COLLEGE OF EDUCATION
Proposed Catalog Changes
Effective Term (unless otherwise noted) = Summer 2015

Curriculum and Instruction

1. Change the following courses:

**CTE 310  Lab Safety, Management, and Liability (4.3 cr)**
Overview of operations, use, and maintenance of laboratory tools and equipment, laboratory management and liability concerns.

Rationale: The new curriculum established as a result of the 2+2 collaboration with College of Southern Idaho CSI requires that CTE 370 have a total of 3 credit hours. This adjustment is being made to reflect this change. No cost will be incurred. The content remains the same.

**CTE 354  Construction Technology (4.3 cr)**
Teaching techniques and methods of instruction for a systems approach to construction technology including residential, commercial, and civil. Recommended Preparation: CTE 310.

Rationale: The new curriculum established as a result of the 2+2 collaboration with College of Southern Idaho CSI requires that CTE 370 have a total of 3 credit hours. This adjustment is being made to reflect this change. No cost will be incurred. The content remains the same.

**CTE 370  Transportation & Engineering Technologies (4.3 cr)**
Students will explore various forms of renewable energy and transportation systems. They will also work in teams to proposed solutions to power, energy and transportation issues. Students will research, design, build and evaluate their potential solutions in a hands-on laboratory environment. Working in design teams, students will use the engineering design process to integrate scientific, technological, engineering, and mathematical concepts into their proposed solutions to power, energy and transportation issues. Students will research, design, build and evaluate their potential solutions in a hands-on laboratory environment. Recommended Preparation: Math 143 and Phys 111.

Rationale: The new curriculum established as a result of the 2+2 collaboration with College of Southern Idaho CSI requires that CTE 370 have a total of 3 credit hours. This adjustment is being made to reflect this change. No cost will be incurred. The overall content remains the same.

Education

1. Change the following courses:

**ED 531/EDCI 535  NBPTS Certification I (1-3 cr, max arr)**
An overview of the National Board for Professional Teaching Standards (NBPTS) certification process and a framework for completion of requirements for National Board certification; gaining an understanding of the purpose of NBPTS certification by reviewing the history of the NBPTS certification process; students examine NBPTS standards and portfolio guidelines for their area of certification and receive guidance and consultation in gathering, organizing, and writing documentation required for the NBPTS portfolio.

Rationale: The National Board for Professional Teaching Standards has changed their certification process. Previously, candidates would complete their portfolio entries over the course of one year and could take 3 credits (ED 531) in the fall and 3 credits in the spring (ED532). Now the process could spread over 3 years. Candidates would most likely be working on one portfolio entry at a time and would register for one credit each time. When the Certification process changes are complete in 2017, candidates can choose to complete the process in anywhere from 1-3 years, hence the variable credits each semester, 1-3.

**ED 532/EDCI 536  NBPTS Certification II (1-3 cr, max arr)**
Continuation of ED 531/EDCI 535. Students will complete the requirements for National Board certification, submit a complete portfolio, and prepare to take the assessment center exercises.

Prereq: ED 531/EDCI 535

Rationale: The National Board for Professional Teaching Standards has changed their certification process. Previously, candidates would complete their portfolio entries over the course of one year and could take 3 credits (ED 531) in the fall and 3 credits in the spring (ED532). Now the process could spread over 3 years. Candidates would most likely be working on one portfolio entry at a time and would register for one credit each time. When the Certification process changes are complete in 2017, candidates can choose to complete the process in anywhere from 1-3 years, hence the variable credits each semester, 1-3.
ED 574 Introduction to Survey of Qualitative Research (3 cr)
This course reviews the foundations of qualitative design, investigating the history, philosophy, key concepts and terms, and nature of qualitative research. Examples of different types of qualitative research and assessment issues will be discussed, specifically focusing on the main qualitative traditions (case study, phenomenology, ethnography, narrative, historical, and action research). Topics will include: conceptualizing research questions, reviewing the literature, selection of appropriate design and methods of data collection, positionality, logic and coherency of research procedures/methods; interpretation of findings, establishing quality and rigor; research writing and reading, Institutional Review Board policies with respect to human subjects; and ethical issues. Students will read and evaluate qualitative research, conduct components of qualitative research, and identify methodological elements and issues introducing to historical background and theoretical foundations of qualitative research. Addresses issues of design, methods, analysis, political, and ethical issues as they relate to practice. Goals of course include: developing introductory understanding of designing a qualitative study; exploring framework and methods within qualitative research; appreciation of complexities within approach; and developing beginning skills through conducting a qualitative inquiry project.
Prereq: Permission

Rationale: Following a year-long analysis of assessment and program data, the GRPC has identified these changes as critical next steps for the Education Doctoral program. Data were collected from focus groups and surveys with doctoral students and candidates, program faculty, and document analysis from review of courses, syllabi, and peer/peer-aspire programs.

ED 584 Intermediate Univariate Quantitative Research Analysis in Education (3 cr)
An in-depth analysis of quantitative research methods in social and behavioral sciences. The overall goal of the course is to prepare students to apply quantitative research methodology in education. Topics include understanding applied experimental, quasi-experimental and behavioral designs, survey design, measurement and instrumentation, sampling, item analysis, reliability analysis, and validity assessment.
Prereq: Introductory statistics coursework or Permission ED 571

Recommended Short Course Title: Univariate Quant Rsch in Educ

Rationale: Following a year-long analysis of assessment and program data, the GRPC has identified these changes as critical next steps for the Education Doctoral program. Data were collected from focus groups and surveys with doctoral students and candidates, program faculty, and document analysis from review of courses, syllabi, and peer/peer-aspire programs.

ED 589 Designing and Conducting Qualitative Research Theoretical Applications and Designs of Qualitative Research (3 cr)
This course builds and expands on ED 574 Survey of Qualitative Research and examines qualitative research designs and the use of theory in qualitative research. The course will introduce ethnography, phenomenology, case study, narrative, historical and action research designs. Each design will be explored through four overarching theoretical lenses (organizational, economic, critical, and learning), allowing students to understand the role of theory in guiding and informing research design and methods. The aim of the course is to give students the tools to conceptualize their thesis or dissertation work: Addresses philosophical foundations underlying qualitative research and extends understanding of design, methods of data generation, and analysis. Goals of course include understanding: relationship of design to methodologies; contextual considerations; role of Critique of Literature in developing theoretical framework; approaches to analyzing issues of trustworthiness and credibility. Researcher as Instrument; and ethical issues. Forms of reporting/writing/representing data are introduced through reporting on newly collected or existing data.
Prereq: ED 574 or Permission

Recommended Short Course Title: Theo App & Design of Qual Rsch

Rationale: Following a year-long analysis of assessment and program data, the GRPC has identified these changes as critical next steps for the Education Doctoral program. Data were collected from focus groups and surveys with doctoral students and candidates, program faculty, and document analysis from review of courses, syllabi, and peer/peer-aspire programs.

ED 590 Qualitative Research: Writing, Critiquing, Practice, and Application Data Analysis and Interpretation of Qualitative Research (3 cr)
This course builds and expands on ED 589 Theoretical Applications and Design of Qualitative Research and examines qualitative research. This course is an advanced seminar to assist in developing skills in data analysis and the presentation of qualitative research findings. It will focus on contemporary discourse among qualitative researchers concerning the analysis of qualitative data. Theoretical foundations learned in ED 574 and ED 589 will be revisited as participants examine the ways in which theory informs and guides analysis and interpretation. Assignments are designed to facilitate the interaction between data, analysis, writing, and the literature. Advanced course to develop in-depth understanding of qualitative methodologies and relationship to methods, analysis, reporting, and theoretical frameworks. Examines diverse perspectives, current issues in research, standards of quality, and ethical issues. Focuses on writing, interpreting qualitative data, and theory building. Goals of course include: understanding various formats for writing/reporting data; presenting and publishing qualitative research; forms for critiquing; understanding the responsibility/commitment of researcher and research to participants/community; and use of findings from educational/social/political perspectives.
Prereq: ED 574 and ED 589 or Permission

Recommended Short Course Title: Analysis & Interp of Qual Data

Rationale: Following a year-long analysis of assessment and program data, the GRPC has identified these changes as critical next steps for the Education Doctoral program. Data were collected from focus groups and surveys with doctoral students and candidates, program faculty, and document analysis from review of courses, syllabi, and peer/peer-aspire programs.
Movement Sciences

1. Add the following courses:

**AT 607  Leadership & Mentoring in AT Clinical Practice (3 cr)**
This course has been designed to initiate leadership and mentoring in AT clinical practice. Topics relating to leadership and mentoring will be discussed.

Recommended Short Course Title: Lead & Mentor in AT Clin Pract

Rationale: Strengthens the academic program by facilitating leadership within the program and the profession.

**AT 612  Outreach and Engagement Immersion in the Movement Sciences (cr arr)**
This immersion course is designed to guide the learner in participating in and/or developing outreach, engagement and/or service activities to clients, communities, and/or professional organizations.

*Prereq: Instructor Permission*

Recommended Short Course Title: Outreach Immersion MvSc

Rationale: Doctoral candidates in the College of Education and within the Movement Sciences doctoral emphasis areas of Exercise Science and Healthy Active Lifestyles are required to complete professional immersion experiences in teaching, research, and/or outreach/service. Previously 500 level directed study and 600 level non-dissertation doctoral research courses were used as a courses for doctoral immersion credits. The new 600 level immersion course will strengthen the alignment between the required credits and documentation on students’ transcripts. In addition, the change will allow for better tracking of students meeting the doctoral immersion requirement. The courses will not require additional department or college resources, as major professors are currently working with students in meeting the immersion credit requirements.

**AT 613  Pedagogical Immersion in Movement Sciences (cr arr)**
This immersion course is designed to guide the learner in developing and improving effective pedagogical skills while teaching coursework to adults in university and/or community settings.

*Prereq: Instructor Permission*

Recommended Short Course Title: Pedagogical Immersion MvSc

Rationale: Doctoral candidates in the College of Education and within the Movement Sciences doctoral emphasis areas of Exercise Science and Healthy Active Lifestyles are required to complete professional immersion experiences in teaching, research, and/or outreach/service. Previously 500 level directed study and 600 level non-dissertation doctoral research courses were used as a courses for doctoral immersion credits. The new 600 level immersion course will strengthen the alignment between the required credits and documentation on students’ transcripts. In addition, the change will allow for better tracking of students meeting the doctoral immersion requirement. The courses will not require additional department or college resources, as major professors are currently working with students in meeting the immersion credit requirements.

**AT 614  Research Immersion in the Movement Sciences (cr arr)**
The research Immersion course is designed as a first exposure to doctoral non-dissertation research and a precursor to non- dissertation research, where the student collaborates with the major professor on implementing research.

*Prereq: Instructor Permission*

Recommended Short Course Title: Research Immersion MvSc

Rationale: Doctoral candidates in the College of Education and within the Movement Sciences doctoral emphasis areas of Exercise Science and Healthy Active Lifestyles are required to complete professional immersion experiences in teaching, research, and/or outreach/service. Previously 500 level directed study and 600 level non-dissertation doctoral research courses were used as a courses for doctoral immersion credits. The new 600 level immersion course will strengthen the alignment between the required credits and documentation on students’ transcripts. In addition, the change will allow for better tracking of students meeting the doctoral immersion requirement. The courses will not require additional department or college resources, as major professors are currently working with students in meeting the immersion credit requirements.

**PEP 413  Foundations and Assessment in Physical Activity Pedagogy (3 cr)**
This course will develop learner competencies in the foundations of physical education, i.e. profession, professional standards, philosophical, cultural, historical and social aspects of physical education and physical activity pedagogy; and assessment, research and technology in physical activity pedagogy.

*Prereq: MvSc 201 and PEP 132 and PEP 133 and PEP 134*

Recommended Short Course Title: Found & Assess in PA Pedagogy

Rationale: The content in this course is taken from PEP 161 and PEP 380. Students in this program will be taking PEP 493 and 455 which has content that was previously addressed in PEP 380. Thus a new course is being created to accommodate content from PEP
2. Change the following courses:

**PEP 332 Skill and Analysis of Tennis, Pickleball, and Badminton/striking and Net/Wall Activities (1 cr)**

This course is designed to develop proficiency in basic skills, strategies, tactics, error detection and correction, rules, teaching skills and curricular models for striking and net/wall activities (e.g., tennis, badminton, pickleball, volleyball, softball, cricket, etc.). Lec-lab. Skill development and knowledge of teaching progressions, techniques, strategies, and analysis and correction of skills in tennis, pickleball, and badminton. Two lec-labs a wk.

Recommended Short Course Title: S/A Strkg & Netwall Activities

Rationale: A different framework (Teaching Games for Understanding) will be used to teach sport skills, games and recreational and outdoor activities to add knowledge about tactical decision making and the curricular model as identified in the Idaho teacher education standards for physical education. The content traditionally taught in PEP 132, 133, 134, 135, 135 will be rearranged into 2 courses (PEP 132 and PEP 133). PEP 135 and PEP 136 will no longer be offered in the program and so some of the content will be moved to PEP 132, or 133. This will reduce faculty load & number of preparations.

**PEP 333 Skill and Analysis of Golf, Archery, and Field Sports/Target and Invasion Activities (1 cr)**

This course is designed to develop proficiency in basic skills, strategies, tactics, error detection and correction, rules, teaching skills and curricular models for target and invasion activities (e.g., golf, bowling, basketball, soccer, team handball, hockey, football, ultimate Frisbee, etc.). Lec-lab. Skill development and knowledge of teaching progressions, techniques, strategies, and analysis and correction of skills in golf, softball, archery, and field sports. Two lec-labs a wk. (Fall only)

Recommended Short Course Title: S/A Target & Invasn Activities

Rationale: A different framework (Teaching Games for Understanding) will be used to teach sport skills, games and recreational and outdoor activities to add knowledge about tactical decision making and curricular models as identified in the Idaho teacher education standards for physical education. The content traditionally taught in PEP 132, 133, 134, 135, 135 will be rearranged into 2 courses (PEP 132 and PEP 133). PEP 135 and PEP 136 will no longer be offered in the program and so some of the content will be moved to PEP 132, or 133. This will reduce faculty load & number of preparations.

**PEP 334 Skill and Analysis of Walking/Jogging/Track and Field Recreation and Outdoor Activities (1 cr)**

This course is designed to develop proficiency in basic skills, strategies, tactics, error detection and correction, rules, teaching skills and curricular models for recreation and outdoor activities (e.g., snowshoeing, wall climbing, orienteering, geocaching, skating, bicycling, hiking/walking, jogging, camping, etc.). The focus of this course is on pre-service teachers developing track and field and related content area knowledge, performance, and teaching skills. Lec-lab course.

Recommended Short Course Title: S/A Rec & Outdoor Activities

Rationale: The content in this course i.e. skill development, error detection and correction, teaching performance and curricular models related to recreational and outdoor activities will meet the Idaho teacher education standards for physical education. The content traditionally taught in PEP 134, will be reorganized into 3 courses (PEP 132, 133, and 134). This will reduce faculty load & number of preparations.

**PEP 412 Elementary Methods in Physical Activity Pedagogy (3 cr)**

This course focuses on the study of effective teaching behaviors, methods and curricular models, and the process of planning, implementing, and evaluating teaching and administering a program at the elementary level. A practicum with elementary students is required during this course. Lec-lab. Study and application of teaching methods and teaching behavior; structuring learning outcomes through performance objectives and lesson and unit planning. Includes a 16-hr required practicum at the elementary level. Lecture-lab.

Prereq: Admission to teacher education program and MySc 201, and PEP 132, and PEP 133, and PEP 134 and PEP 413

Rationale: Some content from PEP 440 has been added to this course and other content moved to PEP 413. Course description and preqs now accurately reflects content provided and courses needed as prereqs. The content in this course will meet the Idaho teacher education standards for physical education. PEP 440 will no longer be required in this program but the department would prefer to wait to drop this course until the process of discontinuing the PETE major has been completed and there is a set schedule for phasing out the students currently enrolled in PETE. This will reduce the amount of course preparations required by faculty in the program.

**PEP 421 Secondary Methods in Physical Activity Pedagogy (3 cr)**

This course focuses on the study and application of effective teaching behaviors, methods and curricular models, and the process of planning, implementing, and evaluating teaching and administering a program at the secondary level. A practicum with middle and high school students is required during this course. Lec-lab. This course focuses on the study and application of effective teaching.
behaviors and methods (i.e., styles and models), and the teaching process of planning, implementing, and evaluating. A teaching practicum with junior high and high school students will be completed during this course. Lec-lab.

Prereq: Admission to teacher education program and MvSc 201, and PEP 132, and PEP 133, and PEP 134 and PEP 413

Prereq or Coreq: PEP 360, PEP 380, and six professional activity courses

Rationale: Some content from PEP 440 has been added to this course and other content moved to PEP 413. Course description and preqs now accurately reflects content provided and courses needed as preqs. The content in this course will meet the Idaho teacher education standards for physical education. PEP 440 will no longer be required in this program, and a request to drop this from the curriculum will be made in the next year. The department hopes to wait to drop PEP 440 until we have completed the curriculum changes associated with discontinuing the PETE program, and a schedule has been set to teach out the students currently enrolled in PETE. This will reduce the amount of course preparations required by faculty in the program.

3. Change the curricular requirements of Exercise Science and Health (B.S.E.S.H.):

Exercise Science & Health majors must maintain a UI cumulative GPA of 2.30 or better in order to enroll in 300-level or higher Movement Science sequence coursework. In addition, Exercise Science & Health majors must have a UI cumulative GPA of 2.30 or greater to graduate. Acceptance into the Teacher Education program for the Physical Education Track requires a minimum GPA of 2.75.

Required coursework 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 360 Motor Behavior (3 cr)
Pep 418 Physiology of Exercise (3 cr)
Pep 455 Design & Analysis of Research in Movement Sciences (3 cr)
Pep 493 Fitness Assessment and Prescription (3 cr)

One of the following tracks:

**Fitness, Health, and Human Performance Track**

H&S 288 First Aid: Emergency Response (or current Emergency Response or First Aid/CPR certification) (2 cr)
H&S 450 Health Promotion (3 cr)
MvSc 445 Internship Preparation and Professional Development (1 cr)
Pep 495 Practicum (2 cr)
Pep 498 Internship in Exercise Science & Health (summer preferred) (9 cr)

**PE activity/skill classes (see advisor for selection) (5-4 cr)**

One of the following (3 cr):

Engl 207 Persuasive Writing (3 cr)
Engl 208 Personal and Exploratory Writing (3 cr)
Engl 313 Business Writing (3 cr)
Engl 317 Technical Writing (3 cr)

One of the following (3 cr):

H&S 490 Health Promotion (3 cr)
Pep 305 Applied Sports Psychology (3 cr)

One of the following (1 cr):

PEP 132 Skill and Analysis of Striking and Net/Wall Activities (1 cr)
PEP 133 Skill and Analysis of Target and Invasion Activities (1 cr)
PEP 134 Skill and Analysis of Recreation and Outdoor Activities (1 cr)

**Pre-Physical Therapy Track**

Chem 111 Principles of Chemistry I and Lab (4 cr)
Chem 112 Principles of Chemistry II and Lab (5 cr)
H&S 450 Critical Health Issues (3 cr)
MvSc 445 Internship Preparation and Professional Development (1 cr)
Pep 495 Practicum (2 cr) (Two at 1 credit each)
Pep 498 Internship in Exercise Science & Health (summer
Phys 111, Phys 111L General Physics I and Lab (4 cr)
Phys 112, Phys 112L General Physics II and Lab (4 cr)
Stat 251 Statistical Methods (3 cr)
PE activity/skill classes (see advisor for selection) (4-3 cr)

One of the following (1 cr):
PEP 132 Skill and Analysis of Striking and Net/Wall Activities (1 cr)
PEP 133 Skill and Analysis of Target and Invasion Activities (1 cr)
PEP 134 Skill and Analysis of Recreation and Outdoor Activities (1 cr)

One of the following (3 cr):
Psyc 305 Developmental Psychology (3 cr)
Psyc 311 Abnormal Psychology (3 cr)

Pre-Athletic Training Track*
AT 506 Clinical Anatomy I (3 cr)
AT 507 Care and Prevention of Injuries and Illnesses (3 cr)
AT 508 Evaluation and Diagnosis of Injuries and Illnesses I (4 cr)
AT 509 Principles of Rehabilitation (3 cr)
AT 510 Therapeutic Modalities (2 cr)
AT 511 Ethics and Administration in Athletic Trainers (3 cr)
AT 512 Research Methods & Statistics I (3 cr)
AT 520 Clinical Education I (2 cr)
AT 521 Clinical Experience I (4 cr)
AT 587 Prevention and Health Promotion in Athletic Training (3 cr)
H&S 288 First Aid: Emergency Response (or current Emergency Response or First Aid/CPR certification) (2 cr)
Pep 171 Athletic Training Clinical Experience I - Observation (1 cr)
Pep 495 Practicum (1 cr)

Electives (14 cr):
Chem 111 Principles of Chemistry I and Lab (4 cr)
FCS 305 Nutrition Related to Fitness and Sport (2 cr)
FCS 462 Eating Disorders (2 cr)
H&S 490 Critical Health Issues (3 cr)
H&S 490 Health Promotion (3 cr)
Pep 360 Motor Behavior (3 cr)
Phys 111, Phys 111L General Physics I and Lab (4 cr)

Courses to total 120 credits for this degree

*Note: Students in the Pre-Athletic Training Track who are admitted into the MSAT program after their junior year may transfer up to 30 credits from their first two terms of graduate level course work in the Master of Science in Athletic Training towards their Bachelor of Science Degree in Exercise Science with an Athletic Training Track. For more information on the MSAT see the Graduate Degree Programs section for this department.
PEP 108  Movement Fundamentals (1 cr)
PEP 132  Skill and Analysis of Striking and Net/Wall Activities (1 cr)
PEP 133  Skill and Analysis of Target and Invasion Activities (1 cr)
PEP 134  Skill and Analysis of Recreation and Outdoor Activities (1 cr)

Courses to total 120 credits for this degree

Optional Additional Requirements for Health Certification
H&S 423  School Health Education Methods and Administration (3 cr)
H&S 450  Critical Health Issues (3 cr)

One of the following (3 cr):
FCS 240  Intimate Relationships (3 cr)
Psyc 330  Human Sexuality (3 cr)

Rationale:
Theory and Lab Courses (all tracks take these courses): PEP 360 has been added as a theory and lab course. This is a core class that covers fundamental material for all Exercise Science and Health students.

Fitness, Health, and Human Performance Track: The option that students can take either H&S 490 or PEP 305 has been added. H&S 490 is designed for students interested in individual, group, and community health, while PEP 305 is designed for students interested in sport psychology and exercise science. We have chosen to add PEP 305 as an alternative to H&S 490 so students can choose the class that best fits their career goals. In addition, we would like to require that students take one skill analysis course as a part of the Activity Class requirement.

Pre-Physical Therapy Track: MVSC 445 has been added as a pre-requisite for PEP 498, the capstone 9 credit internship experience. Also, we would like to require that students take one skill analysis course as a part of the Activity Class requirement.

Pre-Athletic Training Track: The electives from this track have been removed so they do not show up on degree audit as required courses.

Physical Education Teacher Certification Track: We have added Physical Education Teacher Certification as a 4th track, and plan to subsequently drop the current BS. Ed in Physical Education Teacher Education. The theory and lab requirements have traditionally been very similar, so we would like to remove some inefficiencies by merging the programs.

All of the proposed changes involve courses that are currently taught by permanent faculty members, therefore no new resources are needed. Also, all tracks undergo regular UI and College of Education assessment.