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 (32 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 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 (3 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 (3 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 (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 interventional 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 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/ys)

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 in 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 in 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.

2. Change and joint-list the following course:

**MvSc J486/J586 Marketing, Implementation and Evaluation for Healthy, Active Lifestyles**  
**Healthy Active Lifestyle Assessment and Intervention (13 cr)**  
Gen Ed: Senior Experience
Examines 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.

3. Change the following courses:

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.

4. 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/yrs)

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.

5. 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.

6. 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 Name</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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max 12 cr</td>
</tr>
</tbody>
</table>

Four credits required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 211</td>
<td>Dance Conditioning</td>
<td>1 cr</td>
</tr>
</tbody>
</table>
DAN 284     Dance Improvisation     1 cr
DAN 320     Labanotation
DAN 324     Integrated Movement Practices     3 cr
DAN 321     Dance Pedagogy     3 cr
DAN 360     Teaching Creative Dance for Children     1 cr
DAN 384     Dance Composition I     3 cr
DAN 385     Dance Composition II     3 cr
DAN 410     Pre-professional Dance Performance     1-3 cr - Max 12 cr

Four credits required.

DAN 412     Choreography Lab     2 cr - Max 6 cr
DAN 421     Dance History and Contemporary Views     3 cr
DAN 422     Labanalysis     3 cr
DAN 490     Senior Project     2 cr
MVSC 429     Leadership, Pedagogy and Program Planning for Healthy Active Lifestyles     3 cr
MVSC 486     Marketing, Implementation and Evaluation for Healthy, Active Lifestyles Healthy Active Lifestyle Assessment and Intervention     13 cr
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).
7. Make the following curricular changes to the **Minor in Dance**:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>
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<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):

- EDCI 453 — Phonics, Phonological Awareness, Fluency, and Assessment (1 cr)
- EDCI 463 — Literacy Methods for Content Learning (3 cr)

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.

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

**Physical Education Teacher Certification Track**

- EDCI 201 — Contexts of Education (2 cr)
- EDCI 301 — Learning, Development, and Assessment (3 cr)
- EDCI 401 — Internship Seminar (1 cr)
- EDCI 453 — Phonics, Phonological Awareness, Fluency, and Assessment (1 cr)
- EDCI 463 — Literacy Methods for Content Learning (3 cr)
H&S 288  First Aid Emergency Response (2 cr)

MVSC 429  Leadership, Pedagogy and Program Planning for Healthy Active Lifestyles (3 cr)

MVSC 486  Marketing, Implementation and Evaluation for Healthy, Active Lifestyles [Healthy Active Lifestyle Assessment and Intervention (13 cr)

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

PEP 413  Foundations and Assessment in Physical Activity Pedagogy (3 cr)

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

PEP 424  Inclusive Physical Education and Recreation (3 cr)

PEP 484  Internship in Physical Education Teaching (15 cr)

One of the following (3 cr):

Engl 207  Persuasive Writing (3 cr)

Engl 208  Personal and Exploratory Writing (3 cr)

Engl 313  Business Writing (3 cr)

Engl 317  Technical Writing (3 cr)

Five credits of the following (5 cr):

PEB 108  Water-Based Sports and Fitness Activities (1 cr)

PEP 107  Movement Fundamentals (1 cr)

PEP 132  Skill and Analysis of Striking and Net/Wall Activities (1 cr)

PEP 133  Skill and Analysis of Target and Invasion Activities (1 cr)

PEP 134  Skill and Analysis of Recreation and Outdoor Activities (1 cr)

Courses to total 121 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.