COLLEGE OF EDUCATION
Proposed Catalog Changes

Curriculum and Instruction

1. Add the following courses [Effective: Summer 2014]

**EDCI 411  Geometry, Measurement, and Trigonometry (3 cr)**
Examines topics in measurement, geometry, and trigonometry and the way that grade 5-10 students develop an understanding of these ideas. Emphasis will be placed on recent and seminal research on learning and teaching geometry to develop mathematical practice as described in CCSS-M, especially for topics such as symmetry, congruence and similarity, right triangle trigonometry, transformations, unit, and partitioning of space. Particular emphasis will be placed on extended tasks that expose learners to investigation, conjecture, argumentation, and incorporating dynamic software. **Math 517 requires additional project work implementing and evaluating course ideas in the grade 5-10 classroom.** Does not count toward mathematics MAT or MS graduate programs.

**Prereq:** Math 236 and admission to Teacher Education; or instructor permission

Proposed Short Course Title: Geometry, Measurement & Trig

Rationale: This course fills a gap in required content programming for a mathematics endorsement on an elementary teaching certification to be issued by the Idaho State Department of Education. New certification rules now require elementary teaching certificate candidates to earn an additional content area of endorsement. This course covers an important mathematics topic for elementary teachers certified to teach mathematics from Kindergarten through eighth grade. It will be part of a group of courses being developed to allow UI to prepare elementary teachers with a mathematics endorsement. With the addition in Fall 2012 of 1.5 new mathematics education faculty in the Department of Curriculum and Instruction, we have the capacity offer an additional mathematics education course.

**EDCI 533  Educational Policy and Strategic Planning (3 cr)**
This course is designed to introduce students to educational policy, the intergovernmental system of education in the US and some of the major issues and challenges confronting US policymakers. This seminar will increase students’ understanding of the complexities of educational policy and to assist them in becoming effective leaders and practitioners who inform, shape, and implement education policy. This course has a particular focus federal and state policy in education. We will begin by examining standards-based, market-driven and professionally led models of reform, looking at their underlying theories of change, implementation challenges and the critiques leveled against these approaches.

Proposed Short Course Title: Educational Policy & Planning

Rationale: This course has been taught over the past 5 years as part of the Wright Fellows program as a 504 Special Topics course, as a result it can no longer be offered as a Special Topics class and needs a permanent listing. The funding for this course and instructor comes from an endowment given to the College of Education by the Thomas Wright Foundation.

**EDCI 534  Schools as Organizations (3 cr)**
The purpose of this course is to examine the evolution of the “public school” in American society and culture, and then to examine the global competitive forces that are reshaping and driving the evolution of schools in America. We try to understand the role of the school; how schools and educational systems have changed over time; how comparative systems of education have defined their schools/school systems; and finally, we investigate how we can better organize educational systems, schools, and classrooms to address issues of justice, equity, and humanity.

Rationale: This course has been taught over the past 5 years as part of the Wright Fellows program as a 504 Special Topics course, as a result it can no longer be offered as a Special Topics class and needs a permanent listing. The funding for this course and instructor comes from an endowment given to the College of Education by the Thomas Wright Foundation.

**EDSP 530  Assistive Technology and Universal Design for Learning for Pre-K12 (2 cr)**
This course is designed to introduce students to assistive technology and universal design for learning as they are woven into the PreK12 community to support all students including those with disabilities access and interact with the general education curriculum. This course will increase participants’ understanding of the continuum of assistive technologies to universal design and expose them optimal systematic formats for successful implementation. Focus will move from an IEP team-based process, of student evaluations, reporting, training, and follow-up, to a general education classroom instructional design model with an understanding of the impact on school improvement.

Proposed Short Course Title: Assistive Tech and UDL in PK12

Rationale: This course is part of a new doctoral program being designed and implemented by the UI Center on Disabilities and Human Development and the Special Education program in the UI College of Education. This course will be taught by CDHD faculty/staff who have expertise in the area of AT/UDL and who are funded by various AT grants administered through the CDHD.

**EDSP 531  Single Subject Design Research (3 cr)**
2. Change the following course [Effective: Summer 2014]

**CTE 484 (s) Internship in Career and Technical Education Teaching (3-14 cr, max 28)**

Guided observation, supervised instruction, and comprehensive team and independent teaching in school settings.

**Prereq:** Admission to teacher education program

**Coreq:** CTE 456/EDCI 401
Rationale: EDCI 401 is taken in concert with a student’s semester of internship and CTE 484. This change will bring the catalog up-to-date with current courses offered as co-requisite with students’ internships or student teaching experiences.

3. **Change the curricular requirements of English (Teaching Major/Minor)** [Effective: Summer 2014]

<table>
<thead>
<tr>
<th><strong>A. 46-Credit English Teaching Major</strong></th>
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<tbody>
<tr>
<td>Engl 201</td>
<td>English Grammar: Key Concepts and Terms (1 cr)</td>
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<tr>
<td>Engl 309</td>
<td>Advanced Prose Writing (3 cr)</td>
</tr>
<tr>
<td>Engl 341 or Engl 342</td>
<td>Survey of British Literature (3 cr)</td>
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<tr>
<td>Engl 343- Engl 344</td>
<td>Survey of American Literature (6 cr)</td>
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<tr>
<td>Engl 345</td>
<td>Shakespeare (3 cr)</td>
</tr>
<tr>
<td>Engl 401</td>
<td>Writing Workshop for Teachers (3 cr)</td>
</tr>
<tr>
<td>Engl 441</td>
<td>Introduction to Study of Language (3 cr)</td>
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<tr>
<td>Engl 445</td>
<td>Literature for Adolescents (3 cr)</td>
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<tr>
<td>One of the following (3 cr): Engl 175</td>
<td>Introduction to Literary Genres (3 cr)</td>
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<tr>
<td>One of the following (3 cr): Engl 215</td>
<td>Introduction to English Studies (3 cr)</td>
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<tr>
<td>One of the following (3 cr): Engl 208</td>
<td>Personal and Exploratory Writing (3 cr)</td>
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<tr>
<td>One of the following (3 cr): Engl 291</td>
<td>Beginning Poetry Writing (3 cr)</td>
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<tr>
<td>One of the following (3 cr): Engl 292</td>
<td>Beginning Fiction Writing (3 cr)</td>
</tr>
<tr>
<td>One of the following (3 cr): Engl 293</td>
<td>Beginning Nonfiction Writing (3 cr)</td>
</tr>
<tr>
<td>One of the following (3 cr): Engl 445</td>
<td>Literature for Adolescents (3 cr) (recommended)</td>
</tr>
<tr>
<td>A 400-level English Literature Course (3 cr): Engl 442, Engl 443, Engl 496</td>
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<tr>
<td>Two linguistics courses (Engl 442, Engl 443 or Engl 496; Engl 443 may be taken concurrently with EDCI 485) (6 cr)</td>
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<tr>
<td>Two 400-level English area course (6 cr)</td>
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<tr>
<td>One literature course focusing on multicultural literature (Engl 380, Engl 481, Engl 482, Engl 483, Engl 484; or Engl 485, Engl 481, or Engl 482 when these courses include a major and specific selection of American ethnic literature) (3 cr)</td>
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<tr>
<td>In addition to the above teaching major requirements, the following special methods sequence is also required: EDCI 431</td>
<td>Secondary English Methods (3 cr)</td>
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<tr>
<td>EDCI 441</td>
<td>Secondary English Methods Practicum (1 cr)</td>
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<td>Introduction to English Studies (3 cr)</td>
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<tr>
<td>One of the following (3 cr): Engl 442</td>
<td>Linguistics (3 cr)</td>
</tr>
<tr>
<td>One of the following (3 cr): Engl 443</td>
<td>Language Variation (3 cr)</td>
</tr>
<tr>
<td>One of the following (3 cr): Engl 496</td>
<td>History of the English Language (3 cr)</td>
</tr>
<tr>
<td>One of the following (3 cr): Engl 445</td>
<td>Literature for Adolescents (3 cr) (recommended)</td>
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<th><strong>C. 25-Credit English Teaching Minor</strong></th>
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<td>English Grammar: Key Concepts and Terms (1 cr)</td>
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</table>
Engl 309  Advanced Prose Writing (3 cr)
Engl 401  Writing Workshop for Teachers (3 cr)
Engl 441  Introduction to Study of Language (3 cr)
One of the following (3 cr):
Engl 175  Introduction to Literary Genres (3 cr)
Engl 215  Introduction to English Studies (3 cr)
One survey course in both American literature (Engl 343 or Engl 344) and British literature (Engl 341 or Engl 342); at least one of the two survey courses must be Engl 341 or Engl 343 (6 cr)
One literature course focusing on multicultural literature (Engl 380, Engl 481, Engl 482, Engl 483, Engl 484; or Engl 485, 404, Engl 481, or Engl 482 when these courses include a major and specific selection of American ethnic literature) (3 cr)

Rationale: The change here reflect a closer alignment between the teaching major in secondary education and the English major with a teaching emphasis. While Engl 445 is highly recommended, it is not offered often enough for students to complete a program thus the choice is offered. Engl 208 and 293 will help the writing requirement align in the two departments. Engl 443 can no longer be taken during the internship class. The multicultural literature classes have been modified to align with what is actually being used. Shakespeare has been added to the teaching minor (making it 34 credits) because that course is fundamental in all secondary English classrooms.

Leadership and Counseling

1. Change the following courses [Effective: Summer 2014]

AOLL 507  Future of Education and Work for Sustainability (3 cr)
Study and application of secondary and postsecondary curriculum and instruction focusing on sustainability as it relates to technical education, workforce and organizational development, “green” technologies and Science, Technology, Engineering and Mathematics (STEM).

Rationale: Three course name changes are recommended. For the first two – AOLL 507 and AOLL 581 - the word “sustainability” is not necessary in the title courses and has proven confusing to students. Sustainability is now a topic in each of the courses but is only a part of course content and not the sole topic of the course. These courses are reverting to previous names. The 570 name change is to better align the title to fit the course content.

AOLL 570  Introduction to Research in Workforce EducationAOLL (3 cr)
The first emphasis of this course is to help workforce education students find, interpret and evaluate scholarly research. The second emphasis is to prepare students to conceptualize, design, and conduct various forms of action research.

Proposed Short Course Title: Intro to Research in AOLL

Rationale: Three course name changes are recommended. For the first two – AOLL 507 and AOLL 581 - the word “sustainability” is not necessary in the title courses and has proven confusing to students. Sustainability is now a topic in each of the courses but is only a part of course content and not the sole topic of the course. These courses are reverting to previous names. The 570 name change is to better align the title to fit the course content.

AOLL 581  Theory & Practices & Challenges of Sustainable Leadership (3 cr)
Analysis and study of leadership of the human resource in organizations; theories, styles, and methods of sustainable leadership developed from past leaders blended with current models of leadership.

Proposed Short Course Title: ????

Rationale: Three course name changes are recommended. For the first two – AOLL 507 and AOLL 581 - the word “sustainability” is not necessary in the title courses and has proven confusing to students. Sustainability is now a topic in each of the courses but is only a part of course content and not the sole topic of the course. These courses are reverting to previous names. The 570 name change is to better align the title to fit the course content.

AOLL ED 628  Program Evaluation (3 cr)
Schools, organizations, and community agencies are being increasingly held accountable for their respective programs. This course addresses how action research can be a powerful tool for empirically evaluating all aspects of a given program. Recommended Preparation: foundations and/or introduction to research. Prereq: Enrollment to a doctoral programED 577

Rationale: Data collected from focus groups for the assessment of doctoral learning outcomes, strongly recommended changing this class from a course specific to the AOLL program to one for all doctoral students. AOLL program members, the Graduate Research & Policy Committee and the Graduate Faculty approved this change. This course change should align the doctoral education curriculum so that it better aligns with the doctoral learning outcomes.
AOLL ED 668 Writing for Publication (3 cr)
Development of knowledge, skills, and potential of researchers and other writers desiring to prepare and publish manuscripts in education or other professional and trade journals; technical and theoretical aspects of writing for publication and the process of manuscript preparation, submission, and editing.
Prereq: Enrollment in a doctoral program in Education

Rationale: Data collected from focus groups for the assessment of doctoral learning outcomes, strongly recommended changing this class from a course specific to the AOLL program to one for all doctoral students. The Graduate Research & Policy Committee and the Graduate Faculty approved this change.

Movement Sciences

1. Drop the following courses [Effective: Summer 2014]

MvSc 210 Meaning of Movement and Injury Prevention (2 cr)
Explores the meaning of movement and injury prevention through a phenomenological approach. Develops skills necessary to find meaning in movement across the lifespan. 1-2 lec cr and 1 lab cr.
Prereq: Major in Athletic Training, Dance, Exercise Science and Health, Physical Education Teacher Education or Recreation
Coreq: MvSc 201

Rationale: The department changed the curriculum and dropped this course. The department will waive this requirement for students who still need to complete this course.

MvSc 350 Practicum in Physical Activity Behavior Change (1 cr)
Students will apply the concepts learned in MvSc 201 and MvSc 210 to effect change in the personal behavior related to physical activity. 1 recitation and 2 outside hours per week.
Prereq: MvSc 201, MvSc 210 and major in Athletic Training, Dance, Exercise Science and Health, Physical Education Teacher Education or Recreation
Coreq: MvSc 429

Rationale: The department changed the curriculum and dropped this course. The department will waive this requirement for students who still need to complete this course.

MvSc 351 Social and Environmental Aspects of Physical Activity (1 cr)
This course will (a) examine the major social and environmental determinants of physical-activity behavior; and (b) explore intervention strategies designed to create social environments that facilitate and enhance physical activity among groups and communities. Emphasis will be placed on using theory and research to promote physical activity in various settings.
Prereq: MvSc 350 and major in Athletic Training, Dance, Exercise Science and Health, Physical Education Teacher Education, or Recreation.
Coreq: MvSc 429

Rationale: The department changed the curriculum and dropped this course. The department will waive this requirement for students who still need to complete this course.

2. Add the following courses [Effective: Summer 2014]

PEP J463/J563 Physical Activity, Health and Metabolic Disease (3 cr)
An introduction to the history of physical activity and health, adaptations to training, and benefits of physical activity as related to specific metabolic disease states and conditions (e.g., insulin resistance). Students will be required to read and discuss pertinent literature in physical activity and health.
Prereq: PEP 418

Proposed Short Course Title: Phys activity Health & Disease

Rationale: This course was developed by a faculty member and will be included in her course load annually (this faculty has currently taught the course every fall as a 504 for the past two years, with 13 students enrolled in 2012 and 10 students enrolled in 2013). This class will serve as an important course for masters level and doctoral level students in Exercise Science and in other areas of Movement Sciences. This course is directly related to the Department's signature program of Healthy Active Lifestyles.

3. Change the following courses [Effective: Summer 2014]

AT 620 Clinical Research Methods in Athletic Training (3 cr)
This course introduces common research performed in Athletic Training. Development of in-depth understanding in areas and types of research underlying quantitative research design will be explored. Introduction to critiquing literature for the purpose of developing a theoretical framework will be included.
Prereq: Permission
Proposed Short Course Title: Research Methods in AT I

Rationale: Name better reflects course content.

AT 621 Clinical Research Methods in Athletic Training II (3 cr)
This course introduces statistical methods employed in clinical research. Topics including statistical terminology, measures of central tendency, hypothesis testing and common parametric tests will be the content for the course.
Prereq: Permission

Proposed Short Course Title: Research Methods in AT II

Rationale: Name better reflects course content.

AT 622 Clinical Research in Athletic Training III Advanced Action Research in Athletic Training (3 cr)
This course is a continuation of clinical research in athletic training and advances the students' understanding of research methods in action research. This course applies statistical methods to common measures in clinical research and introduces survey research and other qualitative measures.
Prereq: Permission AT 620 and AT 621

Proposed Short Course Title: Advanced Action Research in AT

Rationale: Name better reflects course content.

AT 623 Clinical Research in Athletic Training IV Qualitative Methods and Research Design in Athletic Training (3 cr)
This course introduces common qualitative methodologies and survey research design in AT. This course sets the foundation for action research in clinical practice. Development of a research question and justification with literature review will be employed. Purpose and methods of institutional review will be evaluated. Further discussion will elucidate the importance of becoming a scholarly practitioner.
Prereq: Permission AT 620, AT 621, and AT 622

Proposed Short Course Title: Qual Methods in AT

Rationale: Name better reflects course content.

AT 624 Clinical Research in Athletic Training V Quantitative Methods and Statistics (3 cr)
This course is a continuation of clinical research in athletic training and advances the students' understanding of quantitative research methods and statistics utilized in health professions. This continues the process of action research in clinical practice. Development of methods to test a chosen hypothesis will be created. Exploration of statistical methods to test the clinician's hypothesis will be compared. Data collection will begin.
Prereq: Permission AT 620, AT 621, AT 622, and AT 623

Proposed Short Course Title: Quant Methods & Stats

Rationale: Name better reflects course content.

AT 625 Clinical Research in Athletic Training VI Dissertation of Clinical Practice Improvement: Analysis and Dissemination of Action Research Project (3 cr)
This course continues the process of action research in clinical practice. Data analysis of the student's research will be performed. Introduction to manuscript writing, dissemination of knowledge in written, oral and poster presentation and a focus on journal review will be the context for this course. Student will successfully present their findings and prepare manuscript in journal ready format.
Prereq: Permission AT 620, AT 621, AT 622, AT 623, and AT 624

Proposed Short Course Title: Dissertation of CPI

Rationale: Name better reflects course content.

MvSc 445 Internship Practicum Preparation and Professional Development (1 cr)
This course explores the different factors that go into finding, obtaining, and getting the most out of an internship. Emphasis is placed on such skills related to understanding the student's chosen field/career path, professionalism, communication, and dealing with adversity in the workplace. In addition, emphasis will be placed on student understanding of what is expected during the internship from an academic perspective.
Prereq: PEP 100 MvSc 201

Proposed Short Course Title: Intprep & Prof Development

Rationale: Request is to make the course permanent, to help prepare all ESH students for successful internship experiences, and to have a course title that is more descriptive of the course.
PEP 350  Elementary Health and Physical Education (3 cr)
Specific methods, research, curricula, and media in teaching elementary health and physical education. Three lecture/lab hours per week and 15 hours of practicum work in the schools and community.
Prereq or Coreq: EDCI 327, EDCI 38, and EDCI 329

PEP 418  Physiology of Exercise (3 cr)
Effects of physical activity on the circulatory, respiratory, and other systems. Two lecture and one 2-hr lab a wk.
Prereq: MVSC 350, Biol 120, and Biol 121; or Permission

Rationale: MVSC 350 is no longer offered. MVSC 201 is a more appropriate prerequisite.

PEP 455  Design & Analysis of Research in HPERD - the Movement Sciences (3 cr)
Same as H&S 455 and Rec 455. This course is designed to survey the basic types of research methods often found in health, physical education, sport, exercise science, and health, and recreation. A variety of research designs and computerized statistical analyses are studied to help students understand the systematic nature of problem solving. Various research problems as they relate to health, physical education, exercise science, and health and recreation, and human performance are discussed for the purpose of identifying the broad and diverse nature of research in the movement, leisure, and health professions. (Spring only)
Prereq: Junior or Senior standing

Proposed Short Course Title: Design & Analysis in MvSc

Rationale: The name of the Department has changed from HPERD to Movement Sciences.

PEP 493  Fitness Assessment and Prescription (3 cr)
Development of skills in exercise testing, data interpretation, and prescription for health related fitness. Two lecture and 2 hrs of lab per wk. (Spring only)
Prereq: Senior Standing and PEP 418; or Permission

Rationale: We often have sophomores and juniors register for this course and this often times prevents graduating seniors from getting into the course. We have to limit enrollment due to the nature of the course material which includes many hands-on activities and laboratory experiments and assignments.

4. Change the curricular requirements of All Movement Science Majors (All Majors) [Effective: Summer 2014]

Courses required in all majors in the Department of Movement Sciences:

CTE 111  Computer Skills or approved elective (3 cr)
MVSc 201  Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles (3 cr)
MVSc 429  Leadership, Pedagogy and Program Planning for Healthy Active Lifestyles (3 cr)
MVSc 486  Marketing, Implementation and Evaluation for Healthy, Active Lifestyles (1 cr)

Rationale: CTE 111 Computer Skills is no longer a course that is offered at the university.

5. Change the curricular requirements of Exercise Science and Health (B.S.E.S.H.) [Effective: Summer 2014]

Exercise Science & Health majors must maintain a UI cumulative GPA of 2.30 or better in order to enroll in 300-level or higher Movement Science sequence coursework. In addition, Exercise Science & Health majors must have a UI cumulative GPA of 2.30 or greater to graduate.

Required course work includes the university requirements (see regulation J-3), the Department of Movement Sciences core, and the following.

Biol 120  Human Anatomy (4 cr)
Biol 121  Human Physiology (4 cr)
Comm 101  Fundamentals of Public Speaking (2 cr)
FCS 205  Concepts in Human Nutrition (3 cr)
H&S 245  Introduction to Athletic Injuries (3 cr)
H&S 451  Psychosocial Determinants of Health (3 cr)
PEP 100  Introduction to Exercise Science & Health (1 cr)
PEP 300  Applied Human Anatomy and Biomechanics (3 cr)
PEP 418  Physiology of Exercise (3 cr)
PEP 455  Design & Analysis of Research in HPERD (3 cr)
PEP 493  Fitness Assessment and Prescription (3 cr)

One of the following tracks:

...
Rationale: We are trying to promote more quality in the program and hold students accountable to higher level of learning.