

Movement Studies and Wellness Education

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The primary mission of the Department of Movement Studies and Wellness Education (MSWE) is to provide quality academic professional preparation for undergraduate students in areas related to the study of human movement, especially as it supports the pursuit of lifelong physical activity and well being (ie. health & fitness education, recreation, exercise science, pre-physical therapy, pre-athletic training and health & fitness management). We strive to prepare future leaders who will positively impact the health behaviors of individuals and of society through the education and promotion of life-sustaining and life-enhancing pursuits. The successful completion of our majors demands a strong integration of the liberal arts and sciences with thorough professional preparation in light of respective state and national standards, accrediting bodies and certification programs. Internship experiences are an integral element of all majors in the department and allow for students to further develop and apply their education and training in real world, professional settings. In addition, we provide a diverse array of physical activity instruction for students as part of the General University Requirements (GUR) of the university. The goals of these classes are to 1) develop in each student a fundamental respect for the role of physical activity in living, including the assessment of physical condition and the development of personally designed, safe, effective and functional fitness programs with attention to lifetime activities and 2) to expose students to a diversity of physical activities and experiences in a manner which enhances understanding of their educational, social, spiritual, ethical and moral relevance. Our programs provide opportunities for all participants to develop and apply a knowledge base regarding physical activity and psychomotor and behavioral skills, which encourages the development of lifelong health and wellness.

The department offers two degree programs: the Bachelor of Arts Degree in Physical Education (B.A.P.E. w/ teacher certification option), and the Bachelor of Science Degree in Physical Education (B.S.P.E.) which offers four different pre-professional concentrations: Health & Fitness Management, Exercise Science, Pre-Physical Therapy and Pre-Athletic Training. Students completing these degrees often go on for further graduate study in physical therapy, sport psychology, athletic training, exercise science, recreation, public health etc., or enter into professions such as teaching, personal training, promotions and management, youth programming, coaching and other areas and do so in diverse settings such as schools, private health clubs, non-profit agencies, corporations, professional sport teams, youth clubs, hospitals, parks and recreation departments and health departments, among others. In addition, five distinct minors can be used to compliment majors within the department, or can be pursued by majors outside the department in areas of personal or professional interest. These minors are Coaching, Fitness & Wellness

Education, Personal Training, Sport & Recreation Management and Sport Psychology.

Faculty: McConnell, *Co-Interim Dean*; Evans, Hacker, Madden, Moore, Tingstrom, Wood.

GENERAL EDUCATION PROGRAM ELEMENT

Four different one-semester hour courses (PHED 100–259), which must include PHED 100, are required for graduation.

No more than eight of the one-semester hour PE activity courses may be counted toward graduation. Students are encouraged to select a variety of activities at appropriate skill levels. All physical education activity courses are graded on the basis of A, Pass, or Fail and are taught on a coeducational basis.

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION (B.S.P.E.)

Four Concentrations under the B.S.P.E. Degree

- **EXERCISE SCIENCE**

63 semester hours

BIOL 125, 205, 206 (12)
CHEM 105 (4)
HEED 366 (4)
MATH 128 or 140 (4)
PHED 277, 324, 326, 383, 384, 478, 480, 486 (27)
PHED 495 (4)
PHED 499 (4)
STAT 231 (4)

- **HEALTH AND FITNESS MANAGEMENT**

65 semester hours

BIOL 205, 206 (8)
CHEM 105 (4)
HEED 266, 366 (8)
PHED 277, 293, 324, 326, 383, 384, 386, 480, 486 (29)
PHED 495 (4)
PHED 499 (4)
RECR 330, 483 (8)

- **PRE-PHYSICAL THERAPY**

73 to 74 semester hours

BIOL 125, 126, 205, 206, 323 or approved alternate (20)
Two from: CHEM 105, 115/116, 331/333 (8 to 9)
HEED 281 (2)
MATH 128 or 140 (4)
PHED 277, 480, 486 (9)
PHED 495 (4)
PHED 499 (4)
PHYS 125/126, 135/136 (10)
PSYC 101, 320 or 415 (8)
STAT 231 or 232 (4)

- **PRE-ATHLETIC TRAINING**

51 semester hours

BIOL 125, 205, 206 (12)
CHEM 105 (4)
HEED 266, 281 (6)
PHED 277, 326, 480, 486 (13)
PHED 495 (4)

PHED 499 (4)
 PSYC 101 (4)
 STAT 231 (4)

In addition to the requirements listed above, candidates for the B.S.P.E. degree must meet the College of Arts and Sciences foreign language requirement.

**BACHELOR OF ARTS IN PHYSICAL EDUCATION
 (B.A.P.E.) WITH CERTIFICATION**

61 semester hours required to meet the state endorsement in Health and Fitness.

BIOL 205, 206 (8)
 HEED 266, 395, 366 (12)
 PHED 275 or 298 (2)
 PHED 277, 279, 293, 294, 297, (10)
 PHED 322 (4)
 PHED 326, 386, 478, 480, 486, 490 (23)
 RECR 296 (2)

**ADDITIONAL REQUIREMENTS FOR K-12 TEACHER
 CERTIFICATION**

31 semester hours

Initial K-12 teacher certification in Health and Fitness must meet the requirements established by the School of Education and Movement Studies for Teacher Certification in addition to the above requirements for the B.A.P.E. with certification.

EDUC 390, 392 (8)
 EDUC/PHED 468, 450 (10)
 PSYC 101 (4)
 SPED 320 (1)
 WRIT 101 (4)
 Plus a valid first aid card

Students receiving a B.A.P.E. with certification are not required to fulfill the College of Arts and Sciences foreign language requirements. All courses in the major and minor fields are used for teacher certification must have grades of C or higher.

**BACHELOR OF ARTS IN PHYSICAL EDUCATION
 (B.A.P.E.) WITHOUT CERTIFICATION**

61 semester hours

BIOL 205, 206 (8)
 HEED 266, 395, 366 (12)
 PHED 275 or 298 (2)
 PHED 277, 279, 293, 294, 297, (10)
 PHED 322 (4)
 PHED 326, 386, 478, 480, 486, 495 (23)
 RECR 296 (2)

In addition to the requirements listed above, candidates for the B.A.P.E. degree without teacher certification must meet the College of Arts and Sciences foreign language requirements and a Senior Seminar (PHED 499 - four semester hours).

MINORS

• **COACHING**

18 semester hours

PHED 411 (4)
 PHED 334 (2)
 PHED 361 (2)
 PHED 390 (4)
 HEED 266 (4)
 HEED 281 (2)

First aid and CPR certificate required.

• **FITNESS AND WELLNESS EDUCATION**

20 to 21 semester hours

HEED 266 (4)
 HEED 366 (4)
 PHED 279 (2)
 PHED 293 (2)
 PHED 360 (2)
 PHED 384 (3)

Select one from the following:

PHED 383 (3)
 PHED 386 (4)
 PHED 486 (3)

• **PERSONAL TRAINING**

20 semester hours

BUSA 305 (3)
 HEED 266 (4)
 PHED 293 (2)
 PHED 334 (2)
 PHED 360 (2)
 PHED 383 (3)
 PHED 390 (4)

First aid and CPR certificate required.

• **SPORT PSYCHOLOGY**

20 semester hours

HEED 366 (4)
 PHED 386, 390 (8)
 PSYC 310 or 320 or 330 (4);

PSYC 101 required prerequisite

Select four hours from the following:

HEED 262, 365
 PHED 315, 324, 411
 BIOL 444

• **SPORT AND RECREATION MANAGEMENT**

18 to 20 semester hours

PHED 360 (2)
 PHED 384 (3)
 PHED 495 (4)
 RECR 483 (4)

Select one from the following:

BUSA 305 (3)
 BUSA 308 (3)
 BUSA 340 (3)
 BUSA 358 (3)

Select two to four hours from the following:

PHED 314 (4)
 PHED 322 (2 or 4)
 PHED 326 (4)

PHED 334 (2)
PHED 386 (3)
RECR 330 (4)

HEALTH EDUCATION

To view Health Education (HEED) courses, see the PLU Directory of Approved Courses on page 184.

PHYSICAL EDUCATION

To view Physical Education (PHED) courses, see the PLU Directory of Approved Courses on page 201.

RECREATION

To view Recreation (RECR) courses, go to the PLU Directory of Approved Courses on page 211.

Music

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The music program at PLU strives to provide every student at the university with a meaningful and enriching arts experience, ranging from non-major private lessons or ensemble participation to core courses to four distinctive academic majors and two academic minors. Nearly one quarter of the undergraduates at PLU participate in music annually. The National Association of Schools of Music accredits the PLU Music Program and its graduates go on to distinguished and satisfying careers in teaching and performing.

Facilities for exploring the musical arts are outstanding. The Mary Baker Russell Music Center, with its exquisite Lagerquist Concert Hall, provides state-of-the-art focus to music study at PLU. Media-rich classrooms and labs augment studios and individual practice spaces. Private study in keyboard is available in piano, organ, and harpsichord. Other private study includes voice and all string, wind, and percussion instruments, taught by regularly performing musicians. Professional-quality experience is available to qualified performers in band, orchestra, choir, jazz, and chamber ensembles.

Faculty: Robbins, *Chair*; Beegle, Bell-Hanson, J. Brown, Galante, Gillie, D. Joyner, Lyman, Nance, Poppe, Powell, Rønning, Tegels, Yeh, Youtz; assisted by Agent, Anderson, Boaz, Bristow, E. Brown, Buchanan, Campos, Chung, Clubb, Daverso, English, P. Evans, Grinsteiner, Habedank, Harty, Houston, Howland, B. Johnson, M. Joyner, Kramlich, Manning, F. Peterson, Pettit, Plagemann, Reid, Rhyne, Rine, Sojka, Spencer, Spicciati, Steighner, Stephens, Swihart, Takekawa, Treat, Walker, Wetherington, Winkle, Wooster, Zylstra.

For introductory courses to the field of music, see the descriptions of MUSI 101, 102, 103, 104, 105, 106, and 120.

No courses in music (MUSI) may be taken for credit by examination.

MAJOR REQUIREMENTS

First-Year Students

Students intending to major in music should begin the major music sequences in the first year. Failure to do so may mean an extra semester or year to complete the program.

• Required courses are:

MUSI 111, 113 (Music Fundamentals)
MUSI 120 (Music and Culture)
Class size is limited in MUSI 120.
MUSI 124 (Theory)
MUSI 125, 126 (Ear Training)
MUSI 115, 116, 121, 122 (Keyboarding)

MUSI 111 and 113 are prerequisites to MUSI 124. All first-year students should register for MUSI 111 and 113. A placement test will be given during the first class meeting of MUSI 111. Based on the test outcome, students will be placed in either MUSI 124, 113 or retained in 111. MUSI 111 and 113 are half-semester courses.

MUSIC MAJOR DEGREES

General Requirements

- **Entrance Audition**
To be admitted to a music major program, prospective students must audition for the music faculty.
- **Declaration of Major**
Students interested in majoring in music should complete an academic program contract declaring a music major during their first semester of enrollment in the program. They will be assigned a music faculty advisor who will assure that the student receives help in exploring the various majors and in scheduling music study in the most efficient and economical manner. Majors can always be changed later.
- **Ensemble Requirement**
Music majors are required to participate every semester in one of the music ensembles specified in their major. (Exception: semesters involving study abroad and/or student teaching.)
- **Keyboard Proficiency**
Basic keyboard skills are required in all music majors (B.M., B.M.E., B.M.A., B.A.). Attainment of adequate keyboard skills is determined by successful completion (letter grade of "C" or better) in MUSI 122: Keyboarding II.
- **Language Requirement**
Vocal performance majors are required to take at least one year of language study (two regular semesters) in French or German (see department handbook).
- **Music Electives**
MUSI 111 and/or MUSI 113 may not count for music electives in a music major degree program.
- **Grades and Grade Point Policy**
Only grades of C or higher in music courses may be counted toward the major. Courses in which the student receives

Global Studies (GLST)

GLST 495: Internship

A project, usually undertaken during a study-abroad experience and supervised by a PLU faculty member, that combines field experience, research, and writing on issues related to the student's issue concentration in Global Studies. Local internships that involve transnational issues and constituencies will also be considered. **Prerequisite:** Prior consent of the chair of the Global Studies Committee and of the supervising PLU faculty member. (1-12)

GLST 499: Capstone: Research Seminar – SR

Required of all students majoring in Global Studies, this is a capstone seminar that culminates in the writing of an extensive research paper.

Prerequisite: ANTH/HIST/POLS 210. (4)



Greek (GREK)

GREK 101, 102: Elementary Greek

Basic skills in reading classical, koine, and patristic Greek. (4, 4)

GREK 201, 202: Intermediate Greek – C

Review of basic grammar, reading in selected classical and New Testament authors. (4, 4)

Health Education (HEED)

HEED 262: Big Fat Lies – A

Investigation of body weight as both a source of social prejudice and as a health issue. Issues of body image, social expectations and ideals, and discrimination are addressed in the first half and topics such as metabolism, dieting, heart disease, diabetes and cancer are addressed as they relate to obesity in the second half. (4)

HEED 266: Nutrition, Health & Performance

An examination of the role of dietary choices in the maintenance of health, the prevention of disease and the optimizing of physical performance. Topics covered include: consumer nutrition skills, basic nutrients and nutritional science, energy balance, sport and performance nutrition including the use of supplements and ergogenic aids, lifespan nutrition, global nutrition and food safety. (4)

HEED 281: Injury Prevention and Therapeutic Care

Prevention, treatment, and rehabilitation of all common injuries sustained in athletics; physical therapy by employment of electricity, massage, exercise, light, ice, and mechanical devices. (2)

HEED 292: First Aid

Meets requirements for the American Red Cross Standard First Aid and Personal Safety. (2)

HEED 360: Professional Practicum

Students work under the supervision of a coach, teacher, recreation supervisor, or health care provider.

Prerequisite: Departmental approval. (1 or 2)

HEED 366: Health Psychology

This course examines how human physiology and psychology interact and influence personal health choices and behavior change. Topics surveyed include behavior change models; nicotine, alcohol and drug use and abuse; stress and stress management; psychological factors in the prevention, development and treatment of chronic disease; death and dying. (4)

HEED 395: Comprehensive School Health

This course explores the integrated nature of comprehensive school health programs. Students will use their health knowledge and resources to effectively communicate essential health content with an emphasis placed on environmental health, intentional and unintentional injury prevention, consumer health and sexuality education. The course addresses program planning, implementation and evaluation based on the needs of the learner. **Prerequisites:** PHED 279, HEED 266 and HEED 366. (4)

HEED 425: Health Promotion/Wellness Intervention Strategies

Examination of strategies for improving the state of wellness through healthier lifestyles. (2)

system level. Financial and human resources and systems management will be examined from a quality perspective. (3)

NURS 531: Care and Outcomes Manager Practicum I

Direct and/or indirect care given in a defined specialty setting with focus on evaluation and outcomes. **Prerequisite:** NURS 523. Variable credit with School of Nursing approval. (1-5)

NURS 532: Care and Outcomes Manager Practicum II

Direct care or indirect clinical management, supervision, or education to achieve client goals by implementing approaches, interventions, outcomes, and evaluation method. **Pre- or Co-requisite:** NURS 538. Variable credit with School of Nursing approval. (1-3)

NURS 533: Informatics in Nursing

Enhancing clinical practice, research and education through the integration of computer science, information science and nursing science. (2)

NURS 538: Program Development

Integrate theoretical models, clinical parameters, and program planning principles through the construction of a detailed program for care and outcomes management. Clinical component present. **Pre- or co-requisite:** NURS 530 and prerequisite NURS 531. (3)

NURS 550: Curriculum and Instruction

Examination of the theory and practice of curriculum planning, development, implementation, and evaluation. Theoretical and philosophical principles of the teaching/learning process. Analysis of adult teaching strategies and the process of self and student evaluations. (3)

NURS 580: Advanced Pathophysiology

Focuses on normal physiologic and pathologic mechanisms of disease. Primary components of the foundation for clinical assessment, decision making, and management. (3)

NURS 582: Advanced Health Assessment

Development and performance of the skills needed for advanced health assessment of individuals, families, or communities throughout the lifespan. **Prerequisites:** Basic health assessment skills. (2-4)

NURS 583: Clinical Pharmacotherapeutics

Focuses on the pharmacokinetic basis for and pharmacotherapeutic management of simple and complex disease processes. Includes ethical, legal, and procedural aspects of prescriptive authority. **Pre- or co-requisite:** NURS 580. (3)

NURS 584: Family Nurse Practitioner I

Application of theory and research in the management of health problems across the lifespan. Demonstration of diagnostic reasoning related to health care conditions. Seminar and clinical. **Prerequisites:** NURS 582, and Pre- or co-requisite: NURS 583. (6)

NURS 585: Family Nurse Practitioner II

Application of theory and research in the management of increasingly complex health problems across the lifespan. Demonstration of diagnostic reasoning for a wide range

of acute and chronic conditions. Seminar and clinical.

Prerequisite: NURS 584. (6)

NURS 591: Independent Study

Opportunities for advanced study in selected topic related to student's area of interest. Consent of dean required. (1-4)

NURS 593: Advanced Specialty Practice

Application of advanced practice nursing in clinical specialty practice. **Prerequisite:** Completion of all core requirements. (1-6)

NURS 596: Scholarly Inquiry in Nursing Practice

Development and submission of professional paper or project related to one's area of specialization based on an evaluation and outcomes model. Cross-listed with NURS 599. (2)

NURS 599: Thesis

Faculty-guided application of the research process. May involve replication of previous study, secondary analysis of research data, an evaluation project, or an original investigation. **Prerequisites:** Completion of core courses, approval by School of Nursing. Minimum program requirement is four credits. Once enrolled, must continue to enroll for at least one credit each semester of the academic year until thesis is completed. Capstone course. (4)

Physical Education (PHED)

PHED 100: Personalized Fitness Programs – PE

To stimulate student interest in functional personally designed programs of physical activity; assessment of physical condition and skills; recommendation of specific programs for maintaining and improving physical health. Should be taken as a first-year student. (1)

PHED 150: Adaptive Physical Activity – PE

An individualized activity program designed to meet the needs interests, limitations, and capacities of students who have had restrictions placed on their physical activity. (1)

PHED 151-199: Individual and Dual Activities – PE

151 (Beginning Golf), 155 (Bowling), 157 (Personal Defense), 162 (Beginning Tennis), 163 (Beginning Badminton), 164 (Pickleball), 165 (Racquetball/Squash), 170 (Skiing), 173 (Basic Mountaineering), 175 (Snow-boarding), 177 (Weight Training), 182 (Low-Impact Aerobics), 183 (Power Aerobics), 186 (Step Aerobics), 192 (Intermediate Tennis), 197 (Advanced Weight Training). (1 each)

PHED 200-219: Aquatics – PE

200 (Individualized Swim Instruction), 201 (Swimming for Non-swimmers), 205 (Skin and Scuba Diving), 207 (Basic Sailing), 210 (Intermediate Swimming), 212 (Conditioning Swimming), 216 (Lifeguard Training, 2 credits). (1 each)

PHED 222-240: Rhythms – PE

222 (Jazz Dance Level I), 223 (Yoga), 224 (Salsa and Swing Dance), 225 (Ballroom Dance), 234 (Relaxation Techniques), 240 (Dance Ensemble). (1 each)

PHED 241-250: Team Activities – PE

241 (Basketball and Softball), 244 (Co-ed Volleyball), 250 (Directed Sports Participation)

PHED 275: Water Safety Instruction – PE

The American Red Cross Water Safety Instructor’s course.
Prerequisite: Swim test required. Fulfills one semester hour towards PE GUR. (2)

PHED 276: Special Topics in Physical Activity - PE

Selected activities as announced by the department. Provides opportunities for activities not otherwise part of the regular activity course offerings. (1)

PHED 277: Foundations of Physical Education

The relationship of physical education to education; the biological, sociological, psychological, and mechanical principles underlying physical education and athletics. Should be the initial professional course taken in the Department of Movement Studies and Wellness Education. (2)

PHED 279: Teaching Physical Activity

Generic teaching and management strategies, design of instructional materials and techniques for implementing them, and strategies for working with diverse learners in physical activity settings. This course is a prerequisite for all teaching methods courses and should be taken prior to or in conjunction with the Education Hub. (2)

PHED 293: Teaching Methods: Fitness Activities

Overview, application and evaluation of fitness activities, such as: aerobics (water, high- and low-impact, step, slide), weight training, calisthenics circuits, continuous interval training.
Prerequisite: PHED 279. (2)

PHED 294: Teaching Methods: Invasion Games

Games in which a team tries to invade the other team’s side or territory by putting an implement into a goal. Activities will include: basketball, soccer, lacrosse, hockey, and football.
Prerequisite: PHED 279. (2)

PHED 297: Teaching Methods: Net Games

Players attempt to send an object into the playing area on the other side of a net or barrier. Activities include volleyball, tennis, badminton, pickleball, and racquetball.
Prerequisite: PHED 279. (2)

PHED 298: Teaching Methods: Target and Fielding Games

Participants strike, hit, kick, or throw at targets or objects. Activities include golf, bowling, archery, softball, kickball, and track and field. **Prerequisite:** PHED 279. (2)

PHED 310: Socioeconomic Influences on Health in America – A

Examination of the culture, social environment, and pressures that create a health vulnerability with the American population. (4)

PHED 314: Team Building for High Performance Teams

Activities designed to facilitate the development of team camaraderie and effectiveness. Creative, fun, challenging, and applied team building activities, combined with traditional training tools to help create learning experiences for

students to actively enhance team cohesion and group productivity. (4)

PHED 315: Body Image – A

Topics include: the connection between women and food, cultural definitions of beauty, eating disorders, nutrition, and biosocial factors affecting weight. (4)

PHED 319: Tramping the Tracks of New Zealand – PE

Backpacking several of New Zealand’s world renowned tracks and hiking up ancient volcano craters, to glacial mountain lakes, and along sandy ocean beaches. Fulfills one semester hour towards PE GUR. (4)

PHED 322: Physical Education in the Elementary School

Organization and administration of a developmental program for grades K-6; sequential and progressive programming; large repertoire of activities. Observation and/or practicum in public schools required. (2 or 4)

PHED 324: Physical Activity and Lifespan

The emphasis in this course will be on the role that physical activity plays in successful aging. An understanding of the influence of social learning on physical activity behavior through the lifespan and effective strategies for health promotion and activity programming with adult populations will be addressed. (4)

PHED 326: Adapted Physical Activity

Emphasizes the theory and practice of adaptation in teaching strategies, curriculum, and service delivery for all persons with psychomotor problems, not just those labeled “disabled.” (4)

PHED 334: Applied Training and Conditioning

This course presents physiological and kinesiological applications to physical training and addresses fundamental training principles as they relate to physical fitness in the areas of cardiovascular fitness, muscular strength and endurance, flexibility and body composition. Focus is on training for safe and effective physical performance for both genders of all ages and activity interests. (2)

PHED 360: Professional Practicum

Students work under the supervision of a coach, teacher, recreation supervisor, or health care provider. **Prerequisite:** Departmental approval. (1 or 2)

PHED 361: Coaching Practicum

Students work under the supervision of a coach. **Prerequisite:** Departmental approval. (1 or 2)

PHED 362: Healing Arts of the Mind and Body – A, PE

Designed to introduce alternative therapies of mind-body processes. History, roots, practice, and cultural significances of several therapies and practices. Fulfills one semester hour towards PE GUR. Cross-listed with DANC 362. (4)

PHED 383: Exercise Testing and Prescription

Provides students involved in the promotion of physical activity with the basic knowledge necessary to safely conduct exercise, health and fitness assessments in a variety of

community settings. Topics will include: history of assessment and its role in physical activity promotion; purpose and methods for pre-evaluation and screening; assessment and evaluation techniques; prescriptive program development for health and fitness; bio-psycho-social implications of assessment and evaluation. (3)

PHED 384: Foundations of Health and Fitness Management

Provides students involved in the promotion of physical activity with the basic knowledge necessary to understand how health and fitness are managed in a variety of community settings. Topics will include: historical and philosophical basis of community-based health and fitness management; organizational assessment and evaluation issues; strategies for behavioral change; strategies for program development, implementation and marketing; specific examples of different community-based health and fitness management programs. (3)

PHED 386: Social Psychology of Sport and Physical Activity

Questions of how social psychological variables influence motor behavior and how physical activity affects the psychological make up of an individual will be explored. (4)

PHED 387: Special Topics in Physical Education

Provides the opportunity for the exploration of current and relevant issues in the areas of physical education and exercise science. (1-4)

PHED 390: Applied Exercise and Sport Psychology

A practical, individually-oriented course designed to teach athletes, trainers, coaches, and teachers a comprehensive variety of skills and techniques aimed at enhancing sport performance. Psychological topics include: managing anxiety, imagery, goal setting, self-confidence, attention control, injury interventions, self-talk strategies, and team building. (4)

PHED 411: Coaching Effectiveness

Presents foundational knowledge essential for coaching effectiveness and success in any sport at a youth, club, or school level. This course integrates sport science research with emphasis on practical applications. Organization of this course will be based on topics such as: coaching philosophy and ethics, communication and motivation, principles of teaching sport skills and tactics, evaluation, and team administration, organization, and management including liability prevention. The course is designed to meet or exceed NCACE, NASPE, PCA, and ASEP standards. (4)

PHED 462: Dance Production

An advanced choreography course combining choreography, costume design, staging, and publicity techniques for producing a major dance concert. (2)

PHED 478: Motor Learning and Human Performance

Provides basic theories, research, and practical implications for motor learning, motor control, and variables affecting skill acquisition. (4)

PHED 480: Exercise Physiology

Scientific basis for training and physiological effect of exercise on the human body. Lab required. **Prerequisite:** BIOL 205, 206. (4)

PHED 486: Applied Biomechanics/Kinesiology

Opportunity to increase knowledge and understanding about the human body and how the basic laws of mechanics are integrated in efficient motor performance. (3)

PHED 490: Curriculum, Assessment, and Instruction

An integrated and instructionally aligned approach to curriculum design, assessment, development and implementing instructional strategies consistent with the Washington Essential Academic Learning Requirements. Intended as the final course prior to a culminating internship, a practicum in the school setting is required in conjunction with the four semester hour course. (4)

PHED 495: Internship – SR

Pre-professional experiences closely related to student's career and academic interests. **Prerequisites:** Declaration of major, junior status, and ten hours in the major. (2-8)

PHED 499: Capstone: Senior Seminar – SR (2-4)



Philosophy (PHIL)

PHIL 121: The Examined Life – PH

Introduces philosophy by considering perennial topics and issues, such as what makes an action right or wrong and whether belief in God is reasonable. Includes a focus on developing skills in critical and systematic thinking. (4)

PHIL 125: Ethics and the Good Life – PH

Major moral theories of Western civilization, including contemporary moral theories. Critical application to selected moral issues. (4)

PHIL 220: Women and Philosophy – A, PH

An examination and critique of historically important theories from Western philosophy concerning women's nature and place in society, followed by an examination and critique of the writings of women philosophers, historic and contemporary. (4)

PHIL 223: Biomedical Ethics – PH

An examination of significant controversies in contemporary biomedical ethics, of major moral philosophies, and of their interrelationships. (4)

PSYC 499: Capstone Seminar – SR

Required for Psychology majors. Student will complete and present a project at an on-campus Psychology Research Conference held fall and spring terms. Students earning the B.S. degree must conduct empirical research projects whereas students earning the B.A. degree may choose nonempirical projects. The projects may emerge from ideas and experiences in an upper-division psychology course, advanced research activity, or in response to an internship completed by the student. **Prerequisites:** PSYC 242, senior standing, and permission of instructor. (4)

Recreation (RECR)

RECR 296: Teaching Methods: Recreation Activities

Learning to plan and implement a variety of recreational activities, including outdoor education.

Prerequisite: PHED 279. (2)

RECR 330: Programming and Leadership in Sport and Recreation

Examines the principles, procedures, techniques, and strategies essential to successfully program and lead experiences for diverse populations in sport, fitness, recreation and leisure service organizations. (4)

RECR 360: Professional Practicum

Students work under the supervision of a coach, teacher, recreation supervisor, or health care provider.

Prerequisite: Departmental approval. (1-2)

RECR 387: Special Topics in Recreation

Provides the opportunity for the exploration of current and relevant issues in the areas recreation studies. (1-4)

RECR 483: Management in Sport and Recreation

Examines the principles, procedures, techniques, and strategies essential to successfully manage human resources, finances and marketing in sport, fitness, recreation and leisure service organizations. (4)

RECR 491: Independent Studies

Prerequisite: Consent of the dean. (1-4)

RECR 495: Internship - SR

Pre-professional experiences closely related to student's career and academic interests. **Prerequisites:** Declaration of major, junior status, and a minimum of ten hours of RECR coursework (2-8)

RECR 499: Capstone: Senior Seminar – SR (2-4)

Religion (RELI)

RELI 121: The Christian Tradition – R2, RC

The study of selected theological questions and formulations examined in their social and historical contexts. (4)

RELI 131: The Religions of South Asia – C, R3, RG

Hinduism, Buddhism, Jainism, and Sikhism — their origins and development, expansion, and contemporary issues. (4)

RELI 132: The Religions of East Asia – C, R3, RG

Confucianism, Taoism, Chinese and Japanese Buddhism, Shinto, and the “new religions” of Japan — their origins, development, and contemporary issues. (4)

RELI 211: Religion and Literature of the Hebrew Bible – R1, RG

The literary, historical, and theological dimensions of the Old Testament, including perspectives on contemporary issues. (4)

RELI 212: Religion and Literature of the New Testament – R1, RC

The literary, historical, and theological dimensions of the New Testament, including perspectives on contemporary issues. (4)

RELI 220: Early Christianity – R2, RC

The origins, thought, and expansion of the Christian Church; the growth of Christian involvement in culture to the end of the papacy of Gregory I (604 CE). (4)

RELI 221: Medieval Christianity - R2, RC

A study of the ideas, practices, forms of community among Christians from 600-1350, with an emphasis on how they understood their relationship to God, each other, and the natural world. (4)

RELI 222: Modern Church History – R2, RC

Beginning with the Peace of Westphalia (1648), interaction of the Christian faith with modern politics, science, and philosophy; expansion in the world, modern movements. (4)

RELI 223: American Church History – R2, RC

Interaction of religious and social forces in American history, especially their impact on religious communities. (4)

RELI 224: The Lutheran Heritage – R2, RC

Lutheranism as a movement within the church catholic: its history, doctrine, and worship in the context of today's pluralistic and secular world. (4)

RELI 225: Faith and Spirituality – R2, RC

Reflection on Christian lifestyles, beliefs, and commitments. (4)

RELI 226: Christian Ethics – R2, RC

Introduction to the personal and social ethical dimensions of Christian life and thought with attention to primary theological positions and specific problem areas. (4)

RELI 227 (247, 257): Christian Theology – R2, RC

Survey of selected topics or movements in Christian theology designed to introduce the themes and methodologies of the discipline. RELI 247 for cross cultural GUR and RELI 257 for alternative perspective GUR. (4)

RELI 230: Religion and Culture – A, R3, RG

Explores the interrelation and interaction of religion and culture in a variety of world religious traditions. Incorporates recognized methodologies in academic religious studies. (4)