College of Education
Proposed Catalog Changes
Effective Summer 2017 (Unless otherwise specified)

CURRICULUM AND INSTRUCTION

1. Reactivate the following course:

CTE 470 Technical Competence (1-32 cr, max 32)
Technical competence is gained from occupational credentials or passing of competency exams related to the bachelor of science degree in PTE education or technology. Grades for successful completion of CTE 470 will be transcripted as P (pass) normally during the student's last semester and completion of all degree requirements.

Available via distance: Yes
Geographical Area: Moscow, CDA, Boise, Idaho Falls
Rationale: This course needs to be removed from the dormant list. It went dormant in the 2015-16 catalog. This course is used to provide the opportunity for non traditional degree seeking students to use career and technical experience as a means for earning elective credit to complete a UI degree program. Students prepare a portfolio demonstrating their career and technical experience. This portfolio is evaluated by CTE faculty members. Students meet with their advisors to determine required coursework, and CTE 470 credits are not awarded until all requirements are completed in the final semester.

2. Change the following courses

CTE 420 Evaluation in Professional-Technical Education. Assessment in Contextual Learning Environments (3 cr)
Methods and techniques; construction and use of objective tests, performance tests, rating scales, check lists. Methods of assessing in contextual and hands on learning environments. Includes authentic assessment of project based learning.

Available via distance: Yes
Geographical Area: Moscow, CDA, Boise, Twin Falls
Rationale: The proposed change is a revision of the course name. The name change reflects current practice and terminology. This change has no resource implications; all courses are already part of faculty load. This change will open opportunities for enrollment growth in the CTE program.

CTE 472 Teaching and Learning in Occupation Education. Teaching and Learning in Organizations (3 cr)
Students examine research-based approaches to facilitate learning outcomes for occupational educators in post-secondary, secondary and private sector contexts; Instructional strategies and materials will be considered and developed to facilitate learning in technical skills, related applied academics, and workplace readiness knowledge and dispositions.
Available via distance: Yes
Geographical Area: Moscow, CDA, Boise, Twin Falls
Rationale: The proposed change is a revision of the course name. The name change reflects current practice and terminology. This change has no resource implications; all courses are already part of faculty load. This change will open opportunities for enrollment growth in the CTE program.

EDCI 201 Contexts of Education (23 cr)
Introduction to the philosophical, social, cultural, historical, legal and political contexts of schooling. Develops an understanding of the sources of curriculum, standards, and assessments. Explores what it means to become a successful teacher committed to student success through the development of observation and analysis skills. Requires additional 20 hours of service learning.

Available via distance: No
Geographical Area: Moscow, CDA
Rationale: Assessment of the elementary and secondary teacher preparation programs has led to a decision to increase the credits from two to three to allow for deeper consideration of topics explored in the course. Both programs have recently trimmed credits deemed superfluous in order to clear space to delve deeper into critical topics such as those covered in EDCI 201. This increased credit will provide opportunities to become better acquainted with the context of education in Idaho, the northwest, and the country.

This change also equates the number of credits offered through EDCI 201 with the equivalent transfer courses that come from 2-year schools.

Departmental workload impact is minimal, as the single increased credit per section will be absorbed by current faculty as outlined in position descriptions.

3. Make the following curricular changes to the Major in Special Education (M.Ed.):

Special Education is a unique program culminating in an undergraduate B.S.Ed. degree and recommendation for certification in either elementary or secondary education plus a Master of Education (M.Ed.) Degree and recommendation for the Standard Exceptional Child Certificate with a Generalist K-12 Endorsement. It is designed for students who want to become teachers in Special Education and general education. Students must complete all requirements for a B.S.Ed in elementary or secondary education, and successfully complete with a "C" or better these prerequisites:

EDSP 300 Educating for Exceptionalities 2 cr
EDSP 325 Classroom Applications of Learning Theories 2 cr
EDSP 350 Language and Communication Development and Disorders 3 cr
MTHE 235 Mathematics for Elementary Teachers I 3 cr

Students must be admitted to the Special Education Masters Program through the College of Graduate Studies.
Students must also pass all three tests on the Idaho Comprehensive Literacy Assessment (ICLA) and the Praxis II Assessment in Special Education (10542 and 20353) and Elementary Education (10014) prior to beginning their special education internship.
Students will qualify for a Master of Education with a major in Special Education and an institutional recommendation for special education certification which will qualify the graduate for the Exceptional Child Certificate and Generalist K-12 Endorsement when they successfully complete the following coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 570</td>
<td>Introduction to Research in Curriculum and Instruction</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDSP 423</td>
<td>Collaboration</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDSP 425</td>
<td>Evaluation of Children and Youth</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDSP 426</td>
<td>Developing Instructional Programs</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDSP 522</td>
<td>Advanced Evaluation Techniques</td>
<td>2 cr</td>
</tr>
<tr>
<td>EDSP 530</td>
<td>Assistive Technology and Universal Design for Learning Pre-K12</td>
<td>2 cr</td>
</tr>
<tr>
<td>EDSP 540</td>
<td>Behavioral Analysis for Children and Youth</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDSP 548</td>
<td>Special Education Curriculum</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDSP 549</td>
<td>Language, Communication, and Social/Emotional Enhancement</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDSP 597</td>
<td>Practicum</td>
<td>1-16 cr</td>
</tr>
<tr>
<td>EDSP 599</td>
<td>Non-thesis Master's Research</td>
<td>1-16 cr</td>
</tr>
</tbody>
</table>

**Additional Reading Requirement**

*For students with B.S.Ed. Elementary Education:* EDCI 463 Literacy Methods for Content Learning (3 cr)

*For students with B.S.Ed. Secondary Education:* EDCI 320 Teaching Reading and Literacy (3 cr)

**Available via distance:** 100% of curricular requirements can be completed via distance

**Geographical Area:** Online course delivery available to all locations

**Rationale:** In reviewing the course of study during the 2015-16 school year, it was determined by faculty that the addition of EDSP 522 coursework to EDSP 425 Assessment would cover the Idaho Standards for Exceptional Child Generalist in assessment leaving room in the program to add EDSP 530 to add the content of assistive technology and Universal Design for Learning. This will allow the program to meet all the standards for the Exceptional Child Generalist Standards which the program is implementing Fall 2016.

Special Education Program faculty would like to delete EDSP 522 Advanced Evaluation from the Masters plus certification program course of study and add EDSP 530 Assistive Technology and Universal Design for Learning Pre-K12. Program total would remain at 30+ credits.

4. Make the following curricular changes to the **Major in Curriculum and Instruction (M.Ed.):**

  The Master of Education degree is designed to (a) serve the professional educator through advanced study, and also to (b) serve those wishing to enter the teaching profession and who have an
undergraduate degree in a teaching content area. Programs of study are individually tailored based on student goals. General M.Ed. requirements apply.

**Master of Education, Curriculum & Instruction**

Students completing a master’s degree in Curriculum & Instruction must satisfy a minimum of 30 credit hours. Programs of study are customized for each student, and usually include the following EDCI core courses (15 credit hours), and must include the required variable credit Non-Thesis Master’s Research project:

- EDCI 570 Intro to Research in C&I 3 cr
- EDCI 511 Planning and Administering the Curriculum 3 cr
- EDCI 513 History of Educational Thought 3 cr
- EDCI 524 Models of Teaching 3 cr
- EDCI 572 Measurement and Evaluation 3 cr
- EDCI 599 Non-Thesis Master’s Research 2-5 cr

*Note: The core courses are offered at least once during the Fall or Spring semester. All core courses are offered in the summer.*

**Teacher Certification Emphasis (M.Ed. C&I)**

An emphasis leading to secondary teacher certification is available following demonstration of mastery of a secondary school content area and the following:

- EDSP 300 Educating for Exceptionalities 2 cr
- EDCI 511 Planning and Administering the Curriculum 3 cr
- EDCI 513 History of Educational Thought 3 cr
- EDCI 524 Models of Teaching 3 cr
- EDCI 563 Literacy Methods for Content Learning 3 cr
- EDCI 570 Introduction to Research in Curriculum and Instruction 3 cr
- EDCI 572 Measurement and Evaluation 3 cr
- Content-Specific Methods Course 3 cr
- Content-Specific Methods Practicum 1 cr
- EDCI 598 Internship 12 cr
- EDCI 401 Seminar 1 cr

*Note: There are additional requirements for obtaining a CTE teaching credential at the secondary level in the state of Idaho. See a CTE advisor for details.*

**Career and Technical Education Emphasis**

An emphasis in Career and Technical Education is available by completing the following requirements:

- CTE 430 Leadership and Student Organizations 2 cr
- CTE 431 Supervising CTE Career and Technical Student Organizations 1-3 cr - Max 3 cr
- CTE 464 Career Guidance and Transitioning to Work 3 cr
- CTE 551 Principles and Philosophy of Career and Technical Education 3 cr
One of the following (3cr)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE 447</td>
<td>Diverse Populations and Individual Differences</td>
<td>3 cr</td>
</tr>
<tr>
<td>AOLL 573</td>
<td>Adult Learners: Foundations and Characteristics</td>
<td>3 cr</td>
</tr>
<tr>
<td>AOLL 574</td>
<td>Adult and Transformational Learning</td>
<td>3 cr</td>
</tr>
<tr>
<td>AOLL 575</td>
<td>Strategies for Facilitating Adult Learning</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

Note: There are additional requirements for obtaining a CTE teaching credential at the secondary and post-secondary levels in the state of Idaho. See a CTE advisor for details.

Available via distance: 100% of curricular requirements can be completed via distance

Geographical Area: Online course delivery available to all locations

Rationale: This change is for catalog descriptive language only and does not require the addition of any new courses or degrees. The purpose is to better explain the M.Ed. degree and its options within the catalog. The primary purpose being to articulate a strand of courses within the current M.Ed. program that can lead to qualification for an Idaho standard secondary teacher certificate. Ultimately, this change will support our efforts to better promote the M.Ed. degree while at the same time graduating more people qualified to teach within the public schools in Idaho.

5. Make the following curricular changes to the Major in Elementary Education (B.S.Ed.):

Maintain at least a grade of C in the following course requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comm 101</td>
<td>Fundamentals of Public Speaking</td>
<td>2 cr</td>
</tr>
<tr>
<td>EDCI 201</td>
<td>Contexts of Education</td>
<td>2 cr</td>
</tr>
<tr>
<td>EDCI 301</td>
<td>Learning, Development, and Assessment</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDCI 302</td>
<td>Teaching Culturally Diverse Learners</td>
<td>4 cr</td>
</tr>
<tr>
<td>EDCI 321</td>
<td>Literature for Children</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDSP 300</td>
<td>Educating for Exceptionalities</td>
<td>2 cr</td>
</tr>
<tr>
<td>EDCI 466</td>
<td>Literacy Assessment and Intervention</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 101 or</td>
<td>History of Western Civilization</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hist 111 or</td>
<td>Intro to U.S. History</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 112</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 143</td>
<td>Pre-calculus Algebra and Analytic Geometry</td>
<td>3 cr</td>
</tr>
<tr>
<td>MthE 235</td>
<td>Mathematics for Elementary Teachers I</td>
<td>3 cr</td>
</tr>
<tr>
<td>MthE 236</td>
<td>Mathematics for Elementary Teachers II</td>
<td>3 cr</td>
</tr>
<tr>
<td>PEP 350</td>
<td>Elementary Physical and Health Education</td>
<td>3 cr</td>
</tr>
<tr>
<td>Psyc 305</td>
<td>Developmental Psychology</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

Advanced composition elective (3 cr)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 207</td>
<td>Persuasive Writing</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 208</td>
<td>Personal and Exploratory Writing</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 291</td>
<td>Creative Writing: Poetry</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 292</td>
<td>Creative Writing: Fiction</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 309</td>
<td>Rhetorical Style</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 313</td>
<td>Business Writing</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
Engl 317  Technical Writing (3 cr)
Engl 401  Writing Workshop for Teachers (3 cr)

Earth science elective (4 cr):
- Geog 100, Geog 100L  Physical Geography and Lab (4 cr)
- Geol 101, Geol 101L  Physical Geology and Lab (4 cr)
- Geol 111, Geol 111L  Physical Geology for Science Major and Lab (4 cr)

Physical science elective (4 cr):
- Chem 101  Introduction to Chemistry I (4 cr)
- Chem 111  Principles of Chemistry I (4 cr)
- Chem 112  Principles of Chemistry II (5 cr)
- Phys 103, Phys 104  General Astronomy and Lab (4 cr)
- Phys 111, Phys 111L  General Physics I and Lab (4 cr)

Life science elective (4 cr):
- Biol 102, Biol 102L  Biology and Society and Lab (4 cr)
- Biol 115  Cells and the Evolution of Life (4 cr)

English elective in composition or literature (excluding Engl 101 and 102) (3 cr)
Literature elective (3 cr)
Social science electives other than psychology (6 cr)

ELEMENTARY MAJOR EDUCATION REQUIREMENTS

Mathematics/Science/Social Studies/Technology Block:
- EDCI 327  Elementary Mathematics Education (3 cr)
- EDCI 328  Elementary Social Studies Education (3 cr)
- EDCI 329  Elementary Science Education (3 cr)
- EDCI 408  Integrated Methods Practicum I (1 cr)
- EDCI 410  Technology, Teaching and Learning (2 cr)

Literacy/Arts Education Block:
- Dan 360  Teaching Creative Dance for Children (1 cr)
- EDCI 320  Teaching Reading and Literacy (3 cr)
- EDCI 322  Teaching Writing/Language Arts (3 cr)
- EDCI 325  Elementary Art Education (3 cr)
- EDCI 409  Integrated Methods Practicum II (1 cr)

Internship Semester:
- EDCI 401  Internship Seminar (1 cr)
- EDCI 466  Literacy Assessment and Intervention (3 cr)
EDCI 483 Elementary Internship I (14 cr)

Courses to total 120 credits for this degree

Available via distance: 50% or more of curricular requirements cannot be completed via distance

Geographical Area Availability: Moscow, CDA, and online

Rationale: Alignment with university general education requirements. This catalog change does not change the requirements for candidates in the elementary teacher preparation program. It encourages students to complete the course prior to the student teaching experience.

6. Make the following curricular changes to the Major in Career and Technical Education (B.S.Ed.)

Required course work includes the university requirements (see regulation J-3) and the following:

General Professional-Technical and Technology Career and Technical Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE 351</td>
<td>Principles and Philosophy of Career and Technical Education</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 430</td>
<td>Leadership and Student Organizations</td>
<td>2 cr</td>
</tr>
<tr>
<td>CTE 431</td>
<td>Supervising CTE Career and Technical Student Organizations</td>
<td>1-3 cr - Max 3 cr</td>
</tr>
<tr>
<td>CTE 464</td>
<td>Career Guidance and Transitioning to Work</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

One of the following (3-4 cr):

CTE 447 Diverse Populations and Individual Differences
EDCI 302 EDCI 302 Teaching Culturally Diverse Learners (4 cr)

Completion of one of the following three options:

A. Business and Marketing Education Option

The Business and Marketing Education option is for students interested in teaching business, marketing, and business technology subjects at the high school or post-secondary level. Completers of this option may apply for Idaho secondary teacher certification with endorsements in business technology, marketing technology, and usually economics (based on selected electives).

Requirements include the General Career and Technical Education Requirements, the satisfactory completion of the PRAXIS Subject Assessment test (previously called Praxis II Content Area Test) PRAXIS II Content Area Exam, and the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201</td>
<td>Introduction to Financial Accounting</td>
<td>3 cr</td>
</tr>
<tr>
<td>ACCT 202</td>
<td>Introduction to Managerial Accounting</td>
<td>3 cr</td>
</tr>
<tr>
<td>BLAW 265</td>
<td>Legal Environment of Business</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 190</td>
<td>Integrated Business and Value Creation</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 321</td>
<td>Marketing</td>
<td>3 cr</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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</tr>
<tr>
<td>COMM 101</td>
<td>Fundamentals Public Speaking</td>
<td>2 cr</td>
</tr>
<tr>
<td>CTE 413</td>
<td>Retail Merchandising for Marketing Education</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 418</td>
<td>Teaching Economics and Personal Finance</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 484</td>
<td>Internship in Career and Technical Education Teaching</td>
<td>3-14 cr - Max 28 cr</td>
</tr>
<tr>
<td>CTE 492</td>
<td>Business and Marketing Education Methods</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 495</td>
<td>Administrative Technology Management and Procedures</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Macroeconomics</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Microeconomics</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDCI 201</td>
<td>Contexts of Education</td>
<td>2 cr</td>
</tr>
<tr>
<td>EDCI 301</td>
<td>Learning, Development, &amp; Assessment</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDCI 302</td>
<td>Teaching Culturally Diverse Learners</td>
<td>4 cr</td>
</tr>
<tr>
<td>EDCI 401</td>
<td>Internship Seminar</td>
<td>1 cr</td>
</tr>
<tr>
<td>EDCI 410</td>
<td>Technology, Teaching and Learning</td>
<td>2 cr</td>
</tr>
<tr>
<td>EDCI 453</td>
<td>Phonics, Phonological Awareness, Fluency, and Assessment</td>
<td>1 cr</td>
</tr>
<tr>
<td>EDCI 463</td>
<td>Literacy Methods for Content Learning</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDS 300</td>
<td>Educating for Exceptionalities</td>
<td>2 cr</td>
</tr>
<tr>
<td>ENGL 313</td>
<td>Business Writing</td>
<td>3 cr</td>
</tr>
<tr>
<td>FCS 448</td>
<td>Consumer Economic Issues</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>Accounting, Business, Economics or CTE Electives</td>
<td>6-3 cr</td>
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</tbody>
</table>

One of the following (3 cr):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE 415</td>
<td>Microcomputer Applications</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 419</td>
<td>Database Applications and Information Management</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>CTE 519</td>
<td>Database Applications and Information Management</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

One of the following (3 cr):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE 416</td>
<td>Website Design and Development</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 460</td>
<td>Desktop Publishing</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

One of the following (3 cr):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 310</td>
<td>Leading Organizations and People</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 311</td>
<td>Introduction to Management</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

*Note: This mathematics elective is in addition to the General Education Mathematics requirements. Students must complete a total of 6 credits.*

One of the following (3 cr):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3 cr</td>
</tr>
<tr>
<td>PSYC 305</td>
<td>Developmental Psychology</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

One of the following (3 cr):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 143</td>
<td>Pre-calculus Algebra and Analytic Geometry</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
STAT 251  Statistical Methods  3 cr

Note: This mathematics elective is in addition to the General Education Mathematics requirements. Students must complete a total of 6 credits.

Courses to total 128 credits for this degree

Note: Students interesting in obtaining a teaching endorsement in Economics need to ensure that 3 credits of the designated elective credits are in economics, finance or accounting, see an advisor for details.

B. Occupational Education Workforce Training and Development Option

This option is designed for those teachers in secondary trade and industrial programs who wish to teach in post-secondary professional-technical programs. Requirements include the General Career and Technical Education Requirements and the following: The Workforce Training and Development Option prepares individuals as teachers, instructors and leaders for professions within the content areas of career and technical education. Those who have work experience in trade and industry are particularly well suited for this program of study. Work experience and technical competence may be considered for academic credit (max. of 32 cr. through CTE 470) and to satisfy degree requirements. This option can be used to prepare to teach in post-secondary career and technical programs. Requirements include the General Career and Technical Education Requirements and the following:

- CTE 420 Evaluation in Professional-Technical Education  3 cr
- CTE 426 Occupational Analysis and Curriculum Development  3 cr
- CTE 447 Diverse Populations and Individual Differences  2-3 cr – Max 3 cr
- CTE 472 Teaching and Learning in Occupation Education  3 cr
- Approved Course in Computer Literacy  3 cr

Professional-technical electives approved by advisor to total 128 credits:

- CTE 200 Seminar  1-16 cr
- CTE 400 Seminar  1-16 cr
- CTE 203 Workshop  1-16 cr
- CTE 403 Workshop  1-16 cr
- CTE 204 Special Topics  1-16 cr
- CTE 404 Special Topics  1-16 cr
- CTE 299 Directed Study  1-16 cr
- CTE 499 Directed Study  1-16 cr
- CTE 470 Technical Competence  1-32 cr
- CTE 306 Preservice for New Professional-Technical Teachers  3 cr
- CTE 418 Teaching Economics and Personal Finance  3 cr

Additional requirements for CTE Workforce Training and Development Occupational Education students seeking an Idaho Standard Secondary Teaching Certificate include the satisfactory completion of the PRAXIS Subject Assessment test (previously called Praxis II Content Area Test) PRAXIS II Content Area Test, and the following:

- COMM 101 Fundamentals Public Speaking  2 cr
- EDCI 201 Contexts of Education  2 cr
EDCI 301  Lrng, Dvlpmnt, & Assessment  3 cr
EDCI 302  Teaching Culturally Diverse Learners  4 cr
EDCI 401  Internship Seminar  1 cr
EDCI 410  Technology, Teaching and Learning  2 cr
EDCI 463  Literacy Methods for Content Learning  3 cr
EDSP 300  Educating for Exceptionalities  2 cr

One of the following (10-15 cr):
EDCI 485  Secondary Internship  15 cr
CTE 484  Internship in Career and Technical Education Teaching  3-14 cr - Max 28 cr
(10 credits required)

One of the following (3 cr):
PSYC 101  Introduction to Psychology  3 cr
PSYC 305  Developmental Psychology  3 cr

Courses to total 128-120 credits for this degree

C. Engineering and Technology Education Option

Requirements include the General Career and Technical Education Requirements, the satisfactory completion of the PRAXIS II Content Area Exam, and the following: The Engineering and Technology Education option is articulated with 2-year college programs. Students must first complete the technical coursework required for an Associate of Science degree in a technology/engineering or an integrated STEM area through a 2-year college. The junior and senior years are completed through the University of Idaho’s CTE: Engineering and Technology Education program, see a CTE Advisor for details.

Students with an Associate of Applied Science (AAS) degree or an Associate of Applied Technology (AAT) degree in Technology/Engineering or integrated STEM area will also be admitted to the program but will need to complete Idaho requirements for general education (Idaho State Core) in addition to the general requirements for engineering and technology education.

Students with relevant work experience in technology/engineering professions may submit a “professional portfolio” to be evaluated for technical competence and practicum credits (maximum of 32 credits possible through CTE 470), see a CTE advisor for details.

Students are required to complete the following coursework after being admitted with an Associate’s of Science degree (or equivalent coursework) and the satisfactory completion of the PRAXIS Subject Assessment test (previously called Praxis II Content Area Test).

CTE 484  Internship in Career and Technical Education Teaching  3-14 cr - Max 28 cr
10 credits required
ASM 107  Beginning Welding  2 cr
ASM 202  Agricultural Shop Practices  2 cr
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 101</td>
<td>Fundamentals Public Speaking</td>
<td>2 cr</td>
</tr>
<tr>
<td>CTE 130</td>
<td>Introduction to Electricity and Electronics</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 267</td>
<td>Computer-Aided-Drafting/Design</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 310</td>
<td>Lab Safety, Mgmt, &amp; Liability</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 353</td>
<td>Manufacturing Systems</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 354</td>
<td>Construction Technology</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 370</td>
<td>Transportation &amp; Engineering Technologies</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 410</td>
<td>Technology &amp; Society</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 415</td>
<td>Microcomputer Applications</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 416</td>
<td>Website Design and Development</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 417</td>
<td>Teaching &amp; Learning through STEM Integration</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 426</td>
<td>Occupational Analysis and Curriculum Development</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 428</td>
<td>Computer Integrated Systems</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 449</td>
<td>Appropriate Technology and Alternate Energy</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 462</td>
<td>Communication Technology</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 481</td>
<td>Computer-Integrated and Robotics Manufacturing Technologies</td>
<td>3 cr</td>
</tr>
<tr>
<td>CTE 484</td>
<td>Internship in Career and Technical Education Teaching</td>
<td>3-14 cr, Max 28 cr</td>
</tr>
<tr>
<td></td>
<td>(10 credits required)</td>
<td></td>
</tr>
<tr>
<td>CTE 494</td>
<td>Senior Project</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDCI 201</td>
<td>Contexts of Education</td>
<td>2 cr</td>
</tr>
<tr>
<td>EDCI 301</td>
<td>Lrng, Dvlpmnt, &amp; Assessment</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDCI 302</td>
<td>Teaching Culturally Diverse Learners</td>
<td>4 cr</td>
</tr>
<tr>
<td>EDCI 431</td>
<td>Internship Seminar</td>
<td>1 cr</td>
</tr>
<tr>
<td>EDCI 410</td>
<td>Technology Teaching and Learning</td>
<td>2 cr</td>
</tr>
<tr>
<td>EDCI 463</td>
<td>Literacy Methods for Content Learning</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDSP 300</td>
<td>Educating for Exceptionalities</td>
<td>2 cr</td>
</tr>
<tr>
<td>ENGL 317</td>
<td>Technical Writing</td>
<td>3 cr</td>
</tr>
<tr>
<td>MATH 143</td>
<td>Pre-calculus Algebra and Analytic Geometry</td>
<td>3 cr</td>
</tr>
<tr>
<td>PHYS 111</td>
<td>General Physics I</td>
<td>3 cr</td>
</tr>
<tr>
<td>PHYS 111L</td>
<td>General Physics I Lab</td>
<td>1 cr</td>
</tr>
<tr>
<td>PHYS 112</td>
<td>General Physics II</td>
<td>3 cr</td>
</tr>
<tr>
<td>PHYS 112L</td>
<td>General Physics II Lab</td>
<td>1 cr</td>
</tr>
<tr>
<td>One of the following (3 cr):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3 cr</td>
</tr>
<tr>
<td>PSYC 305</td>
<td>Developmental Psychology</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**Courses to total 129 credits for this degree**

**Geographical Area:** Moscow, Coeur d’Alene, Boise

**Rationale:** Reduce redundancy across courses and reduce degree credits from a minimum of 128 to that of 120 credits.

Better prepare CTE teachers through an increase emphasis on career and technical education (CTE) course work.
Change of name from Occupational Education to Workforce Training and Development better addresses potential demand for this degree and better represents the direction of future program refinement.

Remove EDCI 453 as course is no longer a required course for teacher preparation.

The term “Professional-Technical Education” has now been changed at the ID state level to “Career and Technical Education”.

No additional resources needed due to these changes.

7. Make the following curricular changes to the 21-Credit Art Teaching Minor:

**B. 21 Credit Art Teaching Minor**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 100</td>
<td>World Art and Culture (3 cr)</td>
<td></td>
</tr>
<tr>
<td>Art 110</td>
<td>Integrated Art and Design Communication (2 cr)</td>
<td></td>
</tr>
<tr>
<td>Art 111</td>
<td>Drawing I (2 cr)</td>
<td></td>
</tr>
<tr>
<td>Art 112</td>
<td>Drawing as Integrated Design Thinking (2 cr)</td>
<td></td>
</tr>
<tr>
<td>Art 121</td>
<td>Integrated Design Process (2 cr)</td>
<td></td>
</tr>
<tr>
<td>Art 122</td>
<td>Design Process II (3 cr)</td>
<td></td>
</tr>
</tbody>
</table>

Courses selected from Art 211, Art 221, Art 231, Art 241, Art 251, Art 261, Art 271, Art 280, or Art 321, Art 330, Art 340, Art 350, Art 370, Art 390 (6 cr)

Candidates must also complete the following methods courses:

- EDCI 436 Secondary Art Education (3 cr)
- EDCI 446 Secondary Art Education Practicum (1 cr)
- EDCI 325 Elementary Art Education (3 cr) (secondary candidates only)

Available via distance: 50% or more of the curricular requirements cannot be completed via distance

Geographical Area: Moscow

Rationale: IDAPA 08.02.02 is pasted below.

03. Art (K-12 or 6-12). Twenty (20) semester credit hours in the area of Art to include a minimum of nine (9) semester credit hours in: Foundation Art and Design. Additional course work must include at least two (2) Studio Areas and Secondary Arts Methods. To obtain an Art (K-12) endorsement, applicants holding a Secondary Certificate must complete an elementary methods course.

Addition of reference to EDCI 436 meets the requirement to have candidates complete a secondary arts methods course.

Addition of EDCI 327 for secondary candidates meets the requirement to complete an elementary arts methods course.

Elimination of Art 211 forces candidates to complete “at least two (2) Studio Areas . . .”

Addition of EDCI 446 as a required companion course to EDCI 436
8. Make the following curricular changes to the 20-Credit English as a New Language Teaching Minor:

**2021 Credit English as a New Language Teaching Minor**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 302</td>
<td>Teaching Culturally Diverse Learners (4 cr)</td>
</tr>
<tr>
<td>EDCI 448</td>
<td>Introduction to ENL (3 cr)</td>
</tr>
<tr>
<td>EDCI 548</td>
<td>ENL Methods (3 cr)</td>
</tr>
<tr>
<td>EDCI 449</td>
<td>or</td>
</tr>
<tr>
<td>EDCI 549</td>
<td>or</td>
</tr>
<tr>
<td>EDCI 466</td>
<td>EDCI 466 Literary Assessment and Intervention (3 cr)</td>
</tr>
</tbody>
</table>

One of the following groups (4 cr):

**Group A**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 431</td>
<td>Secondary English Methods (3 cr)</td>
</tr>
<tr>
<td>EDCI 441</td>
<td>Secondary English Practicum (1 cr)</td>
</tr>
</tbody>
</table>

**Group B**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 320</td>
<td>Teaching Reading and Literacy (3 cr)</td>
</tr>
<tr>
<td>EDCI 409</td>
<td>Integrated Methods Practicum II (1 cr)</td>
</tr>
</tbody>
</table>

English language and linguistics course (e.g. Engl 241, Anth 241; Engl 413) (3 cr)

Practicum or field experience in ENL (e.g. EDCI 402, EDCI 597) (31 cr)

Four (4) semester credit hours in a modern language other than English

Courses to total 2021 credits

**Available via distance:** 50% or more of curricular requirements cannot be completed via distance

**Geographical Availability:** Moscow, online

**Rationale:** As the ENL endorsement is meant for teachers to serve students in K-12, training in literacy assessment and intervention is necessary and aligns with the Idaho Standards for Initial Certification of Professional School Personnel.

The change of credit requirements to one credit is to keep the expectations consistent with all other endorsement requirements. One credit equals 30-45 hours of field experience, whereas three credits would require 90-120 hours, which is neither feasible nor necessary for this minor endorsement program.

This change will require no change in resource allocation. EDCI 466 is a course that is already in place, and any increase in enrollment in that course will be absorbed into current offerings.

IDAPA 08.02.02, below, requires four semester credit hours in a modern language other than English.

*English as a New Language (ENL) (K-12). Twenty (20) semester credit hours to include four (4) semester credit hours in a modern language other than English; three (3) semester credit hours in Cultural Diversity; three (3) semester credit hours in ENL Methods; three (3) semester credits in Linguistics; three (3) semester credit hours in Foundations, Federal and State Law, Theory, Testing/Identification of Limited English*
Proficient Students; one (1) semester credit in ENL Practicum or Field Experience; and three (3) semester credit hours in an ENL related elective.

English methods courses (EDCI 431 and 320 with corresponding practica) removed from requirements. Standards are met through the ENL methods (EDCI 449/549) course.

Addition of an example course vetted for its value in guiding students toward understanding of the English language and linguistics

9. Make the following curricular changes to the 20-credit Economics Teaching Minor:

20-Credit Economics Teaching Minor
Econ 201, Principles of Macroeconomics (3 cr)
Econ 202, Principles of Microeconomics (3 cr)
Econ 351, Intermediate Macroeconomic Analysis (3 cr)
Econ 352, Intermediate Microeconomic Analysis (3 cr)
CTE 418, Teaching Economics and Personal Finance (3 cr)
FCS 448, Consumer Economics Issues (3 cr)

Additional upper-division credits in one of the following areas: Agriculture Science and Technology, Accounting, Business Education, Economics, Family and Consumer Science, Finance, or Marketing Education (8 cr)

Available via distance: 50% or more of curricular requirements cannot be completed via distance

Geographical Area: Moscow
Rationale: Idaho Code (IDAPA) 08.02.02.023.02 reads, “02. Economics (6-12). Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods. Remaining course work may be selected from economics and finance course work in one (1) or more of the following areas: Agriculture Science and Technology, Business Education, Economics, Family and Consumer Science, or Marketing Education.”

These proposed changes eliminate courses (Intermediate Micro and Macro Economics). They also add a methods course (CTE 418) to help candidates align content knowledge and pedagogy as well as FCS 448, a course that better aligns to expectations as delineated in the Idaho Standards for Initial Preparation of Professional Educators.

10. Make the following curricular changes to the 22-Credit French Teaching Minor:

B. 22-Credit French Teaching Minor
Fren 101- Fren 102, Elementary French I-II (8 cr)
Fren 201- Fren 202, Intermediate French I-II (8 cr)
EDCI 437  Secondary Foreign Language Methods (3 cr)
EDCI 447  Secondary Foreign Language Practicum (1 cr)

One of the following:
Fren 301  Advanced Grammar (3 cr)
Fren 302  Advanced Composition (3 cr)

Approved upper-div French electives (either Fren 301 or Fren 302 is required; lab-based and lit in translation courses are not acceptable) (6 cr)

In addition to the above teaching requirements, the following special methods course is also required:
EDCI 437  Secondary Foreign Language Methods (3 cr)

Note: A minor in French of less than 22 credits is not acceptable.

Available via distance: More than 50% of curricular requirements cannot be completed via distance

Geographical Area: Moscow

Rationale: Idaho Code (IDAPA 08.02.02.023.06) reads, “Foreign Language (6-12 or K-12). Twenty (20) semester credit hours in a specific foreign language including course work in two (2) or more of the following areas: Grammar, Conversation, Composition, Culture, and Literature; and course work in Foreign Language Methods.”

Proposed relative to EDCI 437 is simply a move in where it’s included in the list.

Addition of EDCI 447 as a companion course (required) to EDCI 437

Elimination of confusing, superfluous language

11. Make the following curricular changes to the 22-Credit Geography Teaching Minor:

B. 22-Credit Geography Teaching Minor

Geog 100, 100L  Physical Geography and Lab (4 cr)
Geog 165        Human Geography (3 cr)
Geog 200        World Regional Geography (3 cr)
Geog 345        Global Economic Geography (3 cr)
Geog 385        GIS Primer (3 cr)

Geography Electives

Geog      Additional Geography Courses (3 cr)

Additional Geography courses to total 22 credits
Candidates must also complete the following methods sequence:
EDCI 432 Secondary Social Studies Methods (3 cr)
EDCI 442 Secondary Social Studies Practicum (1 cr)

Available via distance: 50% or more of curricular requirements cannot be completed via distance
Geographical Area: Moscow
Rationale: Reduction in credit requirement from 22 to 20. Elimination of course expectations that do not align to the Idaho Standards for Initial Preparation of Professional Educators. Addition of reference to a required secondary methods course and practicum to support candidates in making connections between content and pedagogy.

12. Make the following curricular changes to the 22-Credit German Teaching Minor:

B. 2223-Credit German Teaching Minor
Germ 101 Elementary German I (4 cr)
Germ 102 Elementary German II (4 cr)
Germ 201 Intermediate German I (4 cr)
Germ 202 Intermediate German II (4 cr)
EDCI 437 Secondary Foreign Language Methods (3 cr)
EDCI 447 Secondary Foreign Language Methods Practicum (1 cr)

One of the following:
Germ 301 Advanced Grammar (3 cr)
Germ 302 Advanced Composition (3 cr)

Approved upper-div German electives (either Germ 301 or Germ 302 is reqd; lab-based and lit in translation courses are not acceptable) (6 cr)
In addition to the above teaching requirements, the following special methods course is also required:
EDCI 437 Secondary Foreign Language Methods (3 cr)
Note: A minor in German of less than 22 credits is not acceptable.

Available via distance: 50% or more of curricular requirements cannot be completed via distance
Geographical Area: Moscow
Rationale: Idaho Code (IDAPA 08.02.02.023.06) reads, “Foreign Language (6-12 or K-12). Twenty (20) semester credit hours in a specific foreign language including course work in two (2) or more of the following areas: Grammar, Conversation, Composition, Culture, and Literature; and course work in Foreign Language Methods.”
Proposed relative to EDCI 437 is simply a move in where it’s included in the list.

Addition of EDCI 447 as a companion course (required) to EDCI 437

Elimination of confusing, superfluous language

13. Make the following curricular changes to the 24-Credit History Teaching Minor:

<table>
<thead>
<tr>
<th>C. 24-Credit History Teaching Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hist 101 History of Civilization (3 cr)</td>
</tr>
<tr>
<td>Hist 102 History of Civilization (3 cr)</td>
</tr>
<tr>
<td>Hist 111 Introduction to U.S. History (3 cr)</td>
</tr>
<tr>
<td>Hist 112 Introduction to U.S. History (3 cr)</td>
</tr>
</tbody>
</table>

One of the following (3 cr):

| PolS 101 Introduction to Political Science and American Government (3 cr) |
| PolS 275 American State and Local Government (3 cr) |

Upper-division history courses, including at least (9 cr):

3 cr in U.S., Latin American, or African history
3 cr in Ancient, European or Asian history

Candidates must also complete the following methods sequence:

| EDCI 442 Secondary Social Studies Methods (3 cr) |
| EDCI 432 Secondary Social Studies Methods Practicum (1 cr) |

Available via distance: 50% or more of curricular requirements cannot be completed via distance

Geographical Area: Moscow

Rationale: Proposed changes decrease credit requirements by one. Elimination of course expectations that do not align to the Idaho Standards for Initial Preparation of Professional Educators. Addition of reference to a secondary methods course and practicum to support candidates in making connections between content and pedagogy.

14. Make the following curricular changes to the 20-Credit Political Science Teaching Minor:

<table>
<thead>
<tr>
<th>B. 20-Credit American Government/Political Science Teaching Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum of 20 credits in political science courses is required with an additional 6 credits in US history necessary for certification.</td>
</tr>
</tbody>
</table>

<p>| PolS 101 Introduction to Political Science and American Government (3 cr) |
| PolS 275 American State and Local Government (3 cr) |
| PolS 205 Introduction to Comparative Politics (3 cr) |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hist 111</td>
<td>Introduction to U.S. History (3 cr)</td>
</tr>
<tr>
<td>Hist 112</td>
<td>Introduction to U.S. History (3 cr)</td>
</tr>
<tr>
<td></td>
<td>Remaining course work in Political Science to total 20 credits</td>
</tr>
<tr>
<td>EDCI 432</td>
<td>Secondary Social Studies Methods (3 cr)</td>
</tr>
<tr>
<td>EDCI 442</td>
<td>Secondary Social Studies Methods Practicum (1 cr)</td>
</tr>
</tbody>
</table>

Candidates must also complete the following methods sequence:

- Three credits in U.S. government (see the list of courses in U.S. Govt: Process and Policy under teaching major above) (3 cr)
- Three credits in comparative government (see the list of courses in Comparative Govt and Politics under teaching major above) (3 cr)
- Other political science electives selected from courses listed in the teaching major (11 cr)
- US history electives (6 cr)

**Available via distance:** 50% or more of curricular requirements cannot be completed via distance

**Geographical Area:** Moscow

**Rationale:** Idaho Code (IDAPA 08.02.02.022.02) reads, “American Government /Political Science (6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey.”

Proposed changes align to these requirements with the addition of reference to a methods course and practicum to support candidates in making connections between content and pedagogy.

**LEADERSHIP AND COUNSELING**

1. Create the following prefix for coursework in the Rehabilitation Counseling and Human Services Program (M.Ed and M.S.):

   **RCHS (Rehabilitation Counseling and Human Services)**

1a. Add the following course:

   **RCHS 506 Human Growth and Development (3 cr)**
   Human development theories and needs across a lifespan, personality development and their implications for rehabilitation and counseling of people with disabilities.
Available via distance: Yes
Geographical Availability: CDA, Boise
Rationale: The RCHS program currently uses PSYC 525, Cognitive Psychology to help fulfill the Human Development requirements needed for licensure as well as CORE accreditation standards. The addition of RCHS 525, Human Growth and Development (3 credits) is needed to replace PSYC 525 in order to strengthen curriculum in Human Development and clarify the catalog in meeting CORE Accreditation standards.

1b. Change the following courses:

**CRCRCHS 510 Individual Appraisal | Assessment in Rehabilitation (3 cr)**
Theoretical background and practical skills needed to administer, score, and interpret individual assessment procedures in counseling and human services. Broad exposure to techniques and instruments of psychological and educational assessment is provided.
Prereq: CRC 509 or Equivalent and Permission

Available via distance: Yes
Geographical Area: CDA, Boise
Rationale: Course content from CRC 509, Psychometrics (1 credit) was merged into the proposed course RCHS 510, Assessment in Rehabilitation for a total of 3 credits. The addition of RCHS prefixes is to make consistent with the program/degree name for example M.Ed./M.S. in Rehabilitation Counseling and Human Services (RCHS).

**CRCRCHS 512 Theories and Applications of Counseling | (3 cr)**
Overview of prevailing theories of counseling, didactic and experiential activities to model application of technique activities; skill mastery through microskills role-playing.
Prereq: Permission

Available via distance: Yes
Geographical Area: CDA, Boise
Rationale: To reflect accurate current course name that no longer includes “I” after counseling. The addition of RCHS prefixes is to make consistent with the program/degree name for example M.Ed./M.S. in Rehabilitation Counseling and Human Services (RCHS).

**CRCRCHS 521 Counseling Techniques (3 cr)**
Overview of the skilled-helper counseling model and the counseling approaches; skill mastery through microskills role-playing activities.

Available via distance: Yes
Geographical Area: CDA, Boise
Rationale: The Counseling Techniques course is a primary course to prepare students with developing basic relation/counseling skills for practicum. Making the course 3 credits allows for greater depth of content and more practice of applying counseling skills (i.e., micro skills). The name change is needed to clarify the university catalog for CORE accreditation.
The addition of RCHS prefixes is to make consistent with the program/degree name for example M.Ed./M.S. in Rehabilitation Counseling and Human Services (RCHS).

**CRCRCHS 529 Psychopharmacology (23 cr)**
Examination of medications that are commonly prescribed for psychiatric disabilities; descriptions of medication effects, interaction, and side effects.

*Available via distance:* Yes  
*Geographical Area:* CDA, Boise  
*Rationale:* CRC 529, Psychopharmacology is a required course for the RCHS program. Currently, the class is offered as PSYC 590, Psychopharmacology, 3 credits. Students are taking this course to meet the RCHS program requirements. Cross listing will demonstrate that the course is part of the RCHS program.

The addition of RCHS prefixes is to make consistent with the program/degree name for example M.Ed./M.S. in Rehabilitation Counseling and Human Services (RCHS).

**CRCRCHS 530 Legislative and Philosophical Foundations in Working with People with Disabilities (23 cr)**
Orientation to the history, philosophy, legislation, and delivery of services to people with disabilities across placements.

*Available via distance:* Yes  
*Geographical Area:* CDA, Boise  
*Rationale:* Due to program changes, the proposed change to reduce redundancy, two courses (CRC 533, Principles of Rehabilitation 2 credits is merged with CRC 530, Legislative and Philosophical Foundations in Working with People with Disabilities) were merged together for 3 credits.

The addition of RCHS prefixes is to make consistent with the program/degree name for example M.Ed./M.S. in Rehabilitation Counseling and Human Services (RCHS).

**CRCRCHS 531 Psycho-social Psychosocial Aspects of Disability (3 cr)**
Social and psychological aspects of disability; attitudinal and environmental problems associated with specific disabilities and their implications for intervention, approaches to rehabilitation across all disabilities, and differences between typical and pathological behavior of people with disabilities.

*Available via distance:* Yes  
*Geographical Area:* CDA, Boise  
*Rationale:* Title change reflects removing the (-) between Psychosocial

The addition of RCHS prefixes is to make consistent with the program/degree name for example M.Ed./M.S. in Rehabilitation Counseling and Human Services (RCHS).
**CRCRCHS 532 Medical/Physical Aspects of Rehabilitation (33 cr)**
Medical terminology, physical characteristics, and medical information needed to serve people with disabilities; medical and health services used to accommodate and remediate medical and physical disabilities.

**Available via distance:** Yes  
**Geographical Area:** CDA, Boise  
**Rationale:** Given the substantial content, the course warrants being changed to 3 credits  
The addition of RCHS prefixes is to make consistent with the program/degree name for example M.Ed./M.S. in Rehabilitation Counseling and Human Services (RCHS).

**CRCRCHS 534 Rehabilitation and Community Case Management (23 cr)**
Making effective case and case load management decisions including intake interviewing; medical, psychological, and vocational evaluation; job placement and rehabilitation/treatment planning; preparation in writing case histories and notes.

**Available via distance:** Yes  
**Geographical Area:** CDA, Boise  
**Rationale:** We merged course content CRC 533, Principles of Rehabilitation 2 Credits (course being dropped), into CRC 534, Rehabilitation and Community Case Management to make a total of 3 credits  
The addition of RCHS prefixes is to make consistent with the program/degree name for example M.Ed./M.S. in Rehabilitation Counseling and Human Services (RCHS).

**CRCRCHS 536 Professional Issues, Ethics, and Law in Counseling and School Psychology Professional Issues, Ethics and Law in Counseling (2 cr)**
Analytical process of ethical decision-making as it applies to casework, organizational policy, and law; examination of relevant professional and legal issues.

**Available via distance:** Yes  
**Geographical Area:** CDA, Boise  
**Rationale:** Due to program elimination, we no longer offer a school psychology program. The current class does not focus on school counseling or school psychology, but rather professional issues, ethics, and law in rehabilitation counseling. The name change is needed to clarify the university catalog for CORE accreditation.  
The addition of RCHS prefixes is to make consistent with the program/degree name for example M.Ed./M.S. in Rehabilitation Counseling and Human Services (RCHS).

**CRCRCHS 570 Research and Evaluation in Counseling Psychology (3 cr)**
Overview of measures, instruments, and research methodologies used in the fields of counseling and school psychology. Primary focus is on preparing students to understand the process of scientific enquiry, fundamental statistical concepts, the use of technology, data analysis, qualitative research, and single-subject design. Students will be equipped with an ethical and competent skill set that can be used
in the research and evaluation of individual/group treatments, programs, and student outcomes. 
(Summer only)

Available via distance: Yes  
Geographical Area: CDA, Boise  
Rationale: We no longer offer a school counseling or school psychology program, therefore the 
research course title, credit is a change to reflect actual course content. The current class does 
not focus on school counseling or school psychology, but rather rehabilitation counseling. The 
name change is needed to clarify the university catalog for CORE accreditation. 
The addition of RCHS prefixes is to make consistent with the program/degree name for example 
M.Ed./M.S. in Rehabilitation Counseling and Human Services (RCHS).

2. Drop the following courses:

CRC 507 Introduction to Rehabilitation Counseling (1 cr)  
Exploratory/introductory course for students considering entering rehabilitation counseling and human 
services. Focus is on the role and function of counselors, their values, and responses to contemporary 
issues. Students are also introduced to the counseling profession (e.g. history, professional preparation, 
credentialing). Successful completion of the course is one of the criteria for final admission to the 
masters degree program in rehabilitation counseling and human services.  
Prereq: Permission

Available via distance: Yes  
Geographical Availability: CDA, Boise  
Rationale: This course is not part of the required RCHS program curriculum. These changes are 
needed to ensure the UI catalog reflects the course offerings of the RCHS program.

CRC 508 Adult Assessment (3 cr)  
Provides knowledge and skills with commonly used psychological assessments for adults including the 
WAIS III, MMPI-2, MCMI III, Strong Inventory, Myers Briggs Type Indicator, and Beck Depression and 
Anxiety Inventories along with others. Students will have an opportunity to review each test, take the 
test, interpret results and write a psychological report. Recommended Preparation: CRC 509 and CRC 
510.

Rationale: Merging content from CRC 508, Adult Assessment into RCHS 510, Assessment in 
Rehabilitation.

CRC 509 Psychometrics (1 cr)  
Basic psychometric principles for developing and evaluating instruments of psychological and 
educational assessment; includes validity, reliability, correlation, scaling, standardization, and test 
development.

Rationale: Merging content from CRC 509, Psychometrics into RCHS 510 Adult Assessment to 
RCHS 510, Assessment in Rehabilitation.
CRC 511 Individual Appraisal II (2 cr)
Overview of a broad range of appraisal/assessment methods: record reviews, diagnostic interviewing, observation, student participation techniques, informal tests and standardized tests; completion of comprehensive assessment on a student in accordance with prescribed procedures.
Prereq: CRC 510 and Permission

Rationale: In review of the RCHS curriculum, this class is not needed with the merging of CRC 509, Psychometrics (1 credit) and CRC 510, Individual Appraisal I (2 credits) into the new title Assessment in Rehabilitation for a total of 3 credits.

CRC 515 Counseling in the Schools (2 cr)
Analysis of developmental approach to school counseling through in-depth study of its potential for application in educational settings; procedures to plan, design, implement, and evaluate developmental school programs are emphasized.
Prereq: Permission

Rationale: In review of the RCHS curriculum, this class is not part of the RCHS counseling curriculum. Instead, the course was part of the school counseling program which has been placed on hold. This change is needed to clarify the catalog for CORE Accreditation (Council on Rehabilitation Education) that takes place this next academic year.

CRC 516 School Interventions (2 cr)
Exploration of school system dynamics, the change process, and in-depth orientation to problem-specific preventative and interventive measures.
Prereq: CRC 515

Rationale: In review of the RCHS curriculum, this class is not part of the RCHS counseling curriculum. Instead, the course was part of the school counseling program which has been phased out or is on hold. This change is needed to clarify the catalog for CORE Accreditation (Council on Rehabilitation Education) that takes place this next academic year.

CRC 533 Principles of Rehabilitation, Community, and School Counseling (2 cr)
Survey of human service agencies including their history, purpose, and intent, and eligibility requirements; description of community and rehabilitation services populations and personnel.

Rationale: Merged course content with CRC 530, Legislative and Philosophical Foundations in Working with Persons with Disabilities

CRC 543 Neuropsychology of Learning and Behavior (2 cr)
Overview of the fundamental principles of neuropsychology. Emphasis is placed on developing an understanding of the relationship between these principles and how they apply to individual case studies. Students are expected to develop an understanding of the brain and its relation to learning, developmental, behavioral, and psychological disorders. (Summer only)
Rationale: In review of the RCHS curriculum, this class is not part of the RCHS counseling curriculum. Instead, the course was part of the school counseling program which has been phased out or is on hold. This change is needed to clarify the catalog for CORE Accreditation (Council on Rehabilitation Education) that takes place this next academic year.

CRC 551 Assessment of Cognitive Functioning (3 cr)
Overview of theories of intelligence, commonly used assessment instruments/procedures, measurement and statistical concepts, test interpretations and reporting practices, assessment of diverse populations, and ethical/legal issues. Develop competence in administering, scoring, interpreting, and reporting results of intelligence tests commonly used in school settings.
Prereq: CRC 510 and Permission

Rationale: In review of the RCHS curriculum, this class is not part of the RCHS counseling curriculum. Instead, the course was part of the school counseling program which has been phased out or is on hold. This change is needed to clarify the catalog for CORE Accreditation (Council on Rehabilitation Education) that takes place this next academic year.

CRC 563 Consultation in Counseling and School Psychology (2 cr)
Constructs and processes that influence human, organizational, and systems development through consultation.
Prereq: Placement in counseling and school psychology specialist or doctoral programs, or Permission

Rationale: In review of the RCHS curriculum, this class is not part of the RCHS counseling curriculum. Instead, the course was part of the school counseling program which has been phased out or is on hold. This change is needed to clarify the catalog for CORE Accreditation (Council on Rehabilitation Education) that takes place this next academic year.

LIBRARY SCIENCES
1. Drop the following courses:

LibS C422 Use of the School Library (2 cr)
Methods of interesting students in the library and using it to best advantage.

Rationale: Course no longer required for the Library Science endorsement

LibS C424 Information Sources on the Internet for Libraries (3 cr)
Principles of development and trends in Internet information resources that libraries access and use; emphasis on searching, evaluating, and providing to patrons needed reference material.

Rationale: Course no longer required for the Library Science endorsement
MOVEMENT SCIENCES

1. Add the following courses

**AT 634 Introduction to Quantitative Data Analysis and Interpretation in Patient Care (2 cr)**
This course introduces quantitative research design, methods of measurement, and introductory data analysis skills for health care professionals. The goals are for students to develop an introductory understanding of quantitative design, develop skills to perform basic data analysis procedures, and begin to develop the skills to interpret findings from quantitative data analysis research projects. 
Prereq: Permission

Available via distance: Yes
Rationale: Course content was previously taught within AT 630. In the past, AT 630 combined two primary areas of focus; Holistic foundation of Pain in Patient care; and introduction to quantitative data analysis. In regards to clarity of course content, course description, and course title, and course credit, a separation of the primary focus and credit modifications to best match content delivered are desired. As a result the request is to refined one class (AT 630) and add a new class (AT 634) to meet desired clarity As the DAT is a cohort designed program, total credit requirement for the Fall-1 semester will not change from the current 12 being offered nor will the faculty workload change. Fall-1 proposed global changes for clarity as follows:
- AT 621 from 3 credits to 2 credits
- AT 630 from 3 credits to 2 credits
- AT 634 new class – 2 credits
- AT 640 stays the same 6 credits

**AT 635 Intermediate Quantitative Data Analysis & Interpretation in Patient Care (2 cr)**
This course provides an in-depth analysis of quantitative research design and data analysis for health care professionals. The goal is to prepare health care students to apply quantitative research design and data analysis skills in patient care. The goals are for students to develop sound understand of research design and be able to utilize correlational, reliability, and univariate data analysis skills to answer important research questions in patient care. Students will learn to interpret and disseminate their findings to other health care professionals.
Prereq: Permission

Available via distance: Yes
Rationale: Course content was previously taught within AT 631. In the past, AT 631 combined two primary areas of focus; Theory and application of current and novel paradigms in patient care, and Intermediate quantitative data analysis and interpretation in patient care. In regards to clarity of course content, course description, and course title, a separation and credit modifications to best match content delivered are desired. As the DAT is a cohort designed program, total credit requirement for the Spring-1 semester will not change from the current 12 being offered nor will the current faculty workload change. Spring-1 proposed global changes for clarity as follows:
- AT 622 from 3 credits to 2 credits
- AT 631 from 3 credits to 2 credits
• AT 635 new class – 2 credits
• AT 641 stays the same 6 credits

2. Add and joint list the following courses

**DAN J324/J524 Integrated Movement Practices (3 cr)**

This course aims to enhance anatomical knowledge and experiential understanding of the body with specific applications to dance and other movement practices. Anatomical terminology will be studied and applied to movement explorations in the dance studio laboratory setting, frequently utilizing methodologies found in somatic practices. Students will be expected to engage deeply and personally with course material. Those taking the course for graduate credit will be expected to complete an additional specialized research paper and presentation. (Alt/hrs)

**Available via distance:** No  
**Geographical Area:** Moscow  
**Rationale:** Currently this course is being offered for the second time as a 404, special topics course, in substitution of Labanotation (DAN 320) for current majors/minors. The program proposes dropping Labanotation and replacing it with this course. Labanotation is a course that was part of a previous faculty’s research focus. It is a system for notating dance through symbols. The subject matter is something that requires years of study if one wishes to utilize this focus professionally, however we now have many more relevant ways to document dance utilizing technology and therefore Labanotation is becoming less focused on at the undergraduate level as a national trend in dance education. Those that wish to go into this focus often become specialized as dance historians through graduate studies. Integrated Movement Practices directly supports the B.S. Dance degree and the program’s mission of promoting the healthy practice of dance. This course is within current faculty research focuses and helps students apply the knowledge obtained in other science courses directly to their dance practices. This course will not require any additional workload.

**DAN 524 Integrated Movement Practices (3 cr)**

See Dan J324/J525.

**Available via distance:** No  
**Geographical Area:** Moscow  
**Rationale:** Currently this course is being offered for the second time as a 404, special topics course, in substitution of Labanotation (DAN 320) for current majors/minors. The program proposes dropping Labanotation and replacing it with this course. Labanotation is a course that was part of a previous faculty’s research focus. It is a system for notating dance through symbols. The subject matter is something that requires years of study if one wishes to utilize this focus professionally, however we now have many more relevant ways to document dance utilizing technology and therefore Labanotation is becoming less focused on at the undergraduate level as a national trend in dance education. Those that wish to go into this focus often become specialized as dance historians through graduate studies. Integrated Movement Practices directly supports the B.S. Dance degree and the program’s mission of promoting the
healthy practice of dance. This course is within current faculty research focuses and helps students apply the knowledge obtained in other science courses directly to their dance practices. This course will not require any additional workload.

MvSc 586 Healthy Active Lifestyle Assessment and Intervention (3 cr)
See MvSc J486/J586.

Available via distance: Yes
Geographical Area: Moscow, Other states via online and with partner schools
Rationale: The updated MVSC 486 course will be joint listed with the new MVSC 586. Feedback from graduating students from graduate programs in the department indicated a need for coursework that provides authentic field experiences and opportunities to collaborate with agencies. This course can fulfill this need. The course will be joint listed with MVSC 486 and will not require additional resources to deliver.

3. Change and joint-list the following course:

MvSc J486/J586 Marketing, Implementation and Evaluation for Healthy, Active Lifestyles Healthy Active Lifestyle Assessment and Intervention (1 cr)
Gen Ed: Senior Experience
Examsines and develops practice in marketing, implementation, and evaluation of healthy active lifestyle programs for groups and communities. Develops skills in leadership, assessment, planning and pedagogy to promote and deliver a healthy active lifestyles intervention for individuals, groups and/or communities.
Prereq: MvSc 429 and major in Dance, Exercise Science and Health, Physical Education Teacher Education or Recreation. Junior, Senior or Graduate Student

Available via distance: No
Geographical Area: Moscow, other states via online and with partner schools
Rationale: 1. A portion of the coursework in MVSC 429 Leadership, Pedagogy and Program Planning for Healthy Active Lifestyles (3 cr) will be combined with coursework in MVSC 486 (1 cr). Marketing, Implementation and Evaluation of Healthy Active Lifestyle Programs.
2. MVSC 429 will no longer be offered and two of the three credits from this course will be added to the changed MVSC 486.
3. MVSC 429 and 486 total credits will be decreased from four to three credits and packaged into one semester, instead of two. This creates a more streamlined course offering and is more effective in working with community partners.
4. MVSC 486 content and learning experiences will be kept, as the course is a Senior Experience course for Physical Education Teacher Education majors and Dance majors, or any junior or senior university student interested in implementing community-based programming.
5. Distributing the content in one semester rather than two semesters will make the course more appealing to other majors in the department and provide an elective course for graduate students in the department and other departments outside of the College of Education.
6. Agencies used in these courses support a one semester approach to program assessment and intervention.
7. Feedback from graduating students from graduate programs in the department indicates a need for coursework that provides authentic field experiences and opportunities to collaborate with agencies. This course can fulfill this need.
8. Reduction of overall credits from four to three will reduce faculty workload and free up one credit for programs.

4. Change the following courses:

**AT 610 Seminar in Athletic Training I Advances in Manual Therapy and Practice (3 cr)**
Selected readings from peer reviewed articles will be examined and discussed. Translation of research findings to current clinical practice will be emphasized.
Prereq: Permission

**Rationale:** As presented on the Curricular Proposal Form, the DAT program is requesting to change course titles and description (when needed) to better reflect the content that is being taught in each course. A request to change course title will include the following courses: AT- 610, 620, 621, 630, 640, 622, 631, 641, 623, 611, 624, 632, 642, 625, 633, & 643.

**AT 611 Seminar in Athletic Training II Integrative Manual Therapy and Practice (3 cr)**
Selected readings from peer reviewed articles will be examined and discussed. Translation of research findings to current clinical practice will be emphasized. **Novel intervention theories, techniques, strategies, will be presented, discussed, practiced as related to patient care and practice based evidence.**
Prereq: Permission

**Rationale:** As presented on the Curricular Proposal Form, the DAT program is requesting to change course titles and description (when needed) to better reflect the content that is being taught in each course. A request to change course title will include the following courses: AT- 610, 620, 621, 630, 640, 622, 631, 641, 623, 611, 624, 632, 642, 625, 633, & 643.

**AT 620 Research Methods & Evidence Based Practice in Patient Care in Athletic Training I (3 cr)**
This course introduces common research performed in Athletic Training patient care. 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
Rationale: As presented on the Curricular Proposal Form, the DAT program is requesting to change course titles and description (when needed) to better reflect the content that is being taught in each course. A request to change course title will include the following courses: AT- 610, 620, 621, 630, 640, 622, 631, 641, 623, 611, 624, 632, 642, 625, 633, & 643.

AT 621 Research Methods in Athletic Training II. Action Research in Patient Care (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. 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

Available via distance: Yes

Rationale: As a cohort design, the courses offered in the Fall-1 semester are being refined to more accurately describe course content, course descriptions, course titles, and course credits. On this note, the change of title and description better matches the course content as well as course credit. Total credit requirement for the Fall-1 semester will not change from the current 12 being offered which will not change current faculty workload. Fall-1 proposed global changes for clarity as follows:
• AT 621 from 3 credits to 2 credits
• AT 630 from 3 credits to 2 credits
• AT 634 new class – 2 credits
• AT 640 stays the same 6 credits

AT 622 Advanced Action Research in Athletic Training - Designing and Conducting Applied Research in Patient Care (32 cr)
This course is a continuation of clinical research in athletic training and advances the students understanding of research methods in action research. This continues the process of applied 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. Dissertation proposal will be developed.
Prereq: AT 620 and AT 621

Available via distance: Yes

Rationale: As a cohort design, the courses offered in the Spring-1 semester are being refined to more accurately describe course content, course descriptions, course titles, and course credits. On this note, the change of title and description better matches the course content as well as course credit. Total credit requirement for the Fall-1 semester will not change from the current 12 being offered which will not change current faculty workload. Spring-1 proposed global changes for clarity as follows:
• AT 622 from 3 credits to 2 credits
• AT 631 from 3 credits to 2 credits
• AT 635 new class – 2 credits
• AT 641 stays the same 6 credits

AT 623 **Introduction to Survey and Qualitative Methods and Research Design in Athletic Training Patient Care** (3 cr)
This course introduces common qualitative methodologies and survey research design in AT patient care.
**Prereq:** AT 620, AT 621, and AT 622

**Rationale:** As presented on the Curricular Proposal Form, the DAT program is requesting to change course titles and description (when needed) to better reflect the content that is being taught in each course. A request to change course title will include the following courses: AT- 610, 620, 621, 630, 640, 622, 631, 641, 623, 611, 624, 632, 642, 625, 633, & 643.

AT 624 **Advanced Quantitative Data Analysis & Interpretation in Patient Care Methods and Statistics in Athletic Training** (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 course provides an in-depth analysis of quantitative research design and data analysis for health care professionals. The goal is to prepare health care students to apply quantitative research design and data analysis skills in patient care. Students will develop sound understanding of research design and be able to utilize regression, factor analysis, and multivariate data analysis skills to answer important research questions in patient care. Students will learn to interpret and disseminate their findings to other health care professionals.
**Prereq:** AT 620, AT 621, AT 622, and AT 623

**Rationale:** As presented on the Curricular Proposal Form, the DAT program is requesting to change course titles and description (when needed) to better reflect the content that is being taught in each course. A request to change course title will include the following courses: AT- 610, 620, 621, 630, 640, 622, 631, 641, 623, 611, 624, 632, 642, 625, 633, & 643.

AT 625 **Dissertation of Clinical Practice Improvement: Analysis and Dissemination of Action Research Project** (3 cr)
This 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:** AT 620, AT 621, AT 622, AT 623, and AT 624

**Rationale:** As presented on the Curricular Proposal Form, the DAT program is requesting to change course titles and description (when needed) to better reflect the content that is being taught in each course. A request to change course title will include the following courses: AT- 610, 620, 621, 630, 640, 622, 631, 641, 623, 611, 624, 632, 642, 625, 633, & 643.
Rationale: As presented on the Curricular Proposal Form, the DAT program is requesting to change course titles and description (when needed) to better reflect the content that is being taught in each course. A request to change course title will include the following courses: AT- 610, 620, 621, 630, 640, 622, 631, 641, 623, 611, 624, 632, 642, 625, 633, & 643.

AT 630 **Current Issues in Clinical Practice I: Holistic Foundations of Pain in Patient Care** *(32 cr)*
This course explores current topics in clinical practice that influence quality care and methods of measurement and evaluation for quality assessment. Exploration to common instrumentation utilized by clinicians will be discussed and compared to literature utilizing the instruments for research purposes. This course explores current topics in clinical practice, related to the foundations of pain in the human body that influence quality care and methods of measurement and evaluation for quality assessment. Exploration to common instrumentation utilized by clinicians will be discussed and compared to literature utilizing the instruments for research purposes.
Prereq: Permission

Rationale: In the past, AT 630 combined two primary areas of focus; Holistic foundation of Pain in Patient care; and introduction to quantitative data analysis. In regards to clarity of course content, course description, course title, and course credit, a separation and credit modifications to best match content delivered are desired. As a result the request is to refined one class (AT 630) and add a new class (AT 634) to meet desired clarity. As the DAT is a cohort designed program, total credit requirement for the Fall-1 semester will not change from the current 12 being offered nor will the faculty workload change. Fall-1 proposed global changes for clarity as follows:
- AT 621 from 3 credits to 2 credits
- AT 630 from 3 credits to 2 credits
- AT 634 new class – 2 credits
- AT 640 stays the same 6 credits

AT 631 **Current Issues in Clinical Practice II: Theory and Application of Current and Novel Paradigms in Patient Care** *(32 cr)*
This course explores current topics and causes of musculoskeletal injuries to the extremities. An in-depth look at epidemiology, biomechanics and other topics related to musculoskeletal injuries of the extremities will be emphasized. Building on foundation of AT 630, this course illustrates the implications of holistic theories of pain by exploring and integrating appropriate novel interventions within efficacious patient care.
Prereq: Permission

Rationale: In the past, AT 631 combined two primary areas of focus; Integration of novel paradigms into clinical practice, and intermediate quantitative data analysis. In regards to clarity of course content, course description, course title, and course credit, a separation and credit modifications to best match content delivered are desired. As a result the request is to refine one class (AT 631) and add a new class (AT 635) to meet desired clarity. As the DAT is a cohort designed program, total credit requirement for the Spring-1 semester will
not change from the current 12 being offered nor will the faculty workload change. Spring-1 proposed global changes for clarity as follows:

- AT 622 from 3 credits to 2 credits
- AT 631 from 3 credits to 2 credits
- AT 635 new class – 2 credits
- AT 641 stays the same 6 credits

AT 632 Current Issues in Clinical Practice III Integrative Patient Care for the Spine and Pelvic Girdle (3 cr)
This course explores current topics of interest areas of practicing professionals. An in-depth look at theory, research, and art of the chosen interest area will be explored. Focus will be in critically analyzing areas such as: anatomy, pathophysiology, biomechanics, theoretical framework or ethical principles to explain the students chosen topic. This course explores current topics and causes of musculoskeletal injuries to the spine and pelvis. An in-depth look at epidemiology, biomechanics and other topics related to musculoskeletal injuries of the lumbar spine and pelvis will be emphasized.
Prereq: Permission

Rationale: As presented on the Curricular Proposal Form, the DAT program is requesting to change course titles and description (when needed) to better reflect the content that is being taught in each course. A request to change course title will include the following courses: AT- 610, 620, 621, 630, 640, 622, 631, 641, 623, 611, 624, 632, 642, 625, 633, & 643.

AT 633 Current Issues in Clinical Practice IV Application of Advanced Practice Skills: A Practice-Based Evidence Approach (3 cr)
This course explores current topics of interest areas of practicing professionals. An in-depth look at theory, research, and art of the chosen interest area will be explored. Focus will be in critically analyzing areas such as: anatomy, pathophysiology, biomechanics, theoretical framework or ethical principles to explain the students chosen topic.
Prereq: Permission

Rationale: As presented on the Curricular Proposal Form, the DAT program is requesting to change course titles and description (when needed) to better reflect the content that is being taught in each course. A request to change course title will include the following courses: AT- 610, 620, 621, 630, 640, 622, 631, 641, 623, 611, 624, 632, 642, 625, 633, & 643.

AT 640 Clinical Residency and Analysis of Patient Care I (6 cr)
This course is designed to critically assess clinical skills and improve patient care of the practicing healthcare professional in a mentor guided model. This course is designed to improve the clinical skills of the practicing Athletic Training professional in a mentor guided model. Improvement in a selected area(s) of clinical practice will be measured via formative and summative assessment that employs quantitative measures. Impact of the skill improvement to the organization and profession will be demonstrated.
Prereq: Permission

Available via distance:

Geographical Availability:

Rationale: As presented on the Curricular Proposal Form, the DAT program is requesting to change course titles and description (when needed) to better reflect the content that is being taught in each course. A request to change course title will include the following courses: AT- 610, 620, 621, 630, 640, 622, 631, 641, 623, 611, 624, 632, 642, 625, 633, & 643.

AT 641 Clinical Residency and Analysis of Patient Care II (6 cr)

This course is designed to critically assess clinical skills and improve patient care of the practicing healthcare professional in a mentor guided model. This course is designed to improve the clinical skills of the practicing Athletic Training professional in a mentor guided model. Improvement in a selected area(s) of clinical practice will be measured via formative and summative assessment that employs quantitative measures. Impact of the skill improvement to the organization and profession will be demonstrated.

Prereq: Permission

Available via distance:

Geographical Availability:

Rationale: As presented on the Curricular Proposal Form, the DAT program is requesting to change course titles and description (when needed) to better reflect the content that is being taught in each course. A request to change course title will include the following courses: AT- 610, 620, 621, 630, 640, 622, 631, 641, 623, 611, 624, 632, 642, 625, 633, & 643.

AT 642 Clinical Residency and Analysis of Patient Care III (6 cr)

This course is designed to critically assess clinical skills and improve patient care of the practicing healthcare professional in a mentor guided model. This course is designed to improve the clinical skills of the practicing Athletic Training professional in a mentor guided model. Improvement in a selected area(s) of clinical practice will be measured via formative and summative assessment that employs quantitative measures. Impact of the skill improvement to the organization and profession will be demonstrated.

Prereq: Permission
AT 643 Clinical Residency and Analysis of Patient Care IV (6 cr)

This course is designed to critically assess clinical skills and improve patient care of the practicing healthcare professional in a mentor guided model. This course is designed to improve the clinical skills of the practicing Athletic Training professional in a mentor guided model. Improvement in a selected area(s) of clinical practice will be measured via formative and summative assessment that employs quantitative measures do demonstrate improved patient care. Impact of the skill improvement to the organization and profession will be demonstrated. Summary of all impact of clinical residencies will be presented to the participant’s organization

Prereq: Permission

Available via distance:
Geographical Availability:
Rationale: As presented on the Curricular Proposal Form, the DAT program is requesting to change course titles and description (when needed) to better reflect the content that is being taught in each course. A request to change course title will include the following courses: AT- 610, 620, 621, 630, 640, 622, 631, 641, 623, 611, 624, 632, 642, 625, 633, & 643.

H&S 288 First Aid: Emergency Response (2 cr)

Emergency care of injuries resulting from accidents or illness; administration of oxygen and blood pressure measurements. Qualified students will be awarded two certificates: American Red Cross Emergency Response and American Red Cross CPR for the Professional Rescuer. Certification/lab fee reqd. Two lec and 1 hr of lab a wk. Emergency care of injuries form accidents or illness; patient assessment and First Aid Treatment. Basics of human anatomy, chronic and environmental diseases. Students will earn a CPR/AED and First Aid certification. Lab fee required. One lecture and 1:15 lab per week

Available via distance: No
Geographical Area: Moscow
Rationale: The instructor of the course requested a change in the catalog description to better reflect the most current curriculum. No new resources are being requested.

PEP 484 (s) Internship in Physical Education Teaching (1-1514 cr)

Guided observation, supervised instruction, and comprehensive team and independent teaching in elementary and secondary school settings. Students will be following the school district full semester calendar. Graded P/F.

Prereq: Admission to teacher education program and PETE faculty approval
Coreq: ED 401

Available via distance: Yes
Geographical Area: Moscow, CDA, Boise, Idaho Falls, Other states via online and with partner schools
Rationale: Physical education teacher education students are required in the University of Idaho physical education teacher education program to complete an internship.
experience at the elementary and secondary levels in physical education. The
description is being changed to more clearly reflect the settings currently required. The
credits are being reduced by 1 credit to more clearly reflect the equitable amount of
time at each level. The prerequisite description is being changed to accurately reflect
the process of faculty approval currently required to proceed to the internship. A
reduction of credit will bring the total program credits to 121 credits.

5. Drop the following courses:

**DAN J320/J510 Labanotation (3 cr)**
Intro to methods of notating movement; notating and reading basic elements of Motif Writing and
Labanotation. Additional projects/assignments required for graduate credit include a research paper
and oral presentation to class comparing early and contemporary notation systems; developing a series
of lessons applying notation concepts to technique classes—these lessons must demonstrate the
graduate student's comprehension of the symbolic language system of Labanotation. (Alt/yr/s)

Available via distance: No
Geographic Availability: Moscow
Rationale: The program proposes dropping Labanotation and replacing in with
Integrated Movement Practices. Labanotation was a course that was part of a previous
faculty's research focus. It is a system for notating dance on paper through symbols. The
subject matter is something that requires years of study if one wishes to utilize this
focus professionally, however we now have many more relevant ways to document
dance utilizing technology and therefore Labanotation is becoming less focused on at
the undergraduate level as a national trend in dance education. Those that wish to go
into this focus often become specialized as dance historians through graduate studies.
Basic motif writing content and subject exposure occurs in Labanalysis. Integrated
Movement Practices directly supports the B.S. Dance degree and the program's mission
of promoting the healthy practice of dance. This course helps students apply knowledge
obtained in other science courses directly to their dance practices and fits within current
faculty research focuses.

**EDCI 453 Phonics, Phonological Awareness, Fluency, and Assessment (1 cr)**
Specific methods, research, and strategies providing competency in phonological awareness, phonics,
fluency, and assessments and intervention strategies.
Prereq or Coreq: EDCI 302 or MusT 383; or Permission
Rationale: The course is no longer required by the state Dept. of Education or the
University of Idaho College of Education for physical education teacher education
preparation. Workload in the department will not be affected.

**MvSc 429 Leadership, Pedagogy and Program Planning for Healthy Active Lifestyles (3 cr)**
Examines and develops skills in leadership, pedagogy and program assessment and planning to promote
healthy active lifestyles for groups and communities
Prereq: MvSc 201 and major in Dance, Exercise Science and Health, Physical Education Teacher Education or Recreation.

Available via distance: Yes
Geographical Area: Moscow, other states via online and with partner schools
Rationale: 1. The updated MVSC 486 course will be joint listed with the new MVSC 586.

2. Feedback from graduating students from graduate programs in the department indicated a need for coursework that provides authentic field experiences and opportunities to collaborate with agencies. This course can fulfill this need.

3. The course will be joint listed with MVSC 486 and will not require additional resources to deliver.

6. Make the following changes to the Movement Sciences Undergraduate Curricular Requirements:

Additional Department Courses:
The following additional department courses are required in the Dance (B.S. Dance) degree, Exercise Science and Health (B.S.E.S.H.) Physical Education Teacher Certification (PETC) Track, 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.

MVSC 429 Leadership, Pedagogy and Program Planning for Healthy Active Lifestyles 3 cr
MVSC 486 Healthy Active Lifestyle Assessment and Intervention 1 3 cr

Available via distance: More than 50% of curricular requirements cannot be completed via distance: No
Geographical Area: Moscow
Rationale: 1. A portion of the coursework in MVSC 429 Leadership, Pedagogy and Program Planning for Healthy Active Lifestyles (3 cr) will be combined with coursework in MVSC 486 (1 cr). Marketing, Implementation and Evaluation of Healthy Active Lifestyle Programs.

2. MVSC 429 will no longer be offered and two of the three credits from this course will be added to the changed MVSC 486.

3. MVSC 429 and 486 total credits will be decreased from four to three credits and packaged into one semester, instead of two. This creates a more streamlined course offering and is more effective in working with community partners.

4. MVSC 486 content and learning experiences will be kept, as the course is a Senior Experience course for Physical Education Teacher Education majors and Dance majors, or any junior or senior university student interested in implementing community-based programming.

5. Distributing the content in one semester rather than two semesters will make the course more appealing to other majors in the department and provide an elective
course for graduate students in the department and other departments outside of the College of Education.
6. Agencies used in these courses support a one semester approach to program assessment and intervention.
7. Feedback from graduating students from graduate programs in the department indicates a need for coursework that provides authentic field experiences and opportunities to collaborate with agencies. This course can fulfill this need.
8. Reduction of overall credits from four to three will reduce faculty workload and free up one credit for programs.

7. Make the following curricular changes to the Major in Athletic Training (DAT):

The department offers a D.A.T. program. This program is designed for certified athletic trainers who are interested in improving their clinical practice through a structured academic program with a clinical practice residency. Please contact the department for any inquires in this program.
The following courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 606</td>
<td>Professional and Post-Professional Education in Athletic Training</td>
<td>3 cr</td>
</tr>
<tr>
<td>AT 610</td>
<td>Seminar in Athletic Training I</td>
<td>3 cr</td>
</tr>
<tr>
<td>AT 611</td>
<td>Seminar in Athletic Training II</td>
<td>3 cr</td>
</tr>
<tr>
<td>AT 620</td>
<td>Research Methods in Athletic Training I</td>
<td>3 cr</td>
</tr>
<tr>
<td>AT 621</td>
<td>Research Methods in Athletic Training II</td>
<td>3 cr</td>
</tr>
<tr>
<td>AT 622</td>
<td>Advanced Action Research in Athletic Training</td>
<td>3 cr</td>
</tr>
<tr>
<td>AT 623</td>
<td>Qualitative Methods and Research Design in Athletic Training</td>
<td>3 cr</td>
</tr>
<tr>
<td>AT 624</td>
<td>Quantitative Methods and Statistics in Athletic Training</td>
<td>3 cr</td>
</tr>
<tr>
<td>AT 625</td>
<td>Dissertation of Clinical Practice Improvement: Analysis and Dissemination</td>
<td>3 cr</td>
</tr>
<tr>
<td>AT 630</td>
<td>Current Issues in Clinical Practice I</td>
<td>3 cr</td>
</tr>
<tr>
<td>AT 631</td>
<td>Current Issues in Clinical Practice II</td>
<td>3 cr</td>
</tr>
<tr>
<td>AT 632</td>
<td>Current Issues in Clinical Practice III</td>
<td>3 cr</td>
</tr>
<tr>
<td>AT 633</td>
<td>Current Issues in Clinical Practice IV</td>
<td>3 cr</td>
</tr>
<tr>
<td>AT 634</td>
<td>Introduction to Quantitative Data Analysis &amp; Interpretation in Patient Care</td>
<td>2 cr</td>
</tr>
<tr>
<td>AT 635</td>
<td>Intermediate Quantitative Data Analysis &amp; Interpretation in Patient Care</td>
<td>2 cr</td>
</tr>
<tr>
<td>AT 640</td>
<td>Clinical Residency I</td>
<td>6 cr</td>
</tr>
<tr>
<td>AT 641</td>
<td>Clinical Residency II</td>
<td>6 cr</td>
</tr>
<tr>
<td>AT 642</td>
<td>Clinical Residency III</td>
<td>6 cr</td>
</tr>
<tr>
<td>AT 643</td>
<td>Clinical Residency IV</td>
<td>6 cr</td>
</tr>
</tbody>
</table>

The department also participates in the interdisciplinary M.S. and Ph.D. in Neuroscience and the M.S. in Bioregional Planning and Community Development. Persons interested in doctoral study should visit the College of Education and departmental web page for more information about admission requirements and application procedures.

Available via distance: More than 50% of requirements but less than 100% of requirements can be completed via distance
**Geographical Area:** Moscow  
**Rationale:** Two new courses being added.

AT 634  
AT 635  

8. Make the following changes to the **Major in Dance** (B.S.Dan):

A successful audition is required for admission to the degree program. To graduate in this program, a minimum grade of ‘C’ must be earned in all required courses. To participate in departmental productions, a student must maintain a minimum GPA of 2.50. Please contact the Department of Movement Sciences at (208) 885-7921 for audition information. Required coursework includes the university requirements (see regulation J-3), the Department of Movement Sciences core course MVSC 201 and the following course work:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 120</td>
<td>Human Anatomy</td>
<td>4 cr</td>
</tr>
<tr>
<td>DAN 101</td>
<td>Dance Seminar</td>
<td>1 cr</td>
</tr>
<tr>
<td>DAN 210</td>
<td>Dance Performance</td>
<td>1-2 cr - Max 12 cr</td>
</tr>
</tbody>
</table>

*Four credits required.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 211</td>
<td>Dance Conditioning</td>
<td>1 cr</td>
</tr>
<tr>
<td>DAN 284</td>
<td>Dance Improvisation</td>
<td>1 cr</td>
</tr>
<tr>
<td>DAN 320</td>
<td>Labanotation Integrated Movement Practices</td>
<td>3 cr</td>
</tr>
<tr>
<td>DAN 321</td>
<td>Dance Pedagogy</td>
<td>3 cr</td>
</tr>
<tr>
<td>DAN 360</td>
<td>Teaching Creative Dance for Children</td>
<td>1 cr</td>
</tr>
<tr>
<td>DAN 384</td>
<td>Dance Composition I</td>
<td>3 cr</td>
</tr>
<tr>
<td>DAN 385</td>
<td>Dance Composition II</td>
<td>3 cr</td>
</tr>
<tr>
<td>DAN 410</td>
<td>Pre-professional Dance Performance</td>
<td>1-3 cr - Max 12 cr</td>
</tr>
</tbody>
</table>

*Four credits required.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 412</td>
<td>Choreography Lab</td>
<td>2 cr - Max 6 cr</td>
</tr>
<tr>
<td>DAN 421</td>
<td>Dance History and Contemporary Views</td>
<td>3 cr</td>
</tr>
<tr>
<td>DAN 422</td>
<td>Labanalysis</td>
<td>3 cr</td>
</tr>
<tr>
<td>DAN 490</td>
<td>Senior Project</td>
<td>2 cr</td>
</tr>
<tr>
<td>MVSC 429</td>
<td>Leadership, Pedagogy and Program Planning for Healthy Active Lifestyles</td>
<td>3 cr</td>
</tr>
<tr>
<td>MVSC 486</td>
<td>Marketing, Implementation and Evaluation for Healthy, Active Lifestyles</td>
<td>1 cr</td>
</tr>
</tbody>
</table>


PEP 300  Applied Human Anatomy and Biomechanics  3 cr
PEP 360  Motor Behavior  3 cr

Available via distance: More than 50% of requirements cannot be completed via distance
Geographical Area: Moscow
Rationale: No new resources are required for these curriculum changes. The new course, Integrated Movement Practices, is already being taught as a special topics course and used as a substitution for Labanotation (DAN 320), a subject that is becoming more and more obsolete with new technology in dance. Students are exposed to basic motif writing inside Labanalysis, which gives them exposure to the Labanotation system and can help students determine if further in-depth study is of interest at the graduate level. Integrated Movement Practices helps further support the offering of a B.S. Dance degree, the program’s mission of healthy practice, and falls within the research focuses of current faculty. Changes made to MVSC 429 and MVSC 486 will better support timely completion of the degree. The dance program supports these requested changes (see rationales for changes on corresponding drop/add forms submitted by department).

9. Make the following curricular changes to the Minor in Dance:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 284</td>
<td>Dance Improvisation</td>
<td>1 cr</td>
</tr>
<tr>
<td>DAN 321</td>
<td>Dance Pedagogy</td>
<td>3 cr</td>
</tr>
<tr>
<td>DAN 360</td>
<td>Teaching Creative Dance for Children</td>
<td>1 cr</td>
</tr>
<tr>
<td>DAN 384</td>
<td>Dance Composition I</td>
<td>3 cr</td>
</tr>
<tr>
<td>DAN 421</td>
<td>Dance History and Contemporary Views</td>
<td>3 cr</td>
</tr>
<tr>
<td>DAN 210</td>
<td>Dance Performance</td>
<td>1-2 cr - Max 12 cr</td>
</tr>
</tbody>
</table>

Two credits required.

One of the following courses (3 cr):

- DAN 320  Labanotation
- Integrated Movement Practices
  3 cr

- DAN 385  Dance Composition II
  3 cr

- DAN 422  Labanalysis
  3 cr

Six credits selected from Ballet or Modern (6 cr):

- DAN 216  Technique
  1 cr - Max
  Arranged

- DAN 416  Advanced Technique
  1 cr - Max
  Arranged

Two credits selected from other dance idioms (2 cr):

- DAN 216  Technique
  1 cr - Max
  Arranged

- DAN 416  Advanced Technique
  1 cr - Max
  Arranged

Courses to total 24 credits for this minor
Available via distance: More than 50% of requirements cannot be completed via distance

Geographical Area: Moscow

Rationale: No new resources are required for this curriculum change. The new course, Integrated Movement Practices, is already being taught as a special topics course and used as a substitution for Labanotation, a subject that is becoming more and more obsolete with new technology in dance. Students are exposed to basic motif writing inside Labanalysis, which gives them exposure to the Labanotation system and can help students determine if further in-depth study is of interest at the graduate level. Integrated Movement Practices helps further support the program’s mission of healthy practice and falls within the research focuses of current faculty.

10. Make the following curricular changes to the **Major in Exercise Science and Health** (B.S.E.S.H.):

**Physical Education Teacher Certification Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name and Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 201</td>
<td>Contexts of Education (2 cr)</td>
</tr>
<tr>
<td>EDCI 301</td>
<td>Learning, Development, and Assessment (3 cr)</td>
</tr>
<tr>
<td>EDCI 401</td>
<td>Internship Seminar (1 cr)</td>
</tr>
<tr>
<td>EDCI 453</td>
<td>Phonics, Phonological Awareness, Fluency, and Assessment (1 cr)</td>
</tr>
<tr>
<td>EDCI 463</td>
<td>Literacy Methods for Content Learning (3 cr)</td>
</tr>
<tr>
<td>H&amp;S 288</td>
<td>First Aid Emergency Response (2 cr)</td>
</tr>
<tr>
<td>MVSC 429</td>
<td>Leadership, Pedagogy and Program Planning for Healthy Active Lifestyles (3 cr)</td>
</tr>
<tr>
<td>MVSC 486</td>
<td>Marketing, Implementation and Evaluation for Healthy, Active Lifestyles (1 cr)</td>
</tr>
<tr>
<td>PEP 412</td>
<td>Elementary Methods in Physical Activity Pedagogy (3 cr)</td>
</tr>
<tr>
<td>PEP 413</td>
<td>Foundations and Assessment in Physical Activity Pedagogy (3 cr)</td>
</tr>
<tr>
<td>PEP 421</td>
<td>Secondary Methods in Physical Activity Pedagogy (3 cr)</td>
</tr>
<tr>
<td>PEP 424</td>
<td>Inclusive Physical Education and Recreation (3 cr)</td>
</tr>
<tr>
<td>PEP 484</td>
<td>Internship in Physical Education Teaching (14 cr)</td>
</tr>
</tbody>
</table>

**One of the following (3 cr):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 207</td>
<td>Persuasive Writing (3 cr)</td>
</tr>
<tr>
<td>Engl 208</td>
<td>Personal and Exploratory Writing (3 cr)</td>
</tr>
<tr>
<td>Engl 313</td>
<td>Business Writing (3 cr)</td>
</tr>
<tr>
<td>Engl 317</td>
<td>Technical Writing (3 cr)</td>
</tr>
</tbody>
</table>

**Five credits of the following (5 cr):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name and Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEB 108</td>
<td>Water-Based Sports and Fitness Activities (1 cr)</td>
</tr>
<tr>
<td>PEP 107</td>
<td>Movement Fundamentals (1 cr)</td>
</tr>
<tr>
<td>PEP 132</td>
<td>Skill and Analysis of Striking and Net/Wall Activities (1 cr)</td>
</tr>
<tr>
<td>PEP 133</td>
<td>Skill and Analysis of Target and Invasion Activities (1 cr)</td>
</tr>
<tr>
<td>PEP 134</td>
<td>Skill and Analysis of Recreation and Outdoor Activities (1 cr)</td>
</tr>
</tbody>
</table>

**Courses to total 120 credits for this degree**
Available via distance: 50% or more of curricular requirements cannot be completed via distance

Geographical Availability: Moscow

Rationale: EDCI 453 is no longer required by the state Dept. of Education or the University of Idaho College of Education for physical education teacher education preparation. Workload in the department will not be affected.

Physical education teacher education students are required in the University of Idaho physical education teacher education program to complete an internship experience at the elementary and secondary levels in physical education. The description is being changed to more clearly reflect the settings currently required. The credits are being reduced by 1 credit to more clearly reflect the equitable amount of time at each level. The prerequisite description is being changed to accurately reflect the process of faculty approval currently required to proceed to the internship. A reduction of credit will bring the total program credits to 121 credits.