree		
Primary Point of Contact (if different from above):	Laura Holyoke	Email:	holyoke@uidaho.edu
Briefly describe the change you are requesting:	Revising our Department name to drop Counseling since we no longer include programs related to counseling.		
Describe the financial impact: (Note: if the financial impact is more than \$250,000 you will need a different form)	Financial impact will be minimal (i.e. re-branding and letterhead, etc.).		
When do you want this to be effective:	Immediately		
Put the percentage of the program that will be online and/or face to face:	Online 100%	Face to Face 0%	

Select the location or locations that this will be delivered.	<input checked="" type="checkbox"/> Moscow <input type="checkbox"/> Idaho Falls <input checked="" type="checkbox"/> Coeur d'Alene <input checked="" type="checkbox"/> Boise <input type="checkbox"/> Other: Please describe: the AOLL and EDAD program faculties are located in these three UI Centers, our programs are offered online		
Dept/Unit Curriculum Committee Approval Date:	EDAD Approved 4/14/21 AOLL Approval 4/14/21 L&C Approved 4/14/21	Vote Record: 	Unanimous Unanimous Unanimous
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	CCC _____ 4/19/21	Vote Record: _____	
Dean Signature of Approval			

SECTION #2 - NAME CHANGES/CIP CODE CHANGES

Current name of component, degree, administrative home:	Leadership and Counseling		
New name of component, degree, administrative home:	Department of Leadership Development (LD)		
CIP code change:	Existing CIP code:	n/a	Requested CIP code: n/a
What is the primary major or degree this is attached to:	Adult, Organizational, Learning and Leadership (AOLL): M.S. and Human Resource Development Certificate Educational Leadership (EDAD): M.Ed. and Ed.S.		
Describe rationale for the modification:	Our counseling program, Rehabilitation Counseling and Human Services, was discontinued and finalized in September 2020. Without this program, our department no longer includes a counseling component. A department name should reflect program offerings. Leaving "Counseling" in the department title misrepresents our program offerings.		
Are there curriculum changes needed and/or do new courses need to be created:			No
Are any of the learning outcomes changing:			No
List the new learning outcomes:	1. 2. 3. 4. 5.		