



**University  
of Idaho**

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

## Meeting Agenda

Date: September 15, 2020

Time: 4:00 PM (Pacific)

Location: ZOOM 95584338559

1. **Introductions**
2. **Minutes** from January 21, 2020 and September 16, 2019 meetings (attached) Note that the April was canceled.

### **Proposals to review:**

- a. EDCI 327 Elementary Math Education – Change a course
- b. EDCI 328 Elementary Social Studies Education – Change a course
- c. EDCI 329 Elementary Science Education – Change a course
- d. EDCI 408 Integrated Elementary Methods Practicum I – Change a course
- e. EDCI 410 Technology, Teaching and Learning – Change a course
- f. EDCI 449 Second Language Teaching Methods – Change a course
- g. EDCI 549 Second Language Teaching Methods – Change a course
- h. BS Ed Secondary Education – French - Curricular Proposal
- i. BS Ed Secondary Education – Spanish - Curricular Proposal
- j. BS Ed Secondary Education – German - Curricular Proposal
- k. CSED 512 CS Thinking for Teachers
- l. CSED 520 CS I for Teachers
- m. CSED 521 CS III for Teachers
- n. CSED 522 CSII for Teachers
- o. Technology Integration Specialist Certificate (Group B Form)
- p. EDCI 553 Role of A Tech Integration Specialist (Add a Course)
- q. EDCI 554 Create Instructional Videos with Screencasting (Add a Course)
- r. EDCI 555 Digital Citizenship of A Tech Integration Specialist (Add a Course)
- s. EDCI 556 G Suite Tools in the Classroom (Add a Course)
- t. EDCI 557 Google Classroom (Add a Course)
- u. EDCI 558 Google Tips, Tricks and Extensions (Add a Course)
- v. EDCI 559 Improving the Use of Video in the Classroom (Add a Course)
- w. EDCI 573 Integrating Technology Through the Universal Design (Add a Course)
- x. EDCI 574 Interactives & Simulations (Add a Course)
- y. EDCI 575 Open Education Resources (OER) (Add a Course)
- z. EDCI 576 Tools for Digital Assessment (Add a Course)
- aa. EDCI 577 Tools to Support Collaboration in and out of the Classroom (Add a Course)

- bb. EDCI 578 Tools to Support Literacy (Add a Course)
  - cc. EDAD Curriculum Proposal – Clarification for catalog
  - dd. EDSP 300 Educating for Exceptionalities (Change a Course)
  - ee. B.S. Ed - Special Education Teaching Endorsement - Curricular Proposal
  - ff. EDSP 520 Education of People with Disabilities (Change a Course)
  - gg. PEP 515 Sport Biomechanics (Add a Course)
  - hh. PEP 415 Sport Biomechanics (Add a Course)
  - ii. DAN 101 Dance Seminar – (Change a Course)
  - jj. DAN 490 Senior Project (Change a Course)
  - kk. H&S 245 Intro Athletic Injuries (Change a Course)
  - ll. H&S 288 First Aid Emergency Response (Drop a Course)
  - mm. B.S. DAN – Curricular Proposal
  - nn. RSTM Short Form – TO BE PROVIDED AT THE MEETING.
3. **Accreditation Update**
  4. **Educational Leadership Phase-in Plan Update**
  5. **Old Business?**
  6. **New Business for next meeting?**
  7. **Schedule future meetings for AY 20-21 in January and April.**
  8. **Future dates to note: DEADLINE to submit to UCC: October 1, 2020**



University  
of Idaho

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

Meeting Minutes

**\*\*\*\* DRAFT \*\*\*\***

Date: Tuesday, January 21, 2020

Time: 4:00 p.m. (Pacific)

Location: Education Building, Room 515 and via ZOOM

1. Meeting called to order by Taylor Raney in Dean Carr-Chellman's absence.
2. Attendance: Anne Adams, Taylor Raney, Laura Holyoke, Raymond Dixon, Phillip Scruggs, and Allen Kitchel. Allen Kitchel obtained permission to vote from John Cannon and Tonia Dousay was brought in towards the end to provide additional information about the proposals being discussed.
3. Minutes: A vote on the Minutes from the September 16, 2019 will tabled to the next CCC meeting in April.
4. Proposals:
  - a. Technology Integration Specialist Certificate; EDCI 553 Role of A Tech Integration Specialist; EDCI 554 Create Instructional Videos with Screencasting; EDCI 555 Digital Citizenship of A Tech Integration Specialist; EDCI 556 G Suite Tools in the Classroom; EDCI 557 Google Classroom; EDCI 558 Google Tips, Tricks and Extensions; EDCI 559 Improving the Use of Video in the Classroom; EDCI 573 Integrating Technology Through the Universal Design; EDCI 574 Interactives & Simulations; EDCI 575 Open Education Resources (OER); EDCI 576 Tools for Digital Assessment; EDCI 577 Tools to Support Collaboration in and out of the Classroom; EDCI 578 Tools to Support Literacy and EDCI 553 Role of A Tech Integration Specialist: The members present discussed these proposals as drafted by Cassidy Hall. These courses are directed to in-service teachers to obtain a computer science endorsement. Taylor Raney moved to approved and Anne Adams seconded, but then the group decided that they needed more information and withdrew the motion and that these proposal should be tabled for a future meeting. The confusion was that these courses already exist as professional development courses which cannot be used for academic degree programs. Further questions on timeframes and course loads were raised. Cassidy Hall will be invited to the next CCC meeting to provide more information. It was also mentioned that these courses might be able to be applied to other programs such as AOLL.

- b. Computer Science Teaching Endorsement and Budget - Taylor Raney and Tonia Dousay discussed the background of this proposal. This course is already on the books and could be used for student practicum. This course is partnered with LCSC. The proposal consists of 20 credits which some of which are currently offered as special topics courses. This whole program can be done online with the exception of the practicum, which would be done during the summer at a week-long coding camp. It was discussed that clarification was needed on the courses involved (100 Level to 500 level). Students go through the CS courses for content, then our methods courses and practicum to complete the endorsement. The teachers who obtain this endorsement will be able to teach CS112, CS120, CS121 and CS395. Section 10B would need to be revised and Taylor Raney, Cassidy Hall, Tonia Dousay and a CS faculty will handle that. The costs would also need to be revised to clarify. Allen Kitchel moved to approve and Anne Adams seconded with the understanding that the proposal will be cleaned up prior to being submitted to the UCC. Laura called for a vote – all in attendance were in favor motion carried.

5. **No accreditation update.**

6. **Old Business:**

- a. Should Dean Carr-Chellman chair this committee? The question has been on the agenda for a long time, but a decision has not been reached. It was suggested that the Director of Teacher Education should chair this committee. If the Dean does not chair, she should be invited to keep her informed. It was mentioned that the UCC representative should automatically be a member of both the CCC and TECC committees and that the UCC representative should chair this committee. Bylaws will need to be updated to clarify who should chair this committee. This item will be brought up at the next Leadership meeting.

7. **New Business for next meeting:** Proposals being worked on: EDCI 327, 328, 408, 409, 320 and 322

8. **Future dates to note: DEADLINE to submit to UCC: October 1, 2020**

Meeting adjourned.



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

Meeting Minutes

Date: Monday, September 16, 2019

Time: 3:30 PM (Pacific)

Location: Education Building, Room 515 and via ZOOM

1. Meeting called to order by Dr. Taylor Raney in Dean Carr-Chellman absence.
2. Attendance: Taylor Raney, John Cannon, Anne Adams, Laura Holyoke, John Cannon Davin Carr-Chellman, David Paul, Bruce Saxman, Penny Tenuto and Phillip Scruggs. Email comments and votes were received from Alexandra Hollingshead.
3. The Minutes of the April 9, 2019 meeting were read and approved. Taylor Raney moved to approve and Allen Kitchel seconded. The members in attendance approved with four members abstaining. Jennifer Kay will post the approved Minutes to the CCC webpage.
4. Proposals:
  - a. RSTM 104; RSTM 260; RSTM 275; RSTM 395; RSTM 425; RSTM 525; PEP 430; PEP 530; RSTM 430; RSTM 485; RSTM 585; RSTM 490; RSTM 590; B.S. – RSTM – Outdoor Leadership and RSTM Curriculum Change - were all discussed together as presented by Bruce Saxman. The group commended that the rational and the learning objectives (and how assessed) needed to be clarified. The group discussed that 240/425 needed to be combined with a graduate level course. Bruce Saxman will revise how the graduate level course would be more robust and will also add how these proposals will impact faculty and resources. It was suggested that syllabi should be added into the proposals to show difference for graduate level course. Phillip Scruggs moved to approve. Anne Adams seconded. Vote passed unanimous.
  - b. PEB 106, PEB 107 and PEB 108 - the group also discussed these proposals together. The proposals are needed to update the names and prefixes. Course will also now be available at a distance. David Paul moved to approve. Phillip Scruggs seconded the motion. Vote passed unanimous.
  - a. Health Education Minor Change: Taylor Raney explained the proposal and moved to approve. Anne Adams seconded the motion. Vote passed unanimously.
  - b. EDCI 204 – Taylor discussed the need for this course – course is currently being taught and will continue to be taught by same person. It was noted that the short title should be corrected and that the work load should be clarified.

Taylor Raney moved to approve. Anne Adams seconded. Vote passed unanimously.

- c. AT 587; AT 507; AT 511; AT 512; AT 513; AT 514; AT 520; AT 521; AT 522; AT 523; AT 533; AT 536; AT 540; AT 541; AT 542; AT 543; AT 547; AT 550; AT 551; AT 552 and AT 553 were all discussed together. The group noted that a couple proposals needed title changes, and several needed the distribution revised moving the courses to hybrid. Laura Holyoke moved to approve. Anna Adams seconded the motion. Vote passes unanimously.
- d. AOLL – Discussion was had about the impact on workloads. Davin Carr-Chellman will add an explanation that this course would not cause any additional workload/resources. It was also noted that the course number should be revised to 6XX and the Registrar will assign the correct course number. Credit should also be revised to state variable – rather than 1-9. Taylor Raney moved to approve as revised. Laura Holyoke seconded the motion. Vote passed unanimously.
- e. College Teaching Apprenticeship – Taylor Raney discussed the need for this course so that TA's and Work Study's could obtain college credit for teaching college courses. This will be circulated for electronic vote.
- f. M.A. TESOL – Taylor Raney discussed that this M.A. would be a new degree for EHHS C&I and is currently running through the CLASS curriculum change process. This will be a joint venture degree. Courses have already been evaluated for alignment. Laura Holyoke moved to approve. David Paul seconded. Discussion was had about having multiply degrees. This will overlap with teaching requirement. Vote passed unanimously.

**5. Old Business:**

- a. Should Dean Carr-Chellman chair this committee? The group discussed this question again. It was suggested that perhaps the UCC Representative should chair this committee. Others argued that having the Dean be chair will allow her to engage in the curriculum part as she is knowledge of resources that might be used. It was decided that this would need a college vote and that it should be reviewed prior to proposals. As an alternative, it was suggested that perhaps any chair of this committee updated the Dean on the committee events after each meeting – keeping the Dean in the curricular loop. It was also discussed that the Dean become an Ex Officio member. No recommendation will be at this time. Taylor Raney proposed bringing this up at the next Leadership Meeting.

**6. New Business for next meeting? None.**

**7. Future dates to note:**

CCC Minutes  
September 16, 2019

**DEADLINE to submit to UCC: October 1, 2019**

Spring Meeting: January \_\_\_\_, 2020

Final Meeting: April \_\_\_\_, 2020

Meeting adjourned.



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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)

**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	<input 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"/>
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Coeur d'Alene	X		
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.

No change in the assessment criteria
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### Rationale

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

During the previous academic year a proposal was put forward to decouple EDCI 410 from the math and science block in the elementary teacher education program. This change completes the other side of that proposal, so advisors and instructors won't need to allow for special permission to access the class.
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### Office of the Registrar Information

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



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

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### Assessment

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

No change in the assessment criteria

### Rationale

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Is this course available via distance education?*	Yes	<input 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 checked="" type="checkbox"/>		
Boise	<input type="checkbox"/>		
Idaho Falls	<input type="checkbox"/>		
Other*	<input type="checkbox"/>	Location(s)	

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### **Assessment**

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

No change in the assessment criteria

### **Rationale**

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

During the previous academic year a proposal was put forward to decouple EDCI 410 from the math and science block in the elementary teacher education program. This change completes the other side of that proposal, so advisors and instructors won't need to allow for special permission to access the class.

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Cooperative Course	

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Is this course available via distance education?*	Yes	<input 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 checked="" type="checkbox"/>		
Boise	<input type="checkbox"/>		
Idaho Falls	<input type="checkbox"/>		
Other*	<input type="checkbox"/>	Location(s)	

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

## Assessment

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

No change in the assessment criteria

## Rationale

---

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

During the previous academic year a proposal was put forward to decouple EDCI 410 from the math and science block in the elementary teacher education program. This change completes the other side of that proposal, so advisors and instructors won't need to allow for special permission to access the class.

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Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

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Cooperative Course	

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Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Commented [MT(1)]: We offer an online section

**Geographical Area Availability**

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

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

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

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**Assessment**

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

No change in the assessment criteria

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**Rationale**

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

There is no reason for participants in 410 to have EDCI 302 completed. This proposed change will open this course to non-majors, graduate students, and any others who could benefit from its contents.

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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)	<u>EDCI 549</u>
Date the affected Units approved of this change	

Commented [MT(2)]: Joint listed with 549

**Cooperative Course Approval (If Applicable)**

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Cooperative Course	

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Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Commented [MT(3)]: We offer Virtual Meeting options

**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**

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

No change in the assessment criteria

**Rationale**

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

This course is being changed to incorporate the teaching of all second language acquisition, as candidates for world languages endorsements will also participate in this class going forward.

**Office of the Registrar Information**

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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)	<u>EDCI 449</u>
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	<del>X</del>	No	
---	-----	--------------	----	--

Commented [MT(2)]: We offer virtual meeting options

**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.

No change in the assessment criteria

**Rationale**

---

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

This course is being changed to incorporate the teaching of all second language acquisition, as candidates for world languages endorsements will also participate in this class going forward.

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**UNIVERSITY CURRICULUM COMMITTEE  
Curricular Proposal Form**

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**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:	Curriculum and Instruction
Dept/Unit Approval Date:	C&I 05012020 Approved 20-0 CCC _____ TECC _____
College Approval Date:	

**Curricula Information**

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

Degree:	B.S.Ed.
Major:	Secondary Education
Minor:	
Academic Certificate:	
Teaching Major/Minor:	French

Curriculum:	<p><b>French</b></p> <p>Basic language courses taken in high school or elsewhere may be evaluated for college equivalencies as part of this teaching major and minor. Consult the <a href="#">Department of Modern Languages &amp; Cultures</a> for policies on earning credit for vertically-related courses.</p> <p align="center"><b>A. 45-Credit French Teaching Major</b></p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td><a href="#">FREN 101</a></td> <td>Elementary French I</td> <td>4</td> </tr> <tr> <td><a href="#">FREN 102</a></td> <td>Elementary French II</td> <td>4</td> </tr> <tr> <td><a href="#">FREN 201</a></td> <td>Intermediate French I</td> <td>4</td> </tr> <tr> <td><a href="#">FREN 202</a></td> <td>Intermediate French II</td> <td>4</td> </tr> <tr> <td><a href="#">FREN 301</a></td> <td>Advanced French Grammar</td> <td>3</td> </tr> <tr> <td><a href="#">FREN 302</a></td> <td>Advanced French Writing Skills</td> <td>3</td> </tr> <tr> <td><a href="#">FREN 304</a></td> <td>Connecting French Language and Culture</td> <td>3</td> </tr> <tr> <td><a href="#">FREN 408</a></td> <td>French and Francophone Culture and Institutions</td> <td>3</td> </tr> <tr> <td><a href="#">FREN 449</a></td> <td>Practicum in Tutoring</td> <td>1</td> </tr> <tr> <td colspan="2">Select electives from the following:</td> <td>7-10</td> </tr> <tr> <td><a href="#">ENGL 241</a></td> <td>Intro to the Study of Language</td> <td></td> </tr> <tr> <td><a href="#">FLEN 243</a></td> <td>English Word Origins</td> <td></td> </tr> </tbody> </table>	Code	Title	Hours	<a href="#">FREN 101</a>	Elementary French I	4	<a href="#">FREN 102</a>	Elementary French II	4	<a href="#">FREN 201</a>	Intermediate French I	4	<a href="#">FREN 202</a>	Intermediate French II	4	<a href="#">FREN 301</a>	Advanced French Grammar	3	<a href="#">FREN 302</a>	Advanced French Writing Skills	3	<a href="#">FREN 304</a>	Connecting French Language and Culture	3	<a href="#">FREN 408</a>	French and Francophone Culture and Institutions	3	<a href="#">FREN 449</a>	Practicum in Tutoring	1	Select electives from the following:		7-10	<a href="#">ENGL 241</a>	Intro to the Study of Language		<a href="#">FLEN 243</a>	English Word Origins	
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<a href="#">FLEN 243</a>	English Word Origins																																							

**Commented [MT(1)]:** EDCI 241 is now available. Do we want to list our own course instead?

Approved Upper-Division Course in Literature		
Approved Upper-Division French Electives		
Approved upper division French Electives to total 45 credits		6-9
In addition, the following special methods sequence is also required:		
<a href="#">EDCI 437</a>	Secondary Foreign Language Methods	3
<a href="#">EDCI 449</a>	Second Language Teaching Methods	3
Or		
<a href="#">EDCI 549</a>		
<a href="#">EDCI 447</a>	Secondary Foreign Language Methods Practicum	1
<b>Total Hours</b>		<b>46-52</b>
Course List		
<b>Approved upper division French electives to total 45 credits in the teaching major.</b>		
<b>B. 23-Credit French Teaching Minor</b>		
<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#">FREN 101</a>	Elementary French I	4
<a href="#">FREN 102</a>	Elementary French II	4
<a href="#">FREN 201</a>	Intermediate French I	4
<a href="#">FREN 202</a>	Intermediate French II	4
<a href="#">EDCI 437</a>	Secondary Foreign Language Methods	3
<a href="#">EDCI 449</a>	Second Language Teaching Methods	3
Or		
<a href="#">EDCI 549</a>		
<a href="#">EDCI 447</a>	Secondary Foreign Language Methods Practicum	1
<a href="#">FREN 301</a>	Advanced French Grammar	3
or <a href="#">FREN 302</a>	Advanced French Writing Skills	
<b>Total Hours</b>		<b>23</b>
Course List		

#### 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	
**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.

Assessment will not change. This proposal is in response to the proposed merger of foreign language and English as a Second Language secondary methods courses, which accompanies this document.

**Office of the Registrar Information**

Date Received by UCC Secretary:	
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College Approval Date:	

**Curricula Information**

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

Degree:	B.S.Ed.
Major:	Secondary Education
Minor:	
Academic Certificate:	
Teaching Major/Minor:	Spanish

Curriculum:	<p><b>Spanish</b></p> <p>Basic language courses taken in high school or elsewhere may be evaluated for college equivalencies as part of this teaching major and minor. Consult the <a href="#">Department of Modern Languages &amp; Cultures</a> for policies on credit for vertically-related courses.</p> <p style="text-align: center;"><b>A. 45-Credit Spanish Teaching Major</b></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><a href="#">SPAN 101</a></td> <td>Elementary Spanish I</td> <td style="text-align: right;">4</td> </tr> <tr> <td><a href="#">SPAN 102</a></td> <td>Elementary Spanish II</td> <td style="text-align: right;">4</td> </tr> <tr> <td><a href="#">SPAN 201</a></td> <td>Intermediate Spanish I</td> <td style="text-align: right;">4</td> </tr> <tr> <td><a href="#">SPAN 202</a></td> <td>Intermediate Spanish II</td> <td style="text-align: right;">4</td> </tr> <tr> <td><a href="#">SPAN 301</a></td> <td>Advanced Grammar</td> <td style="text-align: right;">3</td> </tr> <tr> <td><a href="#">SPAN 302</a></td> <td>Advanced Composition</td> <td style="text-align: right;">3</td> </tr> <tr> <td><a href="#">SPAN 305</a></td> <td>Culture and Institutions of Spain</td> <td style="text-align: right;">3</td> </tr> <tr> <td><a href="#">SPAN 306</a></td> <td>Culture and Institutions of Latin America</td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2">Select 17 credits of Upper-division Spanish language courses <sup>1</sup></td> <td style="text-align: right;">17</td> </tr> <tr> <td colspan="3">In addition, the following special methods sequence is also required:</td> </tr> <tr> <td><a href="#">EDCI437</a></td> <td>Secondary Foreign Language Methods</td> <td style="text-align: right;">3</td> </tr> </tbody> </table>	Code	Title	Hours	<a href="#">SPAN 101</a>	Elementary Spanish I	4	<a href="#">SPAN 102</a>	Elementary Spanish II	4	<a href="#">SPAN 201</a>	Intermediate Spanish I	4	<a href="#">SPAN 202</a>	Intermediate Spanish II	4	<a href="#">SPAN 301</a>	Advanced Grammar	3	<a href="#">SPAN 302</a>	Advanced Composition	3	<a href="#">SPAN 305</a>	Culture and Institutions of Spain	3	<a href="#">SPAN 306</a>	Culture and Institutions of Latin America	3	Select 17 credits of Upper-division Spanish language courses <sup>1</sup>		17	In addition, the following special methods sequence is also required:			<a href="#">EDCI437</a>	Secondary Foreign Language Methods	3
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<a href="#">EDCI 449</a> <a href="#">Second Language Teaching Methods</a>	<a href="#">3</a>
<a href="#">OR</a>	
<a href="#">EDCI 549</a>	
<a href="#">EDCI 447</a> <a href="#">Secondary Foreign Language Methods Practicum</a>	<a href="#">1</a>
<b>Total Hours</b>	<b>49</b>
Course List	
<sup>1</sup> 9 credits must be at 400 level to total 45 credits in the teaching major. A maximum of 3 credits in <a href="#">FLEN 391</a> Hispanic Film or <a href="#">FLEN 394</a> Latin American Literature in Translation may be counted toward a teaching major in Spanish.	
<b>B. 22-Credit Spanish Teaching Minor</b>	
<b>Code</b>	<b>Title</b>
<a href="#">SPAN 101</a>	Elementary Spanish I
<a href="#">SPAN 102</a>	Elementary Spanish II
<a href="#">SPAN 201</a>	Intermediate Spanish I
<a href="#">SPAN 202</a>	Intermediate Spanish II
Select 6 credits of approved Upper-Division Spanish Electives <sup>1</sup>	6
In addition, the following special methods course is also required:	
<a href="#">EDCI 437</a> <a href="#">Secondary Foreign Language Methods</a>	<a href="#">3</a>
<a href="#">EDCI 449</a> <a href="#">Second Language Teaching Methods</a>	<a href="#">3</a>
<a href="#">OR</a>	
<a href="#">EDCI 549</a>	
<a href="#">EDCI 447</a> <a href="#">Secondary Foreign Language Methods Practicum</a>	<a href="#">1</a>
<b>Total Hours</b>	<b>25</b>
Course List	

### Distance Education Availability

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

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Can 50% or more of the curricular requirements of this program be completed via distance education?*	Yes**	<input type="checkbox"/>	No	X
**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		
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Boise*			
Idaho Falls*			
Other**		Location(s):	

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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.

Assessment will not change. This proposal is in response to the proposed merger of foreign language and English as a Second Language secondary methods courses, which accompanies this document. Additionally, the practicum experience is added to the teaching minor, as that seems to have been inadvertently omitted from the catalog following the last curriculum change for this program.

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College Approval Date:	

**Curricula Information**

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

Degree:	B.S.Ed.
Major:	Secondary Education
Minor:	
Academic Certificate:	
Teaching Major/Minor:	German

Curriculum:	<p><b>German</b></p> <p>Basic language courses taken in high school or elsewhere may be evaluated for college equivalences as part of this teaching major and minor. Consult the <a href="#">Department of Modern Languages &amp; Cultures</a> for policies on earning credit for vertically-related courses.</p> <p align="center"><b>A. 45-Credit German Teaching Major</b></p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td><a href="#">ENGL 241</a></td> <td>Intro to the Study of Language</td> <td>3</td> </tr> <tr> <td><a href="#">FLEN 324</a></td> <td>Topics in German Literature in Translation</td> <td>3</td> </tr> <tr> <td><a href="#">GERM 101</a></td> <td>Elementary German I</td> <td>4</td> </tr> <tr> <td><a href="#">GERM 102</a></td> <td>Elementary German II</td> <td>4</td> </tr> <tr> <td><a href="#">GERM 201</a></td> <td>Intermediate German I</td> <td>4</td> </tr> <tr> <td><a href="#">GERM 202</a></td> <td>Intermediate German II</td> <td>4</td> </tr> <tr> <td><a href="#">GERM 301</a></td> <td>German Reading and Writing</td> <td>3</td> </tr> <tr> <td><a href="#">GERM 302</a></td> <td>German Listening and Speaking</td> <td>3</td> </tr> <tr> <td></td> <td>Select approved Upper Division German Electives <sup>1</sup></td> <td>17</td> </tr> <tr> <td></td> <td>In addition, the following special methods sequence is also required:</td> <td></td> </tr> <tr> <td><a href="#">EDCI 437</a></td> <td><del>Secondary Foreign Language Methods</del></td> <td><del>3</del></td> </tr> <tr> <td><a href="#">EDCI 449</a></td> <td><del>Second Language Teaching Methods</del></td> <td><del>3</del></td> </tr> </tbody> </table>	Code	Title	Hours	<a href="#">ENGL 241</a>	Intro to the Study of Language	3	<a href="#">FLEN 324</a>	Topics in German Literature in Translation	3	<a href="#">GERM 101</a>	Elementary German I	4	<a href="#">GERM 102</a>	Elementary German II	4	<a href="#">GERM 201</a>	Intermediate German I	4	<a href="#">GERM 202</a>	Intermediate German II	4	<a href="#">GERM 301</a>	German Reading and Writing	3	<a href="#">GERM 302</a>	German Listening and Speaking	3		Select approved Upper Division German Electives <sup>1</sup>	17		In addition, the following special methods sequence is also required:		<a href="#">EDCI 437</a>	<del>Secondary Foreign Language Methods</del>	<del>3</del>	<a href="#">EDCI 449</a>	<del>Second Language Teaching Methods</del>	<del>3</del>
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<a href="#">EDCI 449</a>	<del>Second Language Teaching Methods</del>	<del>3</del>																																						

Commented [MT(1)]: EDCI 241 is now available

<a href="#">OR</a>		
<a href="#">EDCI 549</a>		
<a href="#">EDCI 447</a>	Secondary Foreign Language Methods Practicum	1
<b>Total Hours</b>		<b>49</b>
Course List		
<sup>1</sup> German electives should include at least one 400-level course, to total 45 credits in the teaching major.		
<b>B. 23-Credit German Teaching Minor</b>		
<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#">GERM 101</a>	Elementary German I	4
<a href="#">GERM 102</a>	Elementary German II	4
<a href="#">GERM 201</a>	Intermediate German I	4
<a href="#">GERM 202</a>	Intermediate German II	4
<a href="#">EDCI 437</a>	Secondary Foreign Language Methods	3
<a href="#">EDCI 449</a>	Second Language Teaching Methods	3
<a href="#">OR</a>		
<a href="#">EDCI 549</a>		
<a href="#">EDCI 447</a>	Secondary Foreign Language Methods Practicum	1
<a href="#">GERM 301</a>	German Reading and Writing	3
or <a href="#">GERM 302</a>	German Listening and Speaking	
<b>Total Hours</b>		<b>23</b>
Course List		

#### 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 (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.

Assessment will not change. This proposal is in response to the proposed merger of foreign language and English as a Second Language secondary methods courses, which accompanies this document.

### 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	<b>None.</b>
Cross-Listed Course(s)	<b>None.</b>
Joint-Listed Course(s)	<b>None.</b>
Date the affected Units approved of this change	<b>N/A.</b>

**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	<b>N/A.</b>
Cooperative Course	<b>N/A.</b>

**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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- (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	<b>X</b>	No	
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## Geographical Area Availability

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

Moscow	X		
Coeur d'Alene	X		
Boise			
Idaho Falls	X		
Other*	X	Location(s)	<b>It will be made available as a virtual meeting and on-line course.</b>

\*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.

**For each of the following learning outcomes student in the course should both understand the following concepts and how to present them in a course environment. The learning outcomes:**

1. Use general problem-solving strategies to develop computer algorithms to solve problems
2. Write computer programs incorporating and using variables
3. Understand and apply the concept of variable scope
4. Write computer programs incorporating and using loops
5. Write computer programs incorporating and using conditionals
6. Use Cartesian coordinates to place and move graphical objects on a screen
7. Understand and apply the concepts of sequential and parallel actions in a program
8. Understand and apply the concept of program objects (e.g. sprites, turtles).
9. Understand and apply the concept of an array
10. Understand that there is a relationship between a programming language, programming environment, and programming paradigm and how a programming is developed.
11. Be aware of their role as citizens in a digital society.

**The learning outcomes will be assessed through a combination of weekly assignments and three exams. Assignments will include a mixture of programming and assignment/assessment creation.**

## Rationale

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

**This course will support a teacher endorsement in CS. The state of Idaho has recently adopted rules requiring that all high school students take at least one CS course before graduation. This course will help teachers, through the endorsement, gain the training they need to teach required courses.**

**The CS departments support of the endorsement will require teaching one additional course per semester (including summer semester), which is within our current capabilities, but will result in one fewer technical elective being available to students with the current faculty.**

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Cross-Listed Course(s)	<b>None.</b>
Joint-Listed Course(s)	<b>None.</b>
Date the affected Units approved of this change	<b>N/A.</b>

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- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	<b>N/A.</b>
Cooperative Course	<b>N/A.</b>

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Is this course available via distance education?*	Yes	<b>X</b>	No	
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### Geographical Area Availability

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

Moscow	<b>X</b>	
Coeur d'Alene	<b>X</b>	
Boise		
Idaho Falls	<b>X</b>	
Other*	<b>X</b>	Location(s) <b>It will be made available as a virtual meeting and on-line course.</b>

\*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.

**For each of the following learning outcomes student in the course should both understand the following concepts and how to present them in a course environment. The learning outcomes are:**

1. Make a description of a problem that has a straightforward computing solution, design, construct, and test a complete program that solves the problem
2. Understand the potential consequences of program failure
3. Understand some of the breadth of areas in which computer science is applied
4. Use a C++ compiler
5. Use code libraries
6. Use a reference, including on-line references, to learn about the contents of a code library
7. Define C++ constants and variables of type char, int, float, and double. They will know the different characteristics of these data types and when each type should be used
8. Understand how to use type casting and how the compiler converts between types in mathematical / logical expressions
9. Create correctly formatted C++ expressions using the following operators: +, -, #, /, %, (), and [ ]
10. Build programs units consisting of the sequence, selection, and repetition programming structures of C++. More specifically they will be able to determine under what conditions each of the following structures should be used: sequence: assignment statement; selection: if, if-else, if-else if-else if-else, and switch structures; repetition: for, while, and do-while structures
11. Read / write information from / to files
12. Create and call functions having arguments and return values. They will know when arguments should be passed by value or reference
13. Use and manipulate one- and two-dimensional arrays
14. Use and understand the use of recursion
15. Understand how to allocate memory dynamically using arrays and pointers
16. Use and manipulate singly linked lists using pointers
17. Create simple classes having data members and member functions. They will be able to read class header files and be able to call object member functions defined in the header files

The learning outcomes will be assessed through a combination of weekly assignments and three exams. Assignments will include a mixture of programming and assignment/assessment creation.

## Rationale

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

This course will support a teacher endorsement in CS. The state of Idaho has recently adopted rules requiring that all high school students take at least one CS course before graduation. This course will help teachers, through the endorsement, gain the training they need to teach required courses.

The CS departments support of the endorsement will require teaching one additional course per semester (including summer semester), which is within our current capabilities, but will result in one fewer technical elective being available to students with the current faculty.

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Add, Drop, or Change of Status	<b>None.</b>
Cross-Listed Course(s)	<b>None.</b>
Joint-Listed Course(s)	<b>None.</b>
Date the affected Units approved of this change	<b>N/A.</b>

### 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	<b>N/A.</b>
Cooperative Course	<b>N/A.</b>

### 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	<b>X</b>	No	
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### Geographical Area Availability

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

Moscow	<b>X</b>	
Coeur d'Alene	<b>X</b>	
Boise		
Idaho Falls	<b>X</b>	
Other*	<b>X</b>	Location(s) <b>It will be made available as a virtual meeting and on-line course.</b>

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

## Assessment

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

**For each of the following learning outcomes student in the course should both understand the following concepts and how to present them in a course environment. The learning outcomes are:**

1. Recurrence relations
2. Average case analysis
3. Adaptive data structures
4. Recursion
5. OO design: classes and objects
6. OO design: polymorphism
7. OO design: inheritance
8. Probabilistic algorithms
9. Approximation algorithms
10. NP-Complete problems

**The learning outcomes will be assessed through a combination of weekly assignments and exams. Assignments will include a mixture of programming and assignment/assessment creation.**

## Rationale

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

**This course will support a teacher endorsement in CS. The state of Idaho has recently adopted rules requiring that all high school students take at least one CS course before graduation. This course will help teachers, through the endorsement, gain the training they need to teach required courses.**

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## Office of the Registrar Information

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Add, Drop, or Change of Status	<b>None.</b>
Cross-Listed Course(s)	<b>None.</b>
Joint-Listed Course(s)	<b>None.</b>
Date the affected Units approved of this change	<b>N/A.</b>

### 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	<b>N/A.</b>
Cooperative Course	<b>N/A.</b>

### 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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- (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	<b>X</b>	No	
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### Geographical Area Availability

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

Moscow	<b>X</b>	
Coeur d'Alene	<b>X</b>	
Boise		
Idaho Falls	<b>X</b>	
Other*	<b>X</b>	Location(s) <b>It will be made available as a virtual meeting and on-line course.</b>

\*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.

**For each of the following learning outcomes student in the course should both understand the following concepts and how to present them in a course environment. The learning outcomes:**

- 1. Make a description of a problem that has a straightforward computing solution, design, construct, and test a complete program that solves the problem.**
- 2. Students will be able to document computer solutions with well written reports in a standard format that emphasizes insight into the problem solving, not just the presentation of the output.**
- 3. Use basic system tools (e.g., top and time) to analyze a program's behavior with respect to the use of computer memory and CPU time.**
- 4. Program complexity concepts**
- 5. Understand more complex data structures including linked lists, stacks, queues, and trees**
- 6. Classes**
- 7. Basic searching and sorting techniques**
- 8. Introduction to areas within CS: networks, microcontrollers, AI, machine learning, data science, robotics, security**

**The learning outcomes will be assessed through a combination of weekly assignments and three exams. Assignments will include a mixture of programming and assignment/assessment creation.**

## Rationale

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

**This course will support a teacher endorsement in CS. The state of Idaho has recently adopted rules requiring that all high school students take at least one CS course before graduation. This course will help teachers, through the endorsement, gain the training they need to teach required courses.**

**The CS departments support of the endorsement will require teaching one additional course per semester (including summer semester), which is within our current capabilities, but will result in one fewer technical elective being available to students with the current faculty.**

## Office of the Registrar Information

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**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM**

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

**SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:**

- |                                     |  |                          |  |
|-------------------------------------|--|--------------------------|--|
| <input type="checkbox"/>            | 1. New component (option, minor, emphasis, concentration or specialization)                  | <input type="checkbox"/> | 5. Discontinuation of a certificate (30 credits or less) |
| <input checked="" type="checkbox"/> | 2. New certificate (30 credits or less)  | <input type="checkbox"/> | 6. CIP Code change                                       |
| <input type="checkbox"/>            | 3. Change to program name or title, degree, department, division, college or center          | <input type="checkbox"/> | 7. Other, please describe:                               |
| <input type="checkbox"/>            | 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization) |                          |  |



**REQUIRED INFORMATION FOR ALL SELECTIONS:**

Dept Chair Name:	Raymond Dixon	Email:	rdixon@uidaho.edu
Department/Unit:	Curriculum & Instruction		
College:	College of Education, Health and Human Sciences		
Current Program Name:	Doceo Center Online Technology Integration Courses for Professional Development	X	Graduate (graduate level professional development) Undergraduate
Current program credits:	12 graduate level online professional development courses worth 1 credit each		
Primary Point of Contact (if different from above):	Cassidy Hall	Email:	cassidyh@uidaho.edu
Briefly describe the change you are requesting:	I would like these courses to be available as graduate courses with an additional assignment to be added to each so that they can be part of a Technology Integration Specialist Certificate to be offered as a 100% online certificate to K-12 educators		
CIP Code:	New (list requested code):	Existing (list the current code):	
What is the financial impact of the requested change:	Greater than \$250,000 per FY;	X	Less than \$250,000 per FY;
Describe the financial impact:	The expectation is that this will increase enrollment because many school districts are moving toward a technology coach module to support technology integration in K-12 schools. Educators are seeking a certificate program to have the credentials to take on this role.		

Implementation/effective date of change or new component:	Spring 2021		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	X	Yes	No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	X	Yes	No
Please write the geographical location that this program will be offered:	This program will be explicitly directed to support current needs throughout the state of Idaho but will be available nationally to all K-12 teachers who would benefit from adding such a certificate to their credentials.		

**NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE**

Name of new component or certificate:	Technology Integration Specialist Certificate		
Number of credits:	9		
Describe proposed new program component or certificate to include overview of program and credit requirements:	<p>This certificate will prepare K-12 educators for becoming technology integration specialists (or technology coaches) for their school districts. In many schools, this is an additional position for which educators receive a stipend, while in some larger districts it is a full time position. Participants will be required to take nine one credit courses. All courses are online and asynchronous. The Role of a Technology Integration Specialist is a required course while the other eight courses are chosen from a list of 12 technology integration topics: Create Instructional Videos with Screencasting, Google Classroom, Google Tips, Tricks &amp; Extensions, G Suite Tools in the Classroom, Improving the Use of Video in the Classroom, Integrating Technology through the Universal Design for Learning, Interactives &amp; Simulations, Open Education Resources, Tools for Digital Assessment, Tools to Support Collaboration In and Out of the Classroom, Tools to Support Literacy</p> <p>Course Descriptions available at <a href="http://uidaho.edu/doceo-online">http://uidaho.edu/doceo-online</a></p>		
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:			
<ul style="list-style-type: none"> <li>The certificate will prepare educators to take on the role of a technology integration specialist (or technology coach) according to the ISTE Standards for Technology Coaches which include: Visionary Leadership, Teaching, Learning and Assessments, Digital Age Learning Environments, Professional Development and Program Evaluation, Digital Citizenship, Content Knowledge and Professional Growth. See ISTE Standards for Technology Coaches: <a href="https://www.iste.org/standards/for-coaches">https://www.iste.org/standards/for-coaches</a></li> </ul>			
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:			
Each course is comprised of four modules with an assessment (quiz, journal, reflection, review, etc.) for each of the first three modules and a performance task for the fourth module.			
How will you ensure that the assessment findings will be used to improve the program?			

Each course ends with a survey for participants to provide feedback on their experience to improve the courses. Survey data will be looked at at the end of each year and courses will be improved based on feedback each summer.

What direct and indirect measures will be used to assess student learning?

Quizzes, journals, reflections, reviews all focused on course content and one performance task for each course that pulls all skills in that course together in a creativity focused outcome

When will assessment activities occur and at what frequency?

As these are online, self-paced courses, an assessment piece is built into each course module. There are four modules in each course. Assessment for the first three modules is traditional: quiz, journal, reflection, review, etc. The fourth module assessment is a performance task in which participants have to create utilizing the technology of focus in that course.

**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**

Current name of component or degree:			
New name of component or degree:			
Number of credits:			
Describe the modification are you making:			
Name of major or degree that the component is attached to:			
Describe rationale for the modification:			
Indicate whether program, curriculum, course and admission requirements remain the same.	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
Are any of the learning outcomes changing:	<input type="checkbox"/>	Yes – if yes fill out question below	<input type="checkbox"/> No
List the new learning outcomes:	1. 2. 3. 4. 5.		

**DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:			
What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No

**SIGNATURES – REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	C&I Approved 01/14/2020	Vote Record:	(12 Yes/1 Abstain)
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	TECC Approved 02/26/2020 CCC	Vote Record:	Unanimous
Dean Signature of Approval			



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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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- (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)	Online only

\*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.

All assessments will be project based where future technology integration specialists are working on a cumulative plan for supporting educators and students. A rubric will be used to assess each of the four course modules on the integration of the following: BDA coaching model, the ISTE Standards, the Danielson Framework for Teaching, and the Universal Design for Learning.

## Rationale

---

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

This one credit course will be taught by the Director of the Doceo Center for Innovation + Learning as part of its mission to support technology integration in K-12 schools throughout the state and supported by income through professional development courses offered through the center.

## Office of the Registrar Information

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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)	
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	
---	-----	---	----	--

### 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)	Online only

\*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.

One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

### **Rationale**

---

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

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Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

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Cooperative Course	

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Is this course available via distance education?*	Yes	X	No	
---	-----	---	----	--

### Geographical Area Availability

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

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### Assessment

---

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One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

### Rationale

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### 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	Curriculum & Instruction
Dept/Unit Approval Date	C&I Approved 01/14/2020 (12 Yes/1 Abstain) TECC Approved 02/26/2020 (Unanimous) CCC Approved _____
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 checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
--	--	--

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	EDCI	Number	
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### Course Information

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Title:	G Suite Tools in the Classroom
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Short Course Title (If the course title is longer than 30 characters)

G	S	u	i	t	e	T	o	o	l	s	i	n	t	h	e	C	l	a	s	s	r	o	o	m
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Subject Prefix	EDCI	Number	EDCI 556
Credits	1	Prerequisites	NA
Co-requisites	NA		
Description	<p>This is one of twelve technology integration topics to choose from to complete the Technology Integration Specialist Certificate which requires a total of nine credits including the Role of Technology Integration Specialist course and eight other courses from the list of twelve.</p> <p>G Suite Tools provide a way for educators to easily share content, enhance learning through collaboration and easy access to content beyond the classroom, and streamline organization. Content includes a close look at Google Docs, Forms, Sheets, and Presentations that covers collaborative uses, Google Drive, tools within each app, etc.</p>		

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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.*

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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	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)	Online only

\*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.

One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

### Rationale

---

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

This one credit course will be taught by the Director of the Doceo Center for Innovation + Learning as part of its mission to support technology integration in K-12 schools throughout the state and supported by income through professional development courses offered through the center.

### 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	

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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	
---	-----	---	----	--

### 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)	Online only

\*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.

One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

### Rationale

---

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### Office of the Registrar Information

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Date Received by UCC Secretary	
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### Submission Information

College	Education, Health and Human Sciences
Department/Unit	Curriculum & Instruction
Dept/Unit Approval Date	C&I Approved 01/14/2020 (12 Yes/1 Abstain) TECC Approved 02/26/2020 (Unanimous) CCC Approved _____
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 checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
--	--	--

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	EDCI	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:	Google Tips, Tricks, & Extensions
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Short Course Title (If the course title is longer than 30 characters)

G	o	o	g	l	e		T	i	p	s		T	r	i	c	k	s		E	x	t	e	n	s	i	o	n	s	
---	---	---	---	---	---	--	---	---	---	---	--	---	---	---	---	---	---	--	---	---	---	---	---	---	---	---	---	---	--

Subject Prefix	EDCI	Number	EDCI 558
Credits	1	Prerequisites	NA
Co-requisites	NA		
Description	<p>This is one of twelve technology integration topics to choose from to complete the Technology Integration Specialist Certificate which requires a total of nine credits including the Role of Technology Integration Specialist course and eight other courses from the list of twelve.</p> <p>You'll dig deeper into everything that Google has to offer educators that you've probably never explored including Custom Search, Doodles, Extensions, Search Tools, and a Google a Day.</p>		

### 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.*

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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)	Online only

\*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.

One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

### 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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Dept/Unit Approval Date	C&I Approved 01/14/2020 (12 Yes/1 Abstain) TECC Approved 02/26/2020 (Unanimous) CCC Approved _____
College Approval Date	

### Type of Change

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

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Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	Other

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Subject Prefix	EDCI	Number	
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### Course Information

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Title:	Improving the Use of Video in the Classroom
--------	---

Short Course Title (If the course title is longer than 30 characters)

I	m	p	r	o	v	i	n	g		V	i	d	e	o		i	n		C	l	a	s	s	r	o	o	m		
---	---	---	---	---	---	---	---	---	--	---	---	---	---	---	--	---	---	--	---	---	---	---	---	---	---	---	---	--	--

Subject Prefix	EDCI	Number	559
Credits	1	Prerequisites	NA
Co-requisites	NA		
Description	<p>This is one of twelve technology integration topics to choose from to complete the Technology Integration Specialist Certificate which requires a total of nine credits including the Role of Technology Integration Specialist course and eight other courses from the list of twelve.</p> <p>We all use videos as resources for sharing information on important content. This course will focus on tools that can help you to make videos more meaningful to students by embedding questions, using the video to create a lesson plan, etc.</p>		

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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	

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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.

Moscow	
--------	--

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

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### Assessment

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

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Dept/Unit Approval Date	C&I Approved 01/14/2020 (12 Yes/1 Abstain) TECC Approved 02/26/2020 (Unanimous) CCC Approved _____
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### Type of Change

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

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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	EDCI	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:	Integrating Technology Through the Universal Design for Learning
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Short Course Title (If the course title is longer than 30 characters)

I	n	t	e	g	r	a	t	i	n	g		T	e	c	h		T	h	r	o	u	g	h		U	D	L		
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Subject Prefix	EDCI	Number	573
Credits	1	Prerequisites	NA
Co-requisites	NA		
Description	<p>This is one of twelve technology integration topics to choose from to complete the Technology Integration Specialist Certificate which requires a total of nine credits including the Role of Technology Integration Specialist course and eight other courses from the list of twelve.</p> <p>Technology is especially helpful in meeting UDL principles to remove barriers and maximize learning for all students. Content will include an overview of UDL principles and exploration of multiple tech tools to support each principle.</p>		

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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).
- **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	
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Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Online only

\*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.

One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

### Rationale

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

This one credit course will be taught by the Director of the Doceo Center for Innovation + Learning as part of its mission to support technology integration in K-12 schools throughout the state and supported by income through professional development courses offered through the center.

### 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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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	
---	-----	---	----	--

### 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)	Online only

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One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

### Rationale

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### 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 1<sup>st</sup> 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	Curriculum & Instruction
Dept/Unit Approval Date	C&I Approved 01/14/2020 (12 Yes/1 Abstain) TECC Approved 02/26/2020 (Unanimous) CCC Approved _____
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 checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
--	--	--

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	EDCI	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:	Open Educational Resources (OER)
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Short Course Title (If the course title is longer than 30 characters)

O	p	e	n	E	d	u	c	a	t	i	o	n	a	l	R	e	s	o	u	r	c	e	s	O	E	R
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Subject Prefix	EDCI	Number	575
Credits	1	Prerequisites	NA
Co-requisites	NA		
Description	<p>This is one of twelve technology integration topics to choose from to complete the Technology Integration Specialist Certificate which requires a total of nine credits including the Role of Technology Integration Specialist course and eight other courses from the list of twelve.</p> <p>Open educational resources offer a wealth of freely accessible and openly licensed quality resources for educators available in digital and text formats. We will dive into copyright, copyleft, fair use, creative commons, public domain, and the 5 Rs of openness to discover why OER is so important in today's society. You will also explore multiple online sites for finding OER to support your content area(s).</p>		

### 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.*

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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	

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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)	Online only

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

### **Assessment**

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

One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

### **Rationale**

---

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

This one credit course will be taught by the Director of the Doceo Center for Innovation + Learning as part of its mission to support technology integration in K-12 schools throughout the state and supported by income through professional development courses offered through the center.

### **Office of the Registrar Information**

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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	

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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)	Online only

\*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.

One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

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### **Office of the Registrar Information**

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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

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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 1<sup>st</sup> 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	Curriculum & Instruction
Dept/Unit Approval Date	C&I Approved 01/14/2020 (12 Yes/1 Abstain) TECC Approved 02/26/2020 (Unanimous) CCC Approved _____
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 checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
--	--	--

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	EDCI	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:	Tools to Support Collaboration In and Out of the Classroom
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Short Course Title (If the course title is longer than 30 characters)

T	o	o	l	s	t	o	S	u	p	p	o	r	t	C	o	l	l	a	b	o	r	a	t	i	o	n
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Subject Prefix	EDCI	Number	577
Credits	1	Prerequisites	NA
Co-requisites	NA		
Description	<p>This is one of twelve technology integration topics to choose from to complete the Technology Integration Specialist Certificate which requires a total of nine credits including the Role of Technology Integration Specialist course and eight other courses from the list of twelve.</p> <p>We'll explore the possibilities of making collaboration more successful with Flipgrid, Padlet, and Zoom. This course includes an overview on successfully integrating each of the tools and ideas for collaborating with other classrooms or industry professionals at a distance.</p>		

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

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### Assessment

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

One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

### 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

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



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Joint-Listed Course(s)	
Date the affected Units approved of this change	

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Cooperative Course	

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Is this course available via distance education?*	Yes	X	No	
---	-----	---	----	--

### 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)	Online only

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

### Assessment

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

One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

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### Office of the Registrar Information

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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 December 15<sup>th</sup> 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:	Leadership and Counseling
Dept/Unit Approval Date:	EDAD Approved 9/3/2020 Unanimous L&C approval pending
College Approval Date:	

**Curricula Information**

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

Degree:	M.Ed.
Major:	Educational Leadership
Minor:	
Academic Certificate:	
Teaching Major/Minor:	School Principal Pre-K - 12

Curriculum:	<p><b>Educational Leadership.</b> The Educational Leadership program offers degrees at the M.Ed., Ed.S., Ed.D., and Ph.D. level (doctoral programs in this field are offered through the <u>College of Education</u>, Health and Human Sciences. The program offers most of its course of study online, and at University of Idaho campuses. The program also offers curriculum for higher education administration. The program is approved the Idaho State Board of Education and accredited by the National Council for the Accreditation of Teacher Education (NCATE). All course work meets certification standards required by the Idaho Department of Education.</p> <p><u>Educational Leadership – Principal (M.Ed.)</u></p> <p style="padding-left: 40px;"><u>EDAD 509: Policy &amp; Politics for Educational Leaders</u></p> <p style="padding-left: 40px;"><u>EDAD 513: Administration of Special Education Law</u></p> <p style="padding-left: 40px;"><u>EDAD 528: Leading Standards Driven Instruction</u></p> <p style="padding-left: 40px;"><u>EDAD 530: Ethical Leadership &amp; Law in Education</u></p> <p style="padding-left: 40px;"><u>EDAD 533: Multicultural Diversity &amp; Ed Leadership</u></p>
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EDAD 534: The Principalship

EDAD 535: School Finance

EDAD 570: Methods of Ed Research

EDAD 595: Administration & Supervision of Personnel

EDAD 598: Internship- 3 credits required over two or three semesters

Educational Leadership - Principal (Ed.S.)

Masters degree + 30 credits as defined below:

EDAD 509: Policy & Politics for Educational Leaders

EDAD 513: Administration of Special Education Law

EDAD 528: Leading Standards Driven Instruction

EDAD 530: Ethical Leadership & Law in Education

EDAD 533: Multicultural Diversity & Ed Leadership

EDAD 534: The Principalship

EDAD 535: School Finance

EDAD 570: Methods of Ed Research

EDAD 595: Administration & Supervision of Personnel

EDAD 598: Internship - 3 credits required over two or three semesters

Educational Leadership - Superintendent (Ed.S.)

Prerequisite: Principal endorsement

EDAD 571: Educational Leadership in a Global Society

EDAD 584: Bargaining/Mediation/Arbitration

EDAD 586: Advanced School Finance

EDAD 587: The Superintendency

EDAD 592: School Community Relations

EDAD 593: School Facilities Planning & Maintenance

EDAD 594: Theory in Educational Administration

EDAD 598: Internship, Central Office - 3 credits required over two or  
three semesters

Plus two elective courses and an earned master's degree in a related field  
to total a minimum of 60 credit hours in accordance with college, graduate

	<p><u>school and university requirements.</u></p> <p><u>Special Education Director (certification only)</u></p> <p><u>A principal endorsement is required along with the following:</u></p> <p style="padding-left: 40px;"><u>EDSP 548 - Special Education Curriculum</u></p> <p style="padding-left: 40px;"><u>EDSP 425 - Evaluation of Children and Youth</u></p> <p style="padding-left: 40px;"><u>EDAD 580 - Special Education Director Administration</u></p> <p style="padding-left: 40px;"><u>EDAD 598 - Internship for Special Education Director (3 credits over two or three semesters)</u></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:

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

Idaho Falls*			
Other**,**	X	Location(s):	online

\*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.

**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:

The Department of Leadership and Counseling has offered the above programs for several years, but the requirements are not articulated in the catalog. This proposed catalog addition provides a place to which program faculty and administrators can point as potential students have questions about the programs. It also allows for a degree audit to be run against program requirements.

**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 1<sup>st</sup> 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	Curriculum and Instruction
Dept/Unit Approval Date	Program Approval 4/22/20 & C&I Approved 5/1/20 Unanimous
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:	Educating for Exceptionalities
--------	--------------------------------

Short Course Title (If the course title is longer than 30 characters)

E	D	U	C	A	T	I	N	G		F	O	R		E	X	C	E	P	T	I	O	N	A	L	I	T	I	E	S
---	---	---	---	---	---	---	---	---	--	---	---	---	--	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Subject Prefix	EDSP	Number	300
Credits	3	Prerequisites	
Co-requisites			
Description	Introduction to exceptionalities and strategies for addressing individual differences to ensure student success in the classroom.		

### 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)	EDSP 520
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	<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*	<input checked="" type="checkbox"/>	Location(s)	BBLearn

\*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.

Learning outcomes in this course are assessed through a signature assignment submitted to Task Stream. This assignment is a critical analysis of a lesson plan to determine anticipated barriers for individuals with disabilities, and a proposal of adaptations to the lesson plan aligned to the principles, guidelines, and checkpoints of Universal Design for Learning.

## Rationale

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

EDSP 520 is a graduate level equivalent of EDSP 300. To increase efficiencies within the special education program, we propose to joint list EDSP 520 and EDSP 300 and allow graduate students to register for EDSP 520/300 with either face to face or online delivery. Both levels of students will use the same textbook but graduate students will be required to complete an additional assignment- a research literature paper.

## Office of the Registrar Information

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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:	College of Education, Health and Human Sciences
Department/Unit:	Curriculum and Instruction
Dept/Unit Approval Date:	Program Approval 4/22/20 & C&I Approved 5/1/20 Unanimous
College Approval Date:	

**Curricula Information**

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

Degree:	B.S.Ed. / M.Ed.
Major:	Elementary Education or Secondary Education
Minor:	
Academic Certificate:	
Teaching Major/Minor:	Special Education Teaching Endorsement

Curriculum:	<p><a href="#">EDSP 325</a> <b>Supporting Student Behaviors in the Classroom (2 cr)</b>          Emphasis on behavioral principles and their relationship to instructional strategies;. Recommended Preparation: <a href="#">EDCI 201</a>. (Summer only)</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:

*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**	x	No	
**If Yes, can 100% of the curricular requirements of this program be completed via distance education?	Yes	x	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**	x	Location(s):	This course is available online through Blackboard

\*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    x 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? (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.

With the current 2-credit offering, students preparing to become special education teachers may not have sufficient knowledge and understanding of how to adequately support students with emotional and behavioral disabilities. This was identified as a need when program faculty reviewed the course sequence for undergraduate students seeking the endorsement; Masters students seeking the same endorsement are required to take an additional behavior course to their endorsement, whereas undergraduate students are not. As such, this is the only course that undergraduate students seeking the Exceptional Child (Special Education) endorsement take that is focused on behavior; two credits are not sufficient to equip students with the skills and knowledge they require to serve their future students with behavioral needs. The broad learning outcomes will remain the same, however students will gain a deeper understanding of course content. Specifically, the 3<sup>rd</sup> credit will include additional training in:

- Using ABC analysis to better understand the context and purpose of a behavior
- Application of course principles of Applied Behavior Analysis (currently students learn these, but do not have opportunities to apply them). These include primarily positive/negative reinforcement and positive/negative punishment.
- Conducting a Functional Behavior Analysis and using this information to develop an individualized Behavior Intervention Plan.

**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)	EDSP 300
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--*

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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	<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*	<input checked="" type="checkbox"/>	Location(s)	BBLearn

\*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.

Learning outcomes in this course are assessed through a signature assignment submitted to Task Stream. This assignment is a critical analysis of a lesson plan to determine anticipated barriers for individuals with disabilities, and a proposal of adaptations to the lesson plan aligned to the principles, guidelines, and checkpoints of Universal Design for Learning.

## Rationale

---

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

EDSP 520 is a graduate level equivalent of EDSP 300. To increase efficiencies within the special education program, we propose to joint list EDSP 520 and EDSP 300 and allow graduate students to register for EDSP 520/300 with either face to face or online delivery. Both levels of students will use the same textbook but graduate students will be required to complete an additional assignment- a research literature paper.

## Office of the Registrar Information

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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 515
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--*

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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	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.

- Concept understanding will be demonstrated using weekly assignments.
- Skill assessment projects (3) will be used to identify the ability to practically apply biomechanical concepts to sport.
- Critical assessment of biomechanical injury risk factors related to sport will be demonstrated using course presentation projects.

## Rationale

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

The current course provides a secondary, advanced course in biomechanics to undergraduate students that have taken and passed the introductory PEP 300 course. The course provides a practical application course which teaching the students how to apply concepts of biomechanics to sport performance and injury.

The proposed course fits into the normal teaching requirements of the faculty, being only offered once a year.

There are no other costs associated with this course.

## Office of the Registrar Information

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



# University of Idaho

Department of  
Movement Sciences

PEP 415: Sports Biomechanics  
Semester  
Days of week/time

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University of Idaho  
College of Education, Health & Human Sciences

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**Instructor:** Joshua Bailey, PhD  
**Office:** PEB 208 (office); PEB 113a (research lab)  
**Email:** joshuabailey@uidaho.edu  
**Phone:** 208.885.1054 (O); 702.406.7470 (C)  
**Office Hours:** TBD

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**Course Description:**

The purpose of this course is to investigate sport performance from an applied mechanical approach. Students will assess sport techniques, injury risk factors and equipment designs incorporating concepts of Newtonian Mechanics.

**Course Objectives:**

- Demonstrate the ability to apply Newton's Laws of Motion to assessing human movement in sport specific patterns.
- Illustrate the connection between cause of motion and the desired sport outcome using the relationship between kinetic and kinematic variables.
- Create proper divisions of sports actions into critical phases that provide proper analysis of technique and skill using mechanical principals.

**I do not accept late assignments.** If you have a life challenge, you will need to arrange with me ahead of the due date. The only exceptions are in the case of an emergency.

**Attendance:**

Daily attendance is not part of the course grade. Students are encouraged to attend class and actively participate in classroom discussion to fully comprehend the material. The coursework and assignments demand your attendance. However, if you continually neglect to attend class sessions (Greater than 2), you will be dropped a letter grade for the semester.

There is zero tolerance for disruptive behavior and negative interactions between students during the classroom discussions.

**Suggested Textbooks:**

Robertson et al. *Research Methods in Biomechanics-2<sup>nd</sup> Edition*. Human Kinetics, ISBN: 9780736093408.

Enoka, Roger M. *Neuromechanics of Human Movement*, Human Kinetics, ISBN: 9781492503347.

Burkett, Brendan. *Applied Sport Mechanics-4<sup>th</sup> Edition*, Human Kinetics, ISBN: 9781492558439



# University of Idaho

Department of  
Movement Sciences

**Grading: (1000 pts possible)**

Weekly Assignments (10)	150 pts (15 points each)
Weekly Journal readings (10)	100 pts (10 points each)
Skill Assessments (3)	450 pts (150 points each)
Injury Risk Presentation	200 pts
Presentation Evaluations	100 pts

Grade	Points	Percent
A	900-1000	90-100%
B	800-899	80-89%
C	700-799	70-79%
D	600-699	60-69%
F	<599	<59%

**University Information:**

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**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 Center for Disability Access and Resources located in the Bruce M. Pitman Center, Suite 127 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

Contact DSS at 208.885.6307, email [cdar@uidaho.edu](mailto:cdar@uidaho.edu) or go to [www.uidaho.edu/current-students/cdar](http://www.uidaho.edu/current-students/cdar).

**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:

Dean of Students office and staff (5-6757);

UI Counseling & Testing Center's confidential services (5-6716);

UI Office of Human Rights, Access, & Inclusion (5-4285).

**Academic Integrity**

Academic integrity is the cornerstone value of learning. The University of Idaho is a proud member of The Center for Academic Integrity to provide faculty, staff and students access to tools, information and support to promote a climate of honesty and integrity on campus.

Faculty, staff and student leaders have important responsibilities to contribute to this effort in creating an academic culture that celebrates honesty, fairness and trust.

Academic dishonesty comes in many forms: Cheating, Plagiarism, Fabrication, Multiple submissions, Misrepresentation of academic records, Unauthorized collaboration/collusion, and/or Research misconduct. To learn more about each of these, visit UI - what is academic dishonesty. To report or ask further questions



# University of Idaho

Department of  
Movement Sciences

regarding the understanding or addressing of academic integrity issues, please refer to the Dean of Students - Blaine Eckles or call 208.885.6757.

## **Library**

The UI library has people and resources to help you succeed in research for this course. The library website has many databases that will help you find relevant and reliable books, articles, images, and more, many available online. For a general overview of library resources, see

'Getting started on research in the UI library', a research guide at [getting started](#). Do not hesitate to contact a librarian for research assistance, either in person at the library reference desk or by phone, email or chat (help). UI librarians specialize in helping you find high quality sources for class papers and projects.

Contact the Education Librarian: Marco Seiferle-Valencia [marcosv@uidaho.edu](mailto:marcosv@uidaho.edu) if you need assistance with research or library resources.

## **Firearms Policy**

The University of Idaho bans firearms from its property with only limited exceptions. One exception applies to persons who hold a valid Idaho enhanced concealed carry license, provided those firearms *remain concealed at all times*. If an enhanced concealed carry license holder's firearm is displayed, other than in necessary self-defense, it is a violation of University policy. I will contact authorities.



### 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 415
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.

- Concept understanding will be demonstrated using weekly assignments.
- Skill assessment projects (3) will be used to identify the ability to practically apply biomechanical concepts to sport.
- Critical assessment of biomechanical injury risk factors related to sport will be demonstrated using course presentation projects.
- Designing a research study using a biomechanics focused research question, identifying which equipment and analysis techniques are needed to answer the question (this is the grad student project in the course).

## Rationale

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

There is a gap in the current curriculum design for the graduate program. Currently there are no biomechanical courses offered for graduate student in both the Master's and Doctoral programs in Exercise Science. This course fills that gap.

The proposed course fits into the normal teaching requirements of the faculty, being only offered once a year.

There are no other costs associated with this course.

## Office of the Registrar Information

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



# University of Idaho

Department of  
Movement Sciences

## PEP 515: Sports Biomechanics

Semester

Days of week/time

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University of Idaho

College of Education, Health & Human Sciences

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**Instructor:** Joshua Bailey, PhD

**Office:** PEB 208 (office); PEB 113a (research lab)

**Email:** joshuabailey@uidaho.edu

**Phone:** 208.885.1054 (O); 702.406.7470 (C)

**Office Hours:** TBD

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### **Course Description:**

The purpose of this course is to investigate sport performance from an applied mechanical approach. Students will assess sport techniques, injury risk factors and equipment designs incorporating concepts of Newtonian Mechanics.

### **Course Objectives:**

- Demonstrate the ability to apply Newton's Laws of Motion to assessing human movement in sport specific patterns.
- Illustrate the connection between cause of motion and the desired sport outcome using the relationship between kinetic and kinematic variables.
- Create proper divisions of sports actions into critical phases that provide proper analysis of technique and skill using mechanical principals.
- Design a research study that incorporates a biomechanical research question and appropriate study design, equipment and variables to answer the question.

**I do not accept late assignments.** If you have a life challenge, you will need to arrange with me ahead of the due date. The only exceptions are in the case of an emergency.

### **Attendance:**

Daily attendance is not part of the course grade. Students are encouraged to attend class and actively participate in classroom discussion to fully comprehend the material. The coursework and assignments demand your attendance. However, if you continually neglect to attend class sessions (Greater than 2), you will be dropped a letter grade for the semester.

There is zero tolerance for disruptive behavior and negative interactions between students during the classroom discussions.

### **Suggested Textbooks:**

Robertson et al. *Research Methods in Biomechanics-2<sup>nd</sup> Edition*. Human Kinetics, ISBN: 9780736093408.

Enoka, Roger M. *Neuromechanics of Human Movement*, Human Kinetics, ISBN: 9781492503347.

Burkett, Brendan. *Applied Sport Mechanics-4<sup>th</sup> Edition*, Human Kinetics, ISBN: 9781492558439



# University of Idaho

Department of  
Movement Sciences

## Grading: (1250 pts possible)

Weekly Assignments (10)	150 pts (15 points each)
Weekly Journal readings (10)	100 pts (10 points each)
Skill Assessments (3)	450 pts (150 points each)
Injury Risk Presentation	200 pts
Presentation Evaluations	100 pts
Research study design/presentation	250 pts

Grade	Points	Percent
A	1125-1250	90-100%
B	1000-1124	80-89%
C	875-999	70-79%
D	750-874	60-69%
F	<749	<59%

## University Information:

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### 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 Center for Disability Access and Resources located in the Bruce M. Pitman Center, Suite 127 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

Contact DSS at 208.885.6307, email [cdar@uidaho.edu](mailto:cdar@uidaho.edu) or go to [www.uidaho.edu/current-students/cdar](http://www.uidaho.edu/current-students/cdar).

### 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:

Dean of Students office and staff (5-6757);

UI Counseling & Testing Center's confidential services (5-6716);

UI Office of Human Rights, Access, & Inclusion (5-4285).

### Academic Integrity

Academic integrity is the cornerstone value of learning. The University of Idaho is a proud member of The Center for Academic Integrity to provide faculty, staff and students access to tools, information and support to promote a climate of honesty and integrity on campus.

Faculty, staff and student leaders have important responsibilities to contribute to this effort in creating an academic culture that celebrates honesty, fairness and trust.



# University of Idaho

Department of  
Movement Sciences

Academic dishonesty comes in many forms: Cheating, Plagiarism, Fabrication, Multiple submissions, Misrepresentation of academic records, Unauthorized collaboration/collusion, and/or Research misconduct. To learn more about each of these, visit [UI - what is academic dishonesty](#). To report or ask further questions regarding the understanding or addressing of academic integrity issues, please refer to the Dean of Students - Blaine Eckles or call 208.885.6757.

## **Library**

The UI library has people and resources to help you succeed in research for this course. The library website has many databases that will help you find relevant and reliable books, articles, images, and more, many available online. For a general overview of library resources, see

'Getting started on research in the UI library', a research guide at [getting started](#). Do not hesitate to contact a librarian for research assistance, either in person at the library reference desk or by phone, email or chat (help). UI librarians specialize in helping you find high quality sources for class papers and projects.

Contact the Education Librarian: Marco Seiferle-Valencia [marcosv@uidaho.edu](mailto:marcosv@uidaho.edu) if you need assistance with research or library resources.

## **Firearms Policy**

The University of Idaho bans firearms from its property with only limited exceptions. One exception applies to persons who hold a valid Idaho enhanced concealed carry license, provided those firearms *remain concealed at all times*. If an enhanced concealed carry license holder's firearm is displayed, other than in necessary self-defense, it is a violation of University policy. I will contact authorities.



### 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	<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*	<input type="checkbox"/>	Location(s)	

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

## Assessment

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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

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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 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.

## Office of the Registrar Information

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Date Received by UCC Secretary	
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General Curriculum Report Number	

## Dance Seminar DAN 101 #CRN 24342, 1 credit

Depart. of Movement Sciences, College of Ed., University of Idaho

Fall Semester, Year | Fridays 9:00-10:20 (PEB 200)

Instructor: Prof. Belle B. Baggs, M.F.A., C.L.M.A. [belleb@uidaho.edu](mailto:belleb@uidaho.edu) #885.6273

Office: PEB 203 Hours: TBA or by appointment



### Course Description

This seminar course supports student transitions to dance at the university level and integrates them into the Dance Program at the University of Idaho. It is designed to introduce students to the dance field at large, explore dance as an academic subject and a performing art, and provided support in career preparations. Guest speakers and lectures will help enlightened students on how to be successful as a student of dance and beyond. Research and writing assignments will contribute to the development of Senior Project (DAN 490) proposals.

**Prereq:** Major or minor in Dance

### Required Text/Technology

- Text:  
Schupp, Karen. *Studying Dance: A Guide for Campus and Beyond*. Human Kinetics. 2015
- *Bblearn* will serve as a site to store class content and information, reading, videos, and document all grades. It is your responsibility to become familiar with this platform.
- All incoming dance majors are required to have an external hard drive that has a minimum of 1 TB capacity.

### Learning Outcomes/ Objectives:

By the end of the semester students should be able to:

- Clarify Purpose and Perspective: Display a better understanding of the UI Dance Major as an academic, artistic and kinesthetic education.
- Learn & Integrate: Obtain a clear picture of how to take advantage of opportunities offered through the UI Dance Program and beyond.
- Think & Create: Learn how to research and write in the discipline of dance.
- Practice Citizenship: Understand how to function as a student in a university system and identify resources to help you be successful as a dance student.
- Learn & Integrate: Gain a better understanding of how academic dance may differ from previous experiences and how to prepare for the dance field beyond the university setting.
- Communicate: Convey one's specific interests, goals, and career paths in the field of dance through writing assignments and verbal presentations.

### Course Content/Assignments

#### Participation

**60 points**

Students are expected to contribute to a positive and healthy educational environment. Participation in class will be assessed daily based upon one's preparedness, commitment to classroom activities, reading and response assignments, quizzes and engagement in conversations/discussions.

#### Reflecting on Your Dance Identity

**40 points**

Students will complete a paper that discusses with how dance connects with their lives and meaning making.

#### Technique Journal

**30 points**

Students will be responsible for taking thorough notes on their time in the studio in a designated journal throughout the semester

**Academic Planning****30 points**

Students will make a four-year plan for their University career as a dance major that prepares them for advising week. Submit on BBlearn.

**Dance Critique****60 points**

Students will be responsible for reviewing dance critiques and creating their own

**Research Library Research Assignment****80 points**

Students will complete a library search for articles based upon a dance subject of curiosity and complete a written research paper with a bibliography.

**Goal Setting + CV****60 points**

Each student will complete a 2-page reflection paper of their own progress and understanding of dance as an academic subject as both an art form and physical/ healthy endeavor, and their future plans/chosen dance career. Students will also include the start of their curriculum vitae/resume.

**Technology Presentation****40 points**

Students will be required to start to use technology to create a presentation that highlights: self-reflection of dance performance experience, goals and career path, plus other creative components.

**Coursework Rubric**

400-360=A, 359-320=B, 319-280=C, 279-240=D, below 239=F

\*Final grade is determined by the below attendance policy

**Attendance Policy**

Dance is learned and integrated through full active participation in every class. It is a process of growth that needs to happen with consistency. Attendance in class is absolutely mandatory. This class requires active participation. Students with extended illness or injury should drop the class to avoid a failing grade. In this graded course, **2 absences** are allowed without penalty to your grade. Absences beyond this limit will result in a final grade reduction; 5% grade reduction per absence.

For example: a total coursework grade of 93% + 3 absences= 88%/B FINAL GRADE

a total coursework grade of 86% + 3 absences = 81%/B FINAL GRADE

\*NOTE: It is your responsibility to make sure that you are entered on the roll when you have arrived late. Do not argue your absences at the end of the semester.

**Other Policies**

Late assignments or studies will not be accepted or accommodated unless otherwise discussed with the instructor due to illness or excused absences. Written assignments will not be accepted via e-mail. Missed classes cannot be made up. There are no extra credit assignments

**University 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. **\*As the instructor of this course, I reserve the right to ask any students disrupting the positive learning environment to leave the classroom.**

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 accommodations needed for the course. [885-6307/dss@uidaho.edu](tel:885-6307), [www.access.uidaho.edu](http://www.access.uidaho.edu)

**\*SYLLABUS SUBJECT TO CHANGE\***



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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	
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:

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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"/>
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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 research is assessed through a culminating presentation, writing assignments, self-reflection, and an exit interview with faculty. Students also submit a portfolio consisting of resumes, artist/teaching philosophy, and other press kit materials.

### Rationale

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

DAN 490 is already required of the B.S Dan degree. The course, pending approval from the UCGE, meets Senior Experience standards. With dropping MVSC 486 as a required course in the curriculum, this course will nicely meet that general education curriculum requirement with no actual changes to current course requirements needed. Adding the DAN 101 pre-requisite will help students better prepare for this project and the completion of required press kit materials. No additional resources are required for this change.

### Office of the Registrar Information

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

# SENIOR PROJECT • DAN 490

## University of Idaho • Department of Movement Sciences

Spring Semester + Year • CRN 51486 • 2 Credit

F 10:30-11:50pm • PEB Conference Room or Alt. Location

INSTRUCTOR: Melanie J. Meenan

Office: PEB 202 | Hours: TBA; by appointment

Email: mmeenan@uidaho.edu • Phone: 208-885-2184



*Satisfactory completion of this course satisfies a Dance Major requirement.*

### COURSE DESCRIPTION

Senior Project is a capstone course designated to give students practical experience in a chosen and approved project in dance. This project should reflect the student's specific interests, focus, or dance-related career goals and support further growth towards these goals. Each project must include a proposal with clearly identified goals and project procedures, literature review, regular check point meetings and feedback sessions, a culminating presentation/research paper/performance, and a self-reflection/analysis of project outcomes. This course also includes preparations for job applications, press kit materials, exit interviews, and dance program assessment participation.

### LEARNING OUTCOMES

- **Learn & Integrate:** Through independent learning and collaborative study, attain, use, and develop an individualized project to support personal development for dance career and research interests.
- **Think & Create:** Use multiple thinking strategies to examine dance career and research interests, explore creative avenues of expression, explore dance research methods, solve problems, and make consequential decisions.
- **Communicate:** Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication, demonstrating professional development in dance.
- **Clarify Purpose & Perspective:** Explore dance research and career interests through an individualized project, as well as career preparation experiences that foster an understanding of self and diverse global perspectives in the dance field.
- **Practice Citizenship:** Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity, and a service-oriented commitment to advance the field of dance.

### COURSE REQUIREMENTS

#### Participation, Attitude, & Accountability

**60 pts (10%)**

Students' investment in projects and commitment to course requirements will be assessed throughout the semester. Work towards your full potential! Students will frequently work independently though are expected to regularly *communicate progress and be responsible for responding to all e-mails*. Strong and positive leadership are necessary. The class will meet regularly to discuss project progress and additional course requirements. Some individual meetings outside of schedule class time may be necessary. Attendance is expected at all meetings.

#### Culminating Senior Project

**300 pts (50%)**

An individually designed senior project will be proposed and carried out by each student. Assessment of projects will include consideration of:

Project Proposal, Literature Review, & Timeline	75 pts
Project Process: Timeliness, Organization, Quality of Task Completion	75 pts
Project Presentation:	90 pts
Project Reflection	60 pts

**Application & Press Kit Materials****120 pts (20%)**

Each student will complete application materials for a chosen job focus, intensive, internship, graduate school, etc. Materials must include a Comprehensive Resume (Curriculum Vitae/CV) and Tailored Resume, Autobiography (1-page max), Artist/Teaching Philosophy statement (1-page max), and Video Portfolio. Additional materials required may also include a letter of application, website, cover letter, etc.

**Senior Assessment & Exit Interview****90 pts (15%)**

Students must complete a program assessment senior survey (45 pts). Students will also participate in an exit interview with dance faculty and invited guest(s) (45 pts). Students should also consider participation in the Dance Entry Level Teacher Assessment (DELTA) exam, offered by NDEO (currently optional).

**The Senior Legacy Tradition****30 pts (5%)**

As a senior class you have the opportunity to identify your legacy and a way to give back to your community! Funds from your presentation production(s) will be made available to support this tradition.

**TENTATIVE COURSE DEADLINES/SCHEDULE**

January 10: Literature Review & Project Plan Due (Email Instructor)

January 17: First Class Meeting (Syllabus, Discuss Course Deadlines, Project Review)

January 24: Final Project TimeLine Due (Bblearn); Individual Progress Meetings (discuss timeline)

January 24-30: Progress report; Meet individually w/ instructor

January 31: Second Class Meeting: Production Responsibilities, CVs/Bios/Philosophies

February 7-13: Progress report; Meet individually w/ instructor

February 14: Third Class Meeting: Application Materials; VPs (TBD)

February 21: Fourth Class Meeting: Production Task Check-in; 1<sup>st</sup> Draft App. Materials Due

February 28-March 5: Progress report; Meet individually w/ instructor; CV/Bio feedback

March 6: TBA; Project Progress Report with class; Showings

March 13: No Class (American College Dance Conference)

March 16-20: Spring Break

March 27: No Class (DDD Week)

April 3: Fifth Class Meeting: Production Task Check-in; Project Progress Report with class

April 10 & 17: Meet individually w/ instructor; rehearse presentations

April 20-25: Hold for possible tech rehearsal times

April 24 & 25: Senior Project Presentations

May 1: No Class; work on project reflection

May 8: Last Class Meeting (Debrief/Peer Feedback); Project Reflection Due

May 11-15 (Finals Week): Exit Interview, Assessment Survey, & Application Materials Due (Time TBD)

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**Center for Disability Access & Resources Reasonable Accommodations:**

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources located in the Bruce M. Pitman Center, Suite 127 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course. Phone: 208-885-6307; Email: cdar@uidaho.edu; Website: www.uidaho.edu/current-students/cdar



### 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

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

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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	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

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

Learning outcomes are assessed through laboratory assignments, quizzes, and exams.

## Rationale

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

The instructor of the course would like to change the description of the course in the catalog. The old and new course descriptions are below.

Old Course Description: Special fee course. Athletic training; recognition, evaluation, general care of athletic injuries; adhesive strapping. Two lectures and one lab per week.

New Course Description: Online; Basic prevention, recognition, and immediate care of athletic injuries with application of course material through lab activities.

H&S 245 is a 3-unit undergraduate course designed to develop the knowledge and skills related to the recognition, prevention, and treatment of common athletic injuries. This course covers fundamentals of the athletic healthcare system and techniques for managing selected emergency situations. Lab activities will cover basic taping skills, anatomy, and hands-on practical skills.

## Office of the Registrar Information

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Date Received by UCC Secretary	
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<b>Course Title:</b>	INTRODUCTION TO ATHLETIC INJURIES
<b>Course Number:</b>	H&S 245
<b>Units:</b>	3
<b>Course Meetings:</b>	N/A – Online course delivery

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**Instructor:** Ashley Reeves, DAT, AT  
**Office:** PEB 121  
**Office Hours:** By appointment

**Email:** [reevesa@uidaho.edu](mailto:reevesa@uidaho.edu)  
**Phone:** (208) 885-2188

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***Catalog Description:***

Athletic training; recognition, evaluation, and general care of athletic injuries; adhesive strapping. (2 hours lecture/2 hours lab).

**\*Note:** All course materials will be delivered online. Lectures will be recorded, and labs will include a mixture of hands-on, application, and reflection-based activities.

***Course Rationale:***

H&S 245 is a 3-unit undergraduate course designed to develop the knowledge and skills related to the recognition, prevention, and treatment of common athletic injuries. This course covers fundamentals of the athletic healthcare system and techniques for managing selected emergency situations. Lab activities will cover basic taping skills, anatomy, and hands-on practical skills.

***Required Course Materials:***

- 3-4 rolls of 1.5" white athletic tape
- 1 roll of pre-wrap
- 1, 3-inch elastic bandage (e.g., Ace wrap)

***Technology Requirements:***

- Computer and reliable Internet access
- Video camera or similar (e.g., cell phone camera) for recording the application of practical skills

***Required Textbook:***

Prentice, W. (2016) Essentials of Athletic Injury Management, (10<sup>th</sup> ed.). New York, NY: McGraw-Hill.

***Course Readings:***

Additional selected readings will be assigned and posted to Blackboard along with weekly content.

***Course Objectives:***

Upon successful completion of H&S 245, each student will demonstrate competence in the knowledge and skills related to the recognition and management of individuals with athletic injuries. Specifically, at the conclusion of H&S 245, the students will be able to:

1. Identify the roles and responsibilities of different members of the sports medicine team, including:
  - a. Athletic Trainers
  - b. Team physicians
  - c. Coaches
  - d. Fitness professionals
2. Explain the legal concepts of liability, negligence, torts, and assumption of risk.
3. Understand the importance of injury prevention, including:
  - a. Identification of proper protective sports equipment.
  - b. Identification of injury risk factors.
4. Identify different types of environmental conditions.
5. Know the information needed for managing emergency situations.
6. Demonstrate basic wrapping and taping techniques.
7. Recognize common athletic injuries/illnesses.
8. Appreciate basic signs/symptoms of upper extremity, lower extremity and thoracic/lumbar spine injuries/illnesses.
9. Identify the basic anatomical structures involved in common athletic injuries.
10. Apply the theories of proper injury management, including:
  - a. R.I.C.E.S.
  - b. Referral to proper individuals of the sports medicine team

**Practical Application:**

H&S 245 involves the learning, practice, and testing of typical athletic training skills. These skills will be assessed via lab activities and reflection. In some cases, labs will require video submission in which you will record yourself performing a specific skill.

**Course Requirements & Assessment:**

Assignment	Number	Points	Total Points
Labs	5	25	125
Quizzes	10	10	100
Exams			
Midterm	1	125	125
Final	1	150	150
<b>Course Total</b>			<b>500</b>

**Evaluation Procedures:**

The grade *you earn* in this class will be based on your total percentage at the end of the course based on points earned out of the total possible (500 pts). It is the student's responsibility to be aware of his/her grade. The final grade is based upon the final percentage of the total number points during the semester. The grading scale is as follows:

Letter Grade	Percentage	Performance
A	90-100%	Excellent Work
B	80-89%	Good Work
C	70-79%	Average Work
D	60-69%	Poor Work
F	0-59%	Failing

### ***Late Work & Assignment Policies***

There will be **NO** make-ups of course materials. Late work will **NOT** be accepted unless there is a University Approved Excuse with appropriate documentation and/or arrangements have been made **before** the due date. You are responsible for submitting your work by the assigned deadline. Submit your assignment early enough to allow for any technology or Internet problems. *In the case that Blackboard is not working, please email your assignment to the course instructor by the assigned deadline.* After submission, you are responsible for ensuring that your assignment has been submitted properly and successfully. During exams and quizzes, it is your responsibility to be prepared with appropriate technology, Internet connection, notes, etc.

In the case of emergency (e.g., family emergency, medical emergency), it is the student's responsibility to contact the instructor **as soon as possible** to make other arrangements for course assignments. Appropriate documentation will be required in all cases.

### ***Semester Assignments:***

**All semester assignments are due by 11:59pm (PST) on Sunday of the respective week they are listed unless otherwise noted on the course schedule.** Course materials will generally be released in two-week intervals. It is the student's responsibility to work through course content to meet assigned due dates. Students may submit assignments early but cannot submit assignments past the due date (see **Late Work** policy). Each student enrolled in H&S 245 must complete the following assignments to obtain credit and successfully complete the course:

#### **Labs:**

Each H&S 245 student will complete **five (5)** lab activities. These activities will allow students to engage with and apply course material through critical reflection and/or hands-on skills related to emergency management and injury prevention strategies. Each lab activity will include questions to assess understanding, as well as reflection questions to allow students to critically analyze the material they have learned. For all hands-on applications, students will video themselves performing each skill. A template will be provided for each lab write-up along with instructions in each respective lab folder. All lab write-ups and questions **must** be completed on this template. **All components (e.g., videos, write-ups, etc.) of the lab must be submitted to Blackboard by the assigned due date to receive credit.** Assignments will be evaluated based on content, correctness, critical thought, effort, and organization (e.g., template format, etc.).

#### **Quizzes:**

Each H&S 245 student will complete **ten (10)** quizzes on Blackboard based on course content, including lectures, labs, and/or assigned course readings. Students must complete quizzes by the due date to receive credit. Students may use lectures, class readings, and/or **their own** class notes to complete the quizzes.

#### **Exams:**

Each H&S 245 student will complete one written midterm exam and one written final exam. Exams will be based on course content, including lectures, labs, and/or assigned course readings. Students must complete exams by the due date to receive credit. Students may use lectures, class readings, and/or **their own** class notes to complete the quizzes. The midterm will cover material from the first half of the course. The final exam will be comprehensive.

**\*Remember that it is your responsibility to ensure that you are prepared for exams and quizzes with appropriate technology, Internet connection, notes, etc.**

#### **Participation:**

Participation will be assessed through course assignments but will not be graded separately for the course. Students are encouraged to complete all assignments on time to maximize learning of course material. It is the student's responsibility to stay up-to-date on course materials and assignments.

### ***Electronic Communication***

Students should use their University of Idaho email account to electronically communicate with the instructor. It is your responsibility to check your UI email and Blackboard regularly for updates and course information during the semester.

### ***Expectations in Written Communication***

Your ability to spell and to write with clarity (e.g., good organization, sentence structure, and proper grammar usage) will be assessed on all tests, quizzes, and assignments. Accurate answers that are not expressed well in written format will not receive full credit. Please keep this in mind as you study for and take each test, and as you complete each assignment.

Additionally, your communication should be professional in nature at all times. This includes your verbal and written communication with all instructors, classmates, and guest lecturers, and all others associated with the course.

### ***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).

### ***Center for Disability Access and Resources Reasonable Accommodations Statement:***

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. Please notify your instructor(s) during the first week of class regarding accommodation(s) needed for the course. All accommodations must be approved through the Center for Disability Access and Resources (CDAR) located in the Bruce M. Pitman Center, Suite 127. Phone (208) 885-6307, Email at [cdar@uidaho.edu](mailto:cdar@uidaho.edu), Website at <https://www.uidaho.edu/current-students/cdar>

### ***Academic Dishonesty:***

Any infractions of academic dishonesty will be referred to the judicial office for punitive measures (read the student handbook - Student Code of Conduct.)

Plagiarism is the act of using someone else's words and/or ideas without giving the original thinker/writer credit. This includes, but is not limited to: copying and pasting from the Internet or any print text, turning in part or all of another student's work, using a paid paper-generating service, or submitting the same written work to multiple classes without instructor knowledge or consent. Plagiarism is stealing, and it is not just unethical; it is illegal. Plagiarism will be treated seriously regardless of what has been plagiarized: final papers, drafts, or even homework. Any student who has chosen to plagiarize will receive a failing grade for the course and may be

referred to university judiciaries for further action, up to and including expulsion. Thus, if you are at all unsure about what precisely counts as plagiarism and/or how to avoid plagiarism, talk to your instructor.

Tentative Course Schedule			
Week	Dates	Topic	Assignments Due This Week (Sunday by 11:59pm PST of the week listed, unless otherwise noted)
Week 1	January 15-19	<b>Lectures:</b> Sports Medicine Team Legal & Administrative Considerations  <b>Readings:</b> Prentice: Chapters 1-3  <b>Other Tasks:</b> Review Syllabus Review Course Overview on Blackboard	None
Week 2	January 20-26 MLK Day 1/20	<b>Lectures:</b> Injury Terminology: Part 1 Injury Terminology: Part 2  <b>Readings:</b> Prentice: Chapter 13  <b>Assignments:</b> Quiz #1: Sports Medicine Team, Legal & Administrative Considerations	Quiz #1: Sports Medicine Team, Legal & Administrative Considerations
Week 3	January 27-February 2	<b>Lectures:</b> Equipment Considerations: Part 1 Equipment Considerations: Part 2 BBP & Wound Care  <b>Readings:</b> Prentice: Chapters 6 & 9  <b>Assignments:</b> Lab #1: Key Concepts	Lab #1: Key Concepts
Week 4	February 3-9	<b>Lectures:</b> General Medical Conditions: Part 1 General Medical Conditions: Part 2  <b>Readings:</b> Prentice: Chapter 23  <b>Assignments:</b> Quiz #2: BBP & Wound Care	Quiz #2: BBP & Wound Care  Lab #2: Equipment Fitting

		Lab #2: Equipment Fitting	
Week 5	February 10-16	<p><b>Lectures:</b> Emergencies: Overview Emergencies: Head &amp; Neck Injuries</p> <p><b>Readings:</b> Prentice: Chapters 8, 20 (pgs. 325-330; 333-335), 22 Concussion Links (On Blackboard)</p> <p><b>Assignments:</b> Quiz #3: General Medical Conditions</p>	Quiz #3: General Medical Conditions
Week 6	February 17-23 <b>President's Day</b> 2/17	<p><b>Lectures:</b> Emergencies: Facial Injuries, Part 1 Emergencies: Facial Injuries, Part 2</p> <p><b>Readings:</b> Prentice: Chapter 22</p> <p><b>Assignments:</b> Quiz #4: Emergencies Basics &amp; Head/Neck Injuries</p>	Quiz #4: Emergencies Basics & Head/Neck Injuries
Week 7	February 24- March 1	<p><b>Lectures:</b> Emergencies: Abdominal Injuries Emergencies: Thorax Injuries</p> <p><b>Readings:</b> Prentice: Chapter 21</p> <p><b>Assignments:</b> Quiz #5: Facial Injuries</p>	Quiz #5: Facial Injuries
Week 8	March 2-8	<p><b>Lectures:</b> Environmental Conditions: Part 1 Environmental Conditions: Part 2</p> <p><b>Readings:</b> Chapter 7 NATA Position Statement: Lightning Safety NATA Position Statement: Fluid Replacement</p> <p><b>Assignments:</b> Quiz #6: Abdominal &amp; Thorax Injuries Lab #3: Emergency Situations &amp; Concussion</p>	<p>Quiz #6: Abdominal &amp; Thorax Injuries</p> <p>Lab #3: Emergency Situations &amp; Concussion</p>

Week 9	March 9-15	<b>Assignments:</b> Midterm Exam	Midterm Exam
	March 16-22	<b>Spring Recess - NO CLASS</b>	
Week 10	March 23-29	<b>Lectures:</b> Foot & Toes Ankle  <b>Readings:</b> Prentice: Chapters 14 & 15	None
Week 11	March 30-April 5	<b>Lectures:</b> Leg Knee: Part 1 Knee: Part 2  <b>Readings:</b> Prentice: Chapters 15 & 16  <b>Assignments:</b> Quiz #7: Foot & Ankle	Quiz #7: Foot & Ankle
Week 12	April 6-12	<b>Lectures:</b> Pelvis, Hip, & Thigh Lumbar Spine  <b>Readings:</b> Prentice: Chapters 17 & 20 (pgs. 325-329; 335-339)  <b>Assignments:</b> Quiz #8: Leg & Knee	Quiz #8: Leg & Knee
Week 13	April 13-19	<b>Lectures:</b> Hand & Wrist Forearm & Elbow  <b>Readings:</b> Prentice: Chapter 19  <b>Assignments:</b> Quiz #9: Pelvis & Lumbar Spine	Quiz #9: Pelvis & Lumbar Spine
Week 14	April 20-26	<b>Lectures:</b> Arm & Shoulder	Quiz #10: Upper Extremity

		<b>Readings:</b> Prentice: Chapter 18  <b>Assignments:</b> Quiz #10: Upper Extremity	
Week 15	April 27-May 3	<b>Lectures:</b> Taping & Stretching Considerations  <b>Readings:</b> Prentice: Chapter 10  <b>Assignments:</b> Lab #4: Taping & Wrapping	Lab #4: Taping & Wrapping
Week 16	May 4-10	<b>Assignments:</b> Lab #5: Final Reflection	Lab #5: Final Reflection
<b>Finals Week</b>	May 11-15	<b>Assignments:</b> Final Exam	Final Exam Due Friday, May 15 <sup>th</sup> by 5:00pm PST

**\*\* The instructor reserves the right to change requirements, policies, or scheduling in the syllabus at any time throughout the course. Students will be notified of the specific changes on Blackboard. \*\***



**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	<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*	<input type="checkbox"/>	Location(s)	

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

### Assessment

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

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### Rationale

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

The course will no longer be offered, so the department would like to drop the course.
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### Office of the Registrar Information

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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:	Movement Sciences, Dance
Dept/Unit Approval Date:	September 2, 2020
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><del><b>Movement Sciences Undergraduate Curricular Requirements</b></del></p> <p align="center"><del><b>Course required in all majors in the Department of Movement Sciences</b></del></p> <table border="1"> <thead> <tr> <th><del>Code</del></th> <th><del>Title</del></th> <th><del>Hours</del></th> </tr> </thead> <tbody> <tr> <td><del><u>MVSC 201</u></del></td> <td><del>Physical Activity, Wellness &amp; Behavior Change for Healthy Active Lifestyles</del></td> <td><del>3</del></td> </tr> </tbody> </table> <p align="center"><del><b>Additional Department Course</b></del></p> <p><del>The following additional department course is required in the Dance (B.S. Dance) degree, Exercise, Sport, and Health Science (B.S.E.S.H.S.) Physical Education Teacher Certification (PETC) and Community Health Education and Promotion Emphases, and in Exercise Science and Health Certified Health Education Specialist (CHES) certification in the Department of Movement Sciences, and offered as electives in the Recreation (B.S.Rec.) degree.</del></p> <table border="1"> <thead> <tr> <th><del>Code</del></th> <th><del>Title</del></th> <th><del>Hours</del></th> </tr> </thead> <tbody> <tr> <td><del><u>MVSC 486</u></del></td> <td><del>Healthy Active Lifestyle Assessment and Intervention</del></td> <td><del>3</del></td> </tr> </tbody> </table>	<del>Code</del>	<del>Title</del>	<del>Hours</del>	<del><u>MVSC 201</u></del>	<del>Physical Activity, Wellness &amp; Behavior Change for Healthy Active Lifestyles</del>	<del>3</del>	<del>Code</del>	<del>Title</del>	<del>Hours</del>	<del><u>MVSC 486</u></del>	<del>Healthy Active Lifestyle Assessment and Intervention</del>	<del>3</del>
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<del><u>MVSC 486</u></del>	<del>Healthy Active Lifestyle Assessment and Intervention</del>	<del>3</del>											

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**Movement Sciences Undergraduate Curricular Requirements**

**Course required in all majors in the Department of Movement Sciences**

Code	Title	Hours
<a href="#">MVSC 201</a>	Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles	3

**Additional Department Course**

The following additional department course is required in the ~~Dance (B.S. Dance) degree~~, Exercise, Sport, and Health Science (B.S.E.S.H.S.) Physical Education Teacher Certification (PETC) and Community Health Education and Promotion Emphases, and in Exercise Science and Health Certified Health Education Specialist (CHES) certification in the Department of Movement Sciences, and offered as electives in the Recreation (B.S.Rec.) degree.

Code	Title	Hours
<del><a href="#">MVSC 486</a></del>	<del>Healthy Active Lifestyle Assessment and Intervention</del>	<del>3</del>

**Major Requirements**

Code	Title	Hours
<a href="#">BIOL 227</a>	Anatomy and Physiology I	4
<a href="#">DAN 101</a>	Dance Seminar (2 classes required)	<del>2</del> 4
<a href="#">DAN 210</a>	Dance Performance (4 credits required)	4
<a href="#">DAN 211</a>	Dance Conditioning (2 classes required)	2
<a href="#">DAN 284</a>	Dance Improvisation	1
<a href="#">DAN 321</a>	Dance Pedagogy	3
<a href="#">DAN 324</a>	Integrated Movement Practices	3
<a href="#">DAN 360</a>	Teaching Creative Dance for Children	1
<a href="#">DAN 384</a>	Dance Composition I	3
<a href="#">DAN 385</a>	Dance Composition II	3
<a href="#">DAN 410</a>	Pre-professional Dance Performance (4 credits required)	4
<a href="#">DAN 412</a>	Choreography Lab	2
<a href="#">DAN 421</a>	Dance History and Contemporary Views	3
<a href="#">DAN 422</a>	Labanalysis	3
<a href="#">DAN 490</a>	Senior Project	2
<a href="#">PEP 300</a>	Applied Human Anatomy and Biomechanics	3
<a href="#">PEP 360</a>	Motor Behavior	3
Select 16 credits of Technique: 1		16
<a href="#">DAN 216</a>	Technique	
<a href="#">DAN 416</a>	Technique	
Select two courses from the following:		2
<a href="#">MUSA 114</a>	Studio Instruction	

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Commented [PD(1)]: Note that this change is only for the B.S. Dance, not the other degrees.

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<a href="#">MUSA 145</a>	Piano Class for Music Majors/Minors	
<a href="#">MUSA 146</a>	Piano Class for Music Majors/Minors	
<a href="#">MUSA 365</a>	Chamber Ensemble	
Select one course from the following:		2-3
<a href="#">THE 105</a>	Basics of Performance I	
<a href="#">THE 202</a>	Costume Design I	
<a href="#">THE 205</a>	Lighting Design I	
<a href="#">THE 320</a>	Theatre Management	
<b>Total Hours</b>		<del>65-6666-</del> <u>67</u>
<b>Course List</b>		
<sup>1</sup> 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 <a href="#">DAN 216/DAN 416</a> course offerings to meet their 16 cr requirement). Students must take a minimum of 2 semesters of <a href="#">DAN 416</a> in both ballet and modern.		
<b>Courses to total 128 credits for this degree</b>		

#### 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):
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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.

No additional workload or resources are needed to support these changes. Adding a required second semester of DAN 101 for majors will be balanced out by dropping the MVSC 486 requirement from the degree, a 3-credit course. MVSC 486 is currently fulfilling the Senior Experience requirement for B.S. Dan students, so we are in the process of adding Senior Experience status to DAN 490, a course already required in the B.S. Dan degree and offered each spring. MVSC 486 will remain a required course for the Exercise, Sport, and Health Science (B.S.E.S.H.S.) Physical Education Teacher Certification and Community Health Education and Promotion emphases, and in Exercise Science and Health Certified Health Education Specialist.

In DAN 101, learning outcomes are assessed through in-class discussion, research papers/presentations, and assignments related to career development, preparation, and networking. For DAN 490, learning outcomes will continue to be assessed through a culminating project in addition to a portfolio consisting of resumes, artist/teaching philosophy, and other press kit materials.

### Office of the Registrar Information

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

**International Course Proposal**  
**RSTM 380: Principles of Travel and Tourism**

**Instructor:** Dr. Julie S. Son, Professor  
Recreation, Sport, and Tourism Management  
Department of Movement Sciences  
College of Education, Health and Human Sciences  
[jstaffordson@uidaho.edu](mailto:jstaffordson@uidaho.edu)

**Course Offering Schedule:**

- ✓ This course is offered at least once every two academic years. More specifically, this course is offered every other Spring Semester.

**Course Outline & Description:**

This course fulfills the following Guidelines for the International Requirements:

- ✓ Develop an awareness of diverse human values, belief systems, and world views.
- ✓ Develop an understanding of international values, belief systems and social issues that have contributed to historical and modern day international conflicts and peace.
- ✓ Develop an understanding of the roles and relationships that America and International countries have played in global relations, as well have contributed to each other's cultures and societies.
- ✓ Demonstrate an awareness and understanding of these issues through formal class assessment. Please see Section below on Class Materials and Learning Activities.

**Specific justification for how this course meets the International Requirements:**

Tourism is “the largest scale movement of goods, services, and people that humanity has ever seen.”

This course examines travel and tourism as an international and global industry and a global human activity that has the power to promote and hinder an understanding of cultural values and perspectives. This course will explore positive and negative aspects of travel and tourism including inter- and multi-cultural opportunities, host-tourist conflict, host-tourist language and communication cultures, host residents' perspectives on tourism impacts, sustainable tourism, and cultural and ecological issues specific to the global and international nature of travel and tourism industries. By the end of the course, students will develop a comprehensive understanding of the principles and forces influencing travel and tourism and will enhance their multicultural competence as global citizens of the world. Students will also improve their knowledge of international destination tourism through the exploration of developed tourism destinations as well as emerging global touristic markets.

Travel and tourism as an entity is at its very roots an international and global phenomenon with varied histories in Greek and Roman antiquity, Eastern pilgrimages to Buddhist and Middle Eastern sites, and the 17<sup>th</sup> to mid-19<sup>th</sup> century European Grand Tour. There are also cultural, global tourism phenomena that are largely products of the 20<sup>th</sup> and 21<sup>st</sup> centuries such as ecotourism and genocide-remembrance sites and museums (e.g., Holocaust museums). In this course, students will develop an awareness of diverse human values, belief systems, and world views related to travel and tourism both from the perspectives of the tourist and the host destination as well as from the perspective of cultural differences in touristic norms and values. Students will develop an understanding of diverse

international values and belief systems that have contributed to historical and current tourism-based synergies and conflicts. This course will discuss how travel and tourism is central to many host country's GDP, including the United States. The United States and other countries are intertwined in tourism-based global relations, cultural exchange, and interlingual and multilingual communication to mutually contribute to and benefit each other's cultures. At the same time, international mass tourism and/or travelers' lack of knowledge or wanton disrespect for host culture can create unsustainable tourism destinations with social conflict and environmental degradation, and a countries' production of tourism can create new cultural norms and stereotypes that de-authenticate the host destination and its residents. Students will engage in formal class assessments to demonstrate an awareness and understanding of these issues, including a case study analysis of country-directed, culture-based tourism to highlight best practices in global travel and tourism.

**Learning Outcomes:**

- ✓ Identify the specific Learning Outcomes of this course, and how they are linked to the University of Idaho level Learning Outcomes. Explain how the course's instructor(s) will determine that students have made progress toward achieving these learning outcomes.
- ✓ Identify a specific learning activity (e.g., written paper, oral presentation, collaborative project, poster, etc.) of the course that directly emphasizes and is integrated with both the learning outcomes of the course and the University Learning Outcomes, and provides some means of measuring the students' competencies in meeting these integrated Learning Outcomes.

The Table below provides the Learning Outcomes of this course, and how they are linked to the University of Idaho Learning Outcomes. The Table also provides how the Learning Outcomes are integrally related to international, cultural, and global relations and phenomenon. There are Seven Course Learning Outcomes, each of which is directly linked to UI's Learning Outcomes. The Table includes the Course Topics that are associated with the Course Learning Outcomes, and the Course Assessments/Outcomes that will be used to measure each Course Learning Outcome.

**Class Materials and Learning Activities:**

- ✓ Demonstrate an awareness and understanding of these issues through formal class assessment.
- ✓ Identify a specific learning activity (e.g., written paper, oral presentation, collaborative project, poster, etc.) of the course that directly emphasizes and is integrated with both the learning outcomes of the course and the University Learning Outcomes, and provides some means of measuring the students' competencies in meeting these integrated Learning Outcomes.

Class materials will include: textbook, additional article/book chapter readings, module videos, and video viewings (e.g., VoiceThread videos).

Learning activities are likely to include: Lectures, Required Readings, Video Viewings, Assignments (Discussions – Non-verbal and/or Verbal; Intercultural Learning Assignments – Non-Verbal Written;

International Destination Management Assignment – Non-Verbal Written and Verbal Presentation; International Travel and Tourism Case Study Analysis Assignment – Verbal Presentation), and Module Quizzes (Written). Course Assessments and how they are tied to the Learning Outcomes are included in the Course Learning Outcomes Table at the end of this proposal.

**Syllabus:**

A sample syllabus is provided at the end of this proposal.

**Meeting with Director of General Education:**

- ✓ Be taught by a faculty member who is willing to meet with the Director of General Education, as needed, to discuss pedagogical approaches, General Education assessment, and other issues common to this course and General Education. The faculty member should also be willing to provide a copy of the course syllabus to the Director of General Education at the beginning of the semester in which the course is taught.

Dr. Son is able and willing to meet with the Director of General Education as needed to discuss pedagogy, assessment, and any other issues related to General Education requirements for this course.

**Department Support:**

- ✓ A signature line indicating department support for the course.

Signature Line:

David R. Paul

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Dr. David Paul

Interim Department Chair

**Attachments in this Document (starting on the next page):**

Table of Course Learning Outcomes, including their associated UI Learning Outcomes, the Course Topics for each Learning Outcome, and the Course Assessments for each Learning Outcome.

Sample Syllabus, which includes the Table of Course Learning Outcomes

**Table of Course Learning Outcomes for RSTM 380: Principles of Travel and Tourism<sup>1</sup>**

At the end of this course, students will be able to:	Course Topics that address these Learning Outcomes are:	This outcome will be evaluated primarily by (Course Assessments):
<p><b>LO 1 – Through independent learning and collaborative study, develop an integrative, cross-disciplinary knowledge on the current trends in international travel and tourism from a global perspective.</b></p> <p>This LO 1 Course Objective reflects <u>UI's Learn and Integrate</u>: 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.</p>	<ul style="list-style-type: none"> <li>• International Travel and Tourism</li> <li>• Tourism Marketing</li> <li>• Special Interest Tourism</li> <li>• Sustainable Tourism</li> </ul>	<ul style="list-style-type: none"> <li>• International Destination Management Assignment</li> <li>• Class Readings and Discussion</li> <li>• Module Quizzes</li> </ul>
<p><b>LO2 – Independently identify and collaboratively discuss international strategies used by tourism destinations and tourism-based hospitality businesses.</b></p> <p>This LO 2 Course Objective reflects <u>UI's Learn and Integrate</u>: 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.</p>	<ul style="list-style-type: none"> <li>• International Travel and Tourism</li> <li>• Tourism Marketing</li> <li>• Sustainable Tourism</li> </ul>	<ul style="list-style-type: none"> <li>• International Destination Management Assignment</li> <li>• Class Readings and Discussion</li> <li>• Module Quizzes</li> </ul>

<p><b>LO 3 – Know and be able to discuss cultural theories and practices in the context of international travel and tourism to solve tourism-related problems, make travel decisions, and choose tourism management strategies.</b></p> <p>This LO 3 Course Objective reflects <u>UI's Think and Create</u> - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.</p>	<ul style="list-style-type: none"> <li>• Tourism and Culture</li> <li>• Cultural Diversity</li> <li>• Critical Reflection</li> <li>• Tourism Authenticity</li> <li>• Tourism Social Impacts</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural Travel and Tourism Learning Assignments</li> <li>• International Destination Management Assignment</li> <li>• International Travel and Tourism Case Study Analysis Assignment</li> <li>• Class Readings and Discussion</li> <li>• Module Quizzes</li> </ul>
<p><b>LO 4 – Understand the influence of culture on tourist behavior, one's own travel decisions, and tourism management practices to better understand oneself, one's intercultural relationships, and diverse global communities.</b></p> <p>This LO 4 Course Objective reflects <u>UI's Clarify Purpose and Perspective</u> - Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.</p>	<ul style="list-style-type: none"> <li>• Tourist Consumer Behavior</li> <li>• Tourism Marketing</li> <li>• Critical Analysis and Critical Reflection</li> <li>• Special Interest Tourism</li> <li>• Sustainable Tourism</li> </ul>	<ul style="list-style-type: none"> <li>• International Travel and Tourism Case Study Analysis Assignment</li> <li>• Class Readings and Discussion</li> <li>• Module Quizzes</li> </ul>
<p><b>LO 5 – Know and be able to apply principles of multicultural competence, and socially and culturally responsible behavior, in travel and tourism.</b></p> <p>This LO 5 Course Objective reflects <u>UI's Practice Citizenship</u> - Apply principles of ethical</p>	<ul style="list-style-type: none"> <li>• Tourism and Culture</li> <li>• Cultural Diversity</li> <li>• Critical Reflection</li> <li>• Tourism Social Impacts</li> <li>• Sustainable Tourism</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural Travel and Tourism Learning Assignments</li> <li>• International Destination Management Assignment</li> <li>• Class Readings and Discussion</li> </ul>

<p>leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.</p>		
<p><b>LO 6 – Know and be able to apply principles of cultural respect for sustainability and authenticity in travel and tourism.</b></p> <p>This LO 6 Course Objective reflects <u>UI's Practice Citizenship</u> - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.</p>	<ul style="list-style-type: none"> <li>• Tourism and Culture</li> <li>• Cultural Diversity</li> <li>• Critical Reflection</li> <li>• Tourism Authenticity</li> <li>• Tourism Ecological Impacts</li> <li>• Sustainable Tourism</li> <li>• Ecotourism</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural Travel and Tourism Learning Assignments</li> <li>• International Destination Management Assignment</li> <li>• Class Readings and Discussion</li> </ul>
<p><b>LO 7 – Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding of tourists, hosts, host destinations, and hosts' culture.</b></p> <p>LO 7 reflects <u>UI's Communicate</u> - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.</p>	<ul style="list-style-type: none"> <li>• All Course Topics pertain to this LO.</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural Travel and Tourism Learning Assignments – Non-Verbal Written</li> <li>• International Destination Management Assignment – Non-Verbal Written, and Verbal Presentation</li> <li>• International Travel and Tourism Case Study Analysis Assignment – Verbal Presentation</li> <li>• Class Discussions – Non-verbal Written and/or Verbal)</li> <li>• Quizzes – Non-verbal Written</li> </ul>

<sup>1</sup>This table is also provided in the Syllabus (below)

## Sample Syllabus

### **RSTM 380: Principles of Travel and Tourism**

**Instructor:** Dr. Julie Son, Ph.D., Professor of Recreation, Sport, and Tourism Management  
**Email:** [jstaffordson@uidaho.edu](mailto:jstaffordson@uidaho.edu)  
**Office:** MEM Gym 203  
**Office Phone:** 208-885-7155  
**Office Hours:** by appointment  
**Class Location:** Online  
**Class Time:** Asynchronous

#### **Course Overview**

Tourism is “the largest scale movement of goods, services, and people that humanity has ever seen.” This course provides an overview of travel and tourism as an international and global industry and as a socio-cultural, global phenomenon as well as the economic, social, cultural, and environmental impacts of travel and tourism on local host communities.

#### **Course Content**

This course examines travel and tourism as a global industry and a global human activity that has the power to promote and hinder an understanding of cultural values and perspectives. This course will explore positive and negative aspects of travel and tourism including inter- and multi-cultural opportunities, host-tourist conflict, host-tourist language and communication cultures, host residents’ perspectives on tourism impacts, sustainable tourism, and cultural and ecological issues specific to the global and international nature of travel and tourism industries. By the end of the course, students will develop a comprehensive understanding of the principles and forces influencing travel and tourism and will enhance their multicultural competence in a global world. Students will also improve their knowledge of international destination tourism through the exploration of developed tourism destinations as well as emerging global touristic markets.

Travel and tourism as an entity is at its very root an international and global phenomenon with varied histories in Greek and Roman antiquity, Eastern pilgrimages to Buddhist and Middle Eastern sites, and the 17th to mid-19th century European Grand Tour. There are also cultural, global tourism phenomena that are largely products of the 20th and 21st centuries such as ecotourism and genocide-remembrance sites and museums (e.g., Holocaust museums). In this course, students will develop an awareness of diverse human values, belief systems, and world views related to travel and tourism both from the perspectives of the tourist and the host destination as well as from the perspective of cultural differences in touristic norms and values. Students will develop an understanding of diverse international values and belief systems that have contributed to historical and current tourism-based synergies and conflicts. This course will discuss how travel and tourism is central to many host country’s GDP, including the United States. The United States and other countries are intertwined in tourism-based global relations, cultural exchange, and interlingual and multilingual communication to mutually contribute to and benefit each other’s cultures. At the same time, international mass tourism and/or travelers’ lack of knowledge or wanton disrespect for host culture can create unsustainable tourism destinations with social conflict and environmental degradation, and a countries’ production of tourism can create new cultural norms and stereotypes that de-authenticate the host destination and its residents. Students will engage in formal class assessments to demonstrate an awareness and understanding of these issues, including a case study analysis of country-directed, culture-based tourism to highlight best practices in global travel and tourism.

### Course Material Needed

- **Required Textbook:** Jones, P., Miles, D., & Gopalkrishnan, N. (2018). *Intercultural learning: Critical preparation for international student travel*. UTS ePRESS (free access).
- **Supplementary Materials:** Online resources and readings will be distributed on BbLearn.

### Course Alignment with National Accreditation

This course is part of a nationally accredited curriculum approved by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT).

### Course Goals and Alignment with UI Learning Outcomes, Course Topics, and Course Assessments

<b>At the end of this course, students will be able to (Learning Outcomes):</b>	<b>Course Topics that address these Learning Outcomes are:</b>	<b>This outcome will be evaluated primarily by (Course Assessments):</b>
<p><b>LO 1 – Through independent learning and collaborative study, develop an integrative, cross-disciplinary knowledge on the current trends in international travel and tourism from a global perspective.</b></p> <p>This LO 1 Course Objective reflects <u>UI's Learn and Integrate</u>: 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.</p>	<ul style="list-style-type: none"><li>• International Travel and Tourism</li><li>• Tourism Marketing</li><li>• Special Interest Tourism</li><li>• Sustainable Tourism</li></ul>	<ul style="list-style-type: none"><li>• International Destination Management Assignment</li><li>• Class Readings and Discussion</li><li>• Module Quizzes</li></ul>
<p><b>LO2 – Independently identify and collaboratively discuss international strategies used by tourism destinations and tourism-based hospitality businesses.</b></p> <p>This LO 2 Course Objective reflects <u>UI's Learn and Integrate</u>: 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</p>	<ul style="list-style-type: none"><li>• International Travel and Tourism</li><li>• Tourism Marketing</li><li>• Sustainable Tourism</li></ul>	<ul style="list-style-type: none"><li>• International Destination Management Assignment</li><li>• Class Readings and Discussion</li><li>• Module Quizzes</li></ul>

disciplines.		
<p><b>LO 3 – Know and be able to discuss cultural theories and practices in the context of international travel and tourism to solve tourism-related problems, make travel decisions, and choose tourism management strategies.</b></p> <p>This LO 3 Course Objective reflects <u>UI's Think and Create</u> - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.</p>	<ul style="list-style-type: none"> <li>• Tourism and Culture</li> <li>• Cultural Diversity</li> <li>• Critical Reflection</li> <li>• Tourism Authenticity</li> <li>• Tourism Social Impacts</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural Travel and Tourism Learning Assignments</li> <li>• International Destination Management Assignment</li> <li>• International Travel and Tourism Case Study Analysis Assignment</li> <li>• Class Readings and Discussion</li> <li>• Module Quizzes</li> </ul>
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<p><b>LO 5 – Know and be able to apply principles of multicultural competence, and socially and culturally responsible behavior, in travel and tourism.</b></p> <p>This LO 5 Course Objective reflects <u>UI's Practice Citizenship</u> - Apply principles of ethical leadership, collaborative</p>	<ul style="list-style-type: none"> <li>• Tourism and Culture</li> <li>• Cultural Diversity</li> <li>• Critical Reflection</li> <li>• Tourism Social Impacts</li> <li>• Sustainable Tourism</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural Travel and Tourism Learning Assignments</li> <li>• International Destination Management Assignment</li> <li>• Class Readings and Discussion</li> </ul>

<p>engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.</p>		
<p><b>LO 6 – Know and be able to apply principles of cultural respect for sustainability and authenticity in travel and tourism.</b></p> <p>This LO 6 Course Objective reflects <u>UI's Practice Citizenship</u> - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.</p>	<ul style="list-style-type: none"> <li>• Tourism and Culture</li> <li>• Cultural Diversity</li> <li>• Critical Reflection</li> <li>• Tourism Authenticity</li> <li>• Tourism Ecological Impacts</li> <li>• Sustainable Tourism</li> <li>• Ecotourism</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural Travel and Tourism Learning Assignments</li> <li>• International Destination Management Assignment</li> <li>• Class Readings and Discussion</li> </ul>
<p><b>LO 7 – Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding of tourists, hosts, host destinations, and hosts' culture.</b></p> <p>LO 7 reflects <u>UI's Communicate</u> - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.</p>	<ul style="list-style-type: none"> <li>• All major Course Topics pertain to this LO.</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural Travel and Tourism Learning Assignments – Non-Verbal Written</li> <li>• International Destination Management Assignment – Non-Verbal Written and Verbal Presentation</li> <li>• International Travel and Tourism Case Study Analysis Assignment – Verbal Presentation</li> <li>• Class Discussions - Non-verbal Written and/or Verbal</li> <li>• Quizzes – Non-verbal Written</li> </ul>

### **Class Method**

- The method of course delivery for this class will be lecture material, module videos, and discussions.
- All assignments and quizzes in this class are individual work and not group work. Students are not allowed to collaborate on individual assignments. Discussions are collaborative and account for a percentage of your grade.

- The instructor’s primary goal is to facilitate your learning. It is expected that students conduct themselves maturely and professionally. Because of the diverse backgrounds and work experiences of the university’s student body, everyone enrolled in this course is viewed as a contributor to the overall educational experience in this class, and UI’s online community of learners and educators.

### Student Responsibilities

- Check BbLearn for your grades and bring any questions to the instructor.
- Complete assigned readings in advance.
- Participate in online activities and discussions.
- Demonstrate professionalism in discussions, papers, quizzes, and presentations.
- Complete assignments on time. All assignments must be submitted by midnight on the due date. **All written assignments are turned in electronically via Blackboard.**
- All written assignments should follow the layout below:

\*Font: Times New Roman, size 12pt, left alignment

\*Line spacing: double

\*Margins: 1 inch on all sides

\*Page numbers: in the footer, right aligned

\*References using APA citation style

### Grading Scale

Grade	Points	Percent
A	900-1000	90-100%
B	800-899	80-89.9%
C	700-799	70-79.9%
D	600-699	60-69.9%
F	Less than 600	Less than 60%

### Grades

Assignments	Points	Percent
International Destination Management Assignment (IDM)	<u>200</u>	20%
*Written report	100	
*Presentation	100	
Intercultural Travel and Tourism Learning Assignments (ITTL)	<u>250</u>	25%
* Five written blog assignments	5*50	
International Tourism Case Study Analysis (ICSA)	<u>100</u>	10%
*VoiceThread Presentation		
Quizzes	<u>200</u>	20%
* Four Module Quizzes	4*50	
Class Discussions	<u>250</u>	25%
* Five Discussions (Written posts and/or videos, e.g., VoiceThread)	5*50	
<b>Total Possible Points</b>	1000	100%

## Assignments

### Grading Rubrics

Students will complete two major assignments – International Destination Management Assignment (written report and audiovisual presentation) and an International Tourism Case Study Analysis (audiovisual presentation). Students also complete five blog essays related to intercultural learning in travel and tourism and five class discussion forums (written and/or audiovisual). The rubrics for assignments are provided below:

#### Written Assignments:

Criterion	Excellent (5)	Very good (4)	Good (3)	Needs improvement (2)	Needs lots of improvements (1)
	Complete in <b>all</b> respects.	Complete in <b>most</b> respects.	<b>Complete</b> in many respects.	<b>Incomplete</b> in many respects.	Incomplete in most respects.
<b>Content (80%): Each assignment section will be graded separately</b>	<b>Appropriate and powerful.</b> Contribute to a solid understanding.	<b>Appropriate.</b> Contribute to a solid understanding, but open questions.	<b>Appropriate.</b> Contribute to a solid understanding, but only via “detour” through some questions.	<b>Little.</b> Contribute to understanding, but it took some convincing.	<b>Zero.</b> Do not contribute to understanding, but rather distract.
<b>Literacy (10%): grammar, spelling, punctuation</b>	Makes virtually no grammatical or syntactical errors.	Proofreads well enough to eliminate most grammatical errors.	Writes generally correct prose; occasionally fails to catch minor grammatical errors.	Makes disruptive grammatical/ syntactical errors such as run-ons or fragments.	Makes repeated grammatical or syntactical errors.
<b>Citations (10%)</b>	Clear use of at least one citation and cites in APA format correctly	Mostly clear use of at least one citation and cites in APA format correctly	Mostly clear use of at least one citation with only minor APA format issues.	Mostly unclear use of at least one citation and/or some APA formatting issues.	Unclear or no use of at least one citation and/or major APA formatting issues.

Oral/verbal presentations will be evaluated by the instructor. The instructor will evaluate the content and delivery of the presentation. The rubrics for oral/verbal presentations in this class are provided below:

Criterion	Excellent (5)	Very good (4)	Good (3)	Needs improvement (2)	Needs lots of improvements (1)
	Complete in <b>all</b> respects.	Complete in <b>most</b> respects.	<b>Complete</b> in many respects.	<b>Incomplete</b> in many respects.	Incomplete in most respects.
<b>Well prepared, convincing, persuading (5%)</b>	Information <b>presented</b> in logical, <b>interesting</b> sequence which audience can <b>follow easily</b> .	Information <b>mostly presented</b> in logical, sequence which audience can follow.	Information <b>hardly presented</b> in logical, sequence which audience can follow	Mostly illogical sequence making it hard for audience to follow.	No logical sequence in presentation which inhibits audience’s understanding.
<b>Loud and clear (5%)</b>	Voice is <b>clear &amp; loud</b> . Correct, precise pronunciation of words.	Voice is <b>clear &amp; nearly always loud</b> . Correct, precise pronunciation of <b>most</b> words.	Voice <b>not always clear</b> and <b>volume varies</b> . Correct, precise pronunciation of <b>many</b> words.	Voice is low <b>OR</b> monotonous. <b>Incorrect, imprecise</b> pronunciation of many words.	Voice is low <b>AND</b> monotonous. <b>Incorrect, imprecise</b> pronunciation of many words.

<b>Maintains eye contact with the viewer (5%)</b>	Maintains eye contact with audience, <b>never</b> returning to notes or turning back to audience.	Maintains eye contact with audience, <b>seldom</b> returning to notes or turning back to audience.	Maintains eye contact most of the time but <b>frequently</b> returns to notes or turning back to audience.	Occasionally uses eye contact, but still <b>reads most</b> of report or turns back to audience.	<b>Reads all</b> of report or turns back to audience with no eye contact.
<b>Use of professional behavior (5%)</b>	<b>Appropriate</b> use of professional language, posture & poise.	<b>Occasional</b> use of professional language, posture & poise.	<b>Little</b> use of professional language, posture & poise.	<b>Very little</b> use of professional language, posture & poise.	<b>No</b> use of professional language, posture & poise.
<b>Content (80%) Each assignment section will be graded separately.</b>	<b>Appropriate</b> and powerful. Contribute to a solid understanding.	<b>Appropriate.</b> Contribute to a solid understanding, but open questions.	<b>Appropriate.</b> Contribute to a solid understanding, but only via “detour” through some questions.	<b>Little.</b> Contribute to understanding, but it took some convincing.	<b>Zero.</b> Do not contribute to understanding, but rather distract.

## Assignments

### (1) *International Destination Management Assignment (Paper and Presentation)*

The first module of this course will culminate in international destination concepts and applications. As part of the assessment for this module, students will complete an international destination management analysis for the states of Idaho and Washington. You will choose a country (such as China or France) and finish a report detailing the inbound tourism destination management plan targeting the residents in the selected country. The report consists of the following parts: (1) an analysis of the inbound tourism market in the states of Idaho and Washington; (2) an analysis of the country tourism profile (i.e., trend of the outbound international tourists from the selected country); (3) an analysis of cultural profile (i.e., identity, customs, values, etc.) of the selected country and how the culture influences tourist behavior, travel decisions, service encounter, and communication; (4) recommendations for Idaho and Washington states to develop multicultural competence in order to welcome and serve international tourists from the selected country; and, (5) recommendations for tourism programs, activities, and itineraries specifically for tourists from the selected country.

The written assignment accounts for 100 points. Please follow the structure below and the template provided in BbLearn to complete your assignment.

Grading Structure	Weighting
Idaho and Washington Inbound Market	15%
Tourism Market (of the selected country)	15%
Cultural Profile (of the selected country)	30%
Recommended Strategies for Intercultural Interaction	15%
Recommended Programs and Services	15%
Literacy (Grammar)	10%

You will also present your findings in VoiceThread (an audiovisual tool in BbLearn). Your presentation should follow the structure below:

- 1) Idaho and Washington States Inbound Market (15%)
- 2) Tourism Market (of the selected country) (20%)
- 3) Cultural Profile (of the selected country) (35%)
- 4) Recommended Strategies (15%)
- 5) Recommended Programs & Services (15%)

The content of your presentation accounts for 80% of the grade, while the other 20% is based on your delivery.

### ***(2) and (3) Intercultural Travel and Tourism Learning Assignments (5)***

The second and third modules of the course focuses on intercultural travel and tourism learning. We will cover the following five topics in the context of international travel and tourism: (1) culture and language; (2) cultural diversity; (3) racism and privilege; (4) critical reflection; and, (5) intercultural practice. Students will complete blog essays on each topic, and two discussions on the blogs – one for each module. Each essay is worth 50 points. Discussions are worth 50 points each. The blog essay questions will be posted on BbLearn.

### ***(4) International Case Study Analysis Presentation***

The fourth module of the course focuses on international case study analysis including analysis of challenges and conflicts in travel and tourism, and best practices in international tourism.

You will also present your findings in VoiceThread (an audiovisual tool in BbLearn). Your presentation will be should follow the structure below:

- 1) Case Study Topic on Sustainable Tourism, Ecotourism, Authentic Tourism, or other approved case study topic (10%)
- 2) Cultural Profile of the Selected Case Country and Tourists Cultural Profile (20%)
- 3) Case Analysis of Conflicts, Challenges, and/or Problems of the Tourism Destination Chosen (20%)
- 4) Two (or More) Examples of Best Practices used by the Tourism Destination (20%)
- 5) Your Recommended International Tourism Strategies based on the entirety of the course material (15%)
- 6) Your Recommended Tourism Programs & Services (15%)

Additional instructions and a template for this assignment will be provided on BbLearn.

### ***Module Quizzes – Taken at the end of each Module***

There are 4 module quizzes in this course, with each quiz covering material from the relevant module. Quizzes will be taken by students individually; a collaboration of any kind is not allowed. The Quizzes have multiple choice, true-false, and/or short answer questions. Quizzes typically have ten to twenty questions.

### **Course/Instructor/University Policies**

#### ***Academic Integrity***

Academic integrity is the cornerstone of the university and will be strongly enforced in this course.

#### **Students shall be guilty of violating the honor code if they:**

- \*Represent the work of others as their own.
- \*Use or obtain unauthorized assistance in any academic work.
- \*Give unauthorized assistance to other students.
- \*Modify, without instructor approval, an examination, paper, record, or report for the purpose of obtaining additional credit.
- \*Misrepresent the content of submitted work.
- \*Share the contents of any assignment or exam online or with students who have not taken the class.

The penalty for violating the honor code is severe. The first offense will result in a grade of zero on the assignment/exam in question. A second offense will result in a failing grade for the course. All offenses will be reported to the Office of the Dean of Students, 208-885-6757.

### ***Late Work/Quiz Policy***

I use a flex deadline in this course. All of a given week's assignments including Quizzes are due on BbLearn no later than Sunday 11:59 p.m. Pacific Time of that given week. I also provide additional extensions on a case-by-case basis for extenuating circumstances. Any absence not approved by the instructor in advance of the final Sunday deadlines will result in zero credit unless there are extenuating circumstances. Students should notify the instructor within 48 hours of the Sunday deadlines in such circumstances.

### ***Posting of Grades***

Final grades are posted on VandalWeb. Throughout the course, assignment grades are posted in the online BbLearn learning system.

### ***Disability Support Services***

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](mailto:dss@uidaho.edu)). I support all learners and care about your success in this course. Please use any and all services that are available and if you need help connecting with resources, please contact me.

(Tentative Course Schedule on starts on the next page.)

## Tentative Course Schedule

Week	Date	Topic	Activity	Readings	Item Due
<i>Module 1 Tourism as an International and Global Business and Human Phenomenon</i>					
1	01/13	Class Introduction	Lecture	Syllabus	
1	01/15	International Tourism	Lecture Material	Readings	
2	01/18	Global Tourism System	Lecture Material	Readings	
2	01/20	Tourist Consumer Behavior	Lecture Material	Readings	Discussion
3	01/25	International Tourism Marketing	Lecture	Readings	
3	01/27	Global Perspectives on Special Interest Tourism	Lecture	Readings	
4	02/01	Preparation for IDM Assignment	Video		
4	02/03	International Destination Management Assignment			International Destination Assignment
4	02/05	Module 1 Quiz	Module 1 Quiz		Module 1 Quiz
<i>Module 2 Intercultural Travel and Tourism Learning 1</i>					
5	02/08	Culture, Language, and Global Tourism 1	Lecture	Readings	
5	02/10	Culture, Language, and Global Tourism 2	Video		IL Assignment (1)
6	02/15	Cultural Diversity and Tourism 1	Lecture	Readings	
6	02/17	Cultural Diversity and Tourism 2	Video		IL Assignment (2)
7	02/22	Racism & Privilege in Tourism 1	Lecture	Readings	
7	02/24	Racism & Privilege in Tourism 2	Video		IL Assignment (3)
7	02/26	Module 2 Quiz			Module 2 Quiz
<i>Module 3 Intercultural Travel and Tourism Learning 2</i>					
8	03/01	Critical Reflection in Travel and Tourism 1: Being a Global Citizen	Lecture	Readings	
8	03/03	Critical Reflection in Travel and Tourism 2: Being a Global Citizen	Video		IL Assignment (4)
9	03/08-03/10	Critical Synthesis and Discussion			Discussion
10		<b>Spring Recess</b>			
11	03/22	Intercultural Practice in Tourism 1	Lecture	Readings	IL Assignment (5)
11	03/24	Intercultural Practice in Tourism 2	Video		
12	03/29-03/31	Intercultural Practices Synthesis and Discussion			Discussion
12	04/02	Module 3 Quiz			Module 3 Quiz

(continued on next page)

<i>Module 4 International Tourism Challenges and Best Practices</i>					
13	04/05	Sustainable and Eco Tourism	Lecture	Readings	
13	04/07	Language and Translation in Tourism	Lecture	Readings	
14	04/12	Authenticity in Tourism	Lecture	Readings	Discussion
14	04/14	Being a Socially Responsible Tourist	Lecture	Readings	
15	04/19	Tourism Case Studies	Lecture	Readings	
15	04/21	Tourism Case Studies			Discussion
16	04/26	Preparation for Tourism Case Study Analysis			
16	04/28	Tourism Case Study Analysis	Presentation		Tourism Case Study Analysis Presentation
17	05/03	Module 4 Quiz			Module 4 Quiz
18	05/10	Finals Week – There is no final in this course.			
19	05/18	Dr. Son posts final grades by noon on VandalWeb			

Have a wonderful summer break! Safe travels wherever they take you!