

**College of Education, Health and Human Services
Proposed Catalog Changes
Effective Summer 2018 [unless otherwise noted]**

CURRICULUM AND INSTRUCTION

1. Add the following course:

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

Available via distance: Yes

Geographical Area: Moscow, CDA

Rationale: This course was removed from some of the degree requirements for B.S. Secondary Education and other majors during 2016-2017, but then mistakenly completely dropped from the list of available courses for 2017-2018. We need this course listed and available to use because our Special Education program still needs it, even though some of our other programs no longer do. We wish to add this course back into the catalog as it was as soon as possible.

2. Add and joint list the following courses:

EDSP J430/J530 Assistive Technology and Universal Design for Learning for Pre-K12 (2 cr)

This course is designed to introduce students to assistive technology (AT), instructional technology, and universal design for learning (UDL). Together, they provide a foundational environment in which all students, including those with disabilities, can survive and thrive in the general education setting. This course will increase participants' understanding of the relationship between instructional design and technology and prepare for successful implementation. The course will move from individualized consideration of assistive technology to a naturally supported least restrictive environment.

Prereq for 430: EDSP 300, EDSP 325, EDSP 350

Available via distance: Yes

Geographical Area: Moscow, Online with weekly synchronous sessions

Rationale: Opportunities for teacher education candidates to pursue recommendation for certification to work with exceptional children is currently only offered at the masters level. By adding EDSP 430 and joint listing it with EDSP 530, we will be able to offer this certification option to un undergraduate students. Graduate students (those enrolled in EDSP 530) will be expected to complete a graduate project/assignment in addition to the work that those in EDSP 430 complete.

EDSP J448/J558 Special Education Curriculum (3 cr)

This course is designed to enable professional educators to assume leadership roles in the development and implementation of instructional programs and services for students with disabilities. Attention will be given to theoretical models, curriculum approaches, practices in developing curricula, the use of technology and assistive technology in instruction, techniques for delivering instruction in a variety of educational settings, and trends and issues in special education instruction.

Prereq for 448: EDSP 300, EDSP 325, EDSP 350

Available via distance: Yes

Geographical Area: Moscow, Online

Rationale: Opportunities for teacher education candidates to pursue recommendation for certification to work with exceptional children is currently only offered at the masters level. By adding EDSP 448 and joint listing it with EDSP 548, we will be able to offer this certification option to un undergraduate students. Graduate students (those enrolled in EDSP 548) will be expected to complete a graduate project/assignment in addition to the work that those in EDSP 448 complete.

3. Change the following courses:

EDSP 530 Assistive Technology and Universal Design for Learning for Pre-K12 (2 cr)

~~See EDSP J430/J530. This course is designed to introduce students to assistive technology and universal design for learning as they are woven into the PreK12 community to support all students including those with disabilities access and interact with the general education curriculum. This course will increase participants' understanding of the continuum of assistive technologies to universal design and expose them optimal systematic formats for successful implementation. Focus will move from an IEP team-based process, of student evaluations, reporting, training, and follow-up, to a general education classroom instructional design model with an understanding of the impact on school improvement.~~

Rationale: See above

EDSP 548 Special Education Curriculum (3 cr)

~~See EDSP J448/J548. Theories of curriculum; models of teaching, instructional strategies, evaluation of student progress and service delivery; issues and trends in special education. (Fall only)~~

Rationale: See above

4. Make the following changes to the **Physical Education Teaching Minor**:

~~30 to 31~~ **Physical Education Teaching Minor (Grade levels 1-12)**

An academic major in Physical Education Teacher Education is offered through the Department of Movement Science leading to the degree of B.S.Ed. For information on the undergraduate major in Physical Education- see the Department of Movement Sciences section.

H&S 288	First Aid: Emergency Response	2 cr
MVSC 201	Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles	3 cr
PEP 107	Movement Fundamentals	1 cr
PEP 161	Introduction to Physical Education	1 cr
PEP 360	Motor Behavior	3 cr
PEP 380	Assessment & Research in Physical Education Pedagogy	3 cr
PEP 412	Elementary Methods in Physical Activity Pedagogy	3 cr
<u>PEP 413</u>	<u>Foundations and Assessment in Physical Activity Pedagogy</u>	<u>3 cr</u>
PEP 421	Secondary Methods in Physical Activity Pedagogy	3 cr
PEP 424	Inclusive Physical Education and Recreation	3 cr

~~PEP 440 Curriculum & Administration in Physical Activity Pedagogy 1-cr~~

One of the following (3-cr):

~~PEP 300 Applied Human Anatomy and Biomechanics 3-cr~~

~~PEP 418 Physiology of Exercise 3-cr~~

One of the following individual activity courses (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~~

One of the following team activity courses (1-cr):

~~PEP 134 Skill and Analysis of Recreation and Outdoor Activities 1-cr~~

~~PEP 135 Skill and Analysis of Basketball and Volleyball 1-cr~~

~~PEP 136 Skill and Analysis of Soccer and Speedball 1-cr~~

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

Geographical Area: Moscow

Rationale: The changes reflect the curricular changes that have been made to the Physical Education major and minor over the last three years. These changes have been approved and this will update this section of the catalog.

MOVEMENT SCIENCES

1. Add the following courses:

PEP 418L Physiology of Exercise Laboratory (1 cr)

Laboratory section for PEP 418. Study of the impacts of exercise on energy metabolism, the cardiovascular system, and skeletal muscle.

Prereq: MVSC 201, Biol 120 and Biol 121; or Permission

Coreq: PEP 418

Available via distance: No

Geographical Area: Moscow

Rationale: Currently course consists of a two hour lab and two 50 minute lectures per week (3 credits). The instructors of the course would like to split into a separate lecture course (PEP 418; 2 credits) and lab course (PEP 418L; 1 credit) like other science courses on campus. This change does not impact the workload of the course on the instructors.

Rec 231 Alpine Skiing (1 cr)

Intro to skills of alpine skiing including ski instruction and tactics in various terrain, equipment selection, and waxing. One 2-day field trip.

Available via distance: No

Geographical Area: Moscow

Rationale: This course essentially replaces REC 225 Kayaking in the course rotation, which is not currently being offered due to inadequate equipment availability from the

UI Outdoor Program. In the Outdoor Recreation Leadership course rotation REC 224 Whitewater Rafting will move to a first quarter course and Alpine Skiing will move to REC 224s fourth quarter slot. It will be offered even spring semesters with REC 228 Avalanche Fundamentals where the two courses will complement each other. There is no added workload as a result of this request and is thoroughly supported through COAPRT accreditation standards.

Rec 411 Expedition Planning & Management (3 cr)

This course will explore the process of expedition planning including skill, resource and risk assessments, and experience design and activity management to meet desired outcomes. Students will carry out a 7-10 day expedition of their own to test their plan.

Prereq or Coreq: Rec 107

Available via distance: No

Geographical Area: Moscow

Rationale: This course provides additional field time for ORL students to practice their craft and apply concepts from REC 107 and 310 in an extended setting while going more in depth on macro planning topics and applying critical thinking to how plans change over time. This course will be offered during the spring semester on odd years. There is no added workload as a result of this request and is thoroughly supported by COAPRT accreditation standards.

2. Add and joint-list the following courses:

Dan (s) J116/J216/J416/J516 (1 cr, max arr)

Theory and techniques in ballet, modern, jazz, and other idioms. DAN 216 (intermediate) or 416 (advanced) courses are designed for dance majors and minors. DAN 116 courses are for non-majors/minors, often meeting jointly with 216 or 416 courses. Additional requirements for 216/416 students include higher expectations for growth, performance, and attendance. Additional project/assignment required for graduate credit (DAN 516). For entrance into intermediate and advanced courses (116, 216, 416, and 516) students must participate in placement session (required for majors/minors) to determine correct level. Two to three hrs a wk. Cooperative: open to WSU degree-seeking students. Additional work required for graduate credit.

Available via distance: No

Geographical Area: Moscow

Rationale: Adding DAN 116 will allow students that are not dance majors/minors to take dance technique courses above a beginning level by meeting jointing with a 216 or 416 course as space permits. DAN 216/416 courses are graded technique courses designed for dance majors and minors, often above a beginning level with the expectation that students have had some previous training in the form. Many students have had previous experience while in high school or gain this experience in their first year of college. Students must be placed into these sections by faculty based on ability in order to support an optimal learning environment. 416 courses are more advanced than 216 courses. DAN 116 students have slightly different course expectations/requirements; DAN 216/416 students have higher expectations for growth, performance, and attendance. All students would be graded (A-F). The addition of DAN 116, will create a

clear option for non-majors/minors involvement while prioritizing space for majors/minors, thus more registration spaces would be available for 216/416 students. Requests received from WSU students to join dance classes at UI have increased in recent years. WSU students do not have as many options to take dance classes since they do not have a dance program. Cooperative course status for DAN 116 courses would continue to strengthen program goals of community engagement as well as provide another outlet for program marketing and recruitment. No additional resources are needed for this course addition.

Dan (s) 516 Technique (1 cr, max arr)

See Dan J116/J216/J416/J516.

Available via distance: No

Geographical Area: Moscow

Rationale: Adding DAN 516 will allow students to receive graduate credit by meeting jointing with 216 or 416 course as space permits. DAN 216/416 courses are graded technique courses designed for dance majors and minors, often above a beginning level with the expectation that students have had some previous training in the form. Many students have had previous experience while in high school or gain this experience in their first year of college. Students must be placed into these sections by faculty based on ability in order to support an optimal learning environment. 416 courses are more advanced than 216 courses. Adding DAN 516 will allow graduate students from various disciplines (Movement Sciences, Theatre Arts, Athletic Training, Music, etc.) to obtain graduate credit while enhancing their graduate studies and/or specialized research focuses that may relate to dance. DAN 516 students have additional project/assignment requirements to support their specialized focuses. All students would be graded (A-F). The addition of DAN 516, will create a clear option for graduate student involvement while prioritizing space for majors/minors, thus more registration spaces would be available for 216/416 students. No additional resources are needed for the addition of this course.

3. Change the following courses:

Dan 105 (s) Dance (1 cr, max arr)

~~Non-major and non-minor dance classes:~~ [Dance activity classes for all university students \(beginning modern, beginning ballet, hip hop, jazz, tap, and a variety of social dance: \(ballroom, Latin dance, swing, country western, etc.\).](#) ~~Intermediate and advanced level students take~~ [Courses above a beginning level may require placement session or assessment by instructor](#) to determine the correct ~~technique course~~ level. Two ~~three~~ hrs per wk. ~~Graded~~ Pass/Fail. [Cooperative: open to WSU degree-seeking students.](#)

Available via distance: No

Geographical Area: Moscow

Rationale: DAN 105 courses are pass/fail activity courses open to any major. Though not a requirement of the dance major, DAN 105 courses can fulfill elective credits for the dance degree. Faculty feel this course description will clarify that dance majors/minors are not excluded from these classes if they wish to get involved.

Requests received from WSU students to join dance classes at UI have increased in recent years. WSU students do not have as many options to take dance classes since

they do not have a dance program. Adding cooperative course status for DAN 105 courses would continue to strengthen program goals of community engagement as well as provide another outlet for program marketing and recruitment.

Dan 216 (s) Techniques (1 cr, max arr)

~~See Dan J116/J216/J416/J516. For majors and minors. Theory and techniques in ballet, modern, jazz, and other idioms. Intermediate and advanced level students take placement session to determine the correct level. Two to three hrs a wk.~~

Available via distance: No

Geographical Area: Moscow

Rationale: Adding a joint status with DAN 116 and 516 will allow for students that are not dance majors/minors or graduate students to take dance technique courses above a beginning level by meeting jointing with a 216 or 416 course as space permits. DAN 216/416 courses are graded technique courses designed for dance majors and minors, often above a beginning level with the expectation that students have had some previous training in the form. Many students have had previous experience while in high school or gain this experience in their first year of college. Students must be placed into these sections by faculty based on ability in order to support an optimal learning environment. 416 courses are more advanced than 216 courses. Adding DAN 516 will allow graduate students from various disciplines (Movement Sciences, Theatre Arts, Athletic Training, Music, etc.) to obtain graduate credit while enhancing their graduate studies and/or specialized focuses that may relate to dance. DAN 216/416 students have higher expectations for growth, performance, and attendance than DAN 116 students. DAN 516 students have additional project/assignment requirements to support their specialized focuses. All students would be graded (A-F). More students would be permitted to register for DAN 216/416 courses than DAN 116 or 516 to prioritize space for majors/minors. No additional resources will be needed for this joint listing.

Dan 416 (s) ~~Advanced~~ Technique (1 cr, max arr)

~~See Dan J116/J216/J416/J516. For majors and minors. Advanced techniques and theory in ballet, modern, jazz, and other idioms. Two to three hrs a wk in preprofessional technique classes.~~

Available via distance: No

Geographical Area: Moscow

Rationale: Adding a joint status with DAN 116 and 516 will allow for students that are not dance majors/minors or graduate students to take dance technique courses above a beginning level by meeting jointing with a 216 or 416 course as space permits. DAN 216/416 courses are graded technique courses designed for dance majors and minors, often above a beginning level with the expectation that students have had some previous training in the form. Many students have had previous experience while in high school or gain this experience in their first year of college. Students must be placed into these sections by faculty based on ability in order to support an optimal learning environment. 416 courses are more advanced than 216 courses. Adding DAN 516 will allow graduate students from various disciplines (Movement Sciences, Theatre Arts, Athletic Training, Music, etc.) to obtain graduate credit while enhancing their graduate studies and/or specialized focuses that may relate to dance. DAN 216/416 students have higher expectations for growth, performance, and attendance than DAN 116 students.

DAN 516 students have additional project/assignment requirements to support their specialized focuses. All students would be graded (A-F). More students would be permitted to register for DAN 216/416 courses than DAN 116 or 516 to prioritize space for majors/minors. No additional resources will be needed to add this joint listing.

AT 542 [Scientific Inquiry and Research Presentation](#) (13 cr)

~~MSAT students will present their research findings to the group of faculty and students. All presentations will be graded by the faculty and be accepted or rejected. This course will provide students with the foundational knowledge to evaluate scholarship and prepare works for scholarly dissemination. MSAT students will present their research findings to the group of faculty and students. All presentations will be graded by the faculty and be accepted or rejected.~~

Available via distance: Yes

Geographical Area: Moscow, Online

Rationale: The course is already taught in the program. The additional units requiring faculty instruction will be off-set by the removal of AT 515 from the curriculum. There will be a net reduction in faculty workload. The course change is a byproduct of student/alumni feedback and an update in the curriculum as MSAT students do not complete a thesis. The professional research requirement (e.g., a critically appraised topic) will begin in an earlier MSAT course (i.e., AT 512) and the additional units in AT 542 will allow faculty to mentor students through publication development AND presentation of that project in this new course.

AT 625 ~~Dissertation of Clinical Practice Improvement: Analysis and Dissemination of Action Research Project~~ [Scientific Writing for Publication in Patient Care](#) (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. This course is a continuation of clinical research in healthcare and the completion of the Culminating Clinical Project (CCP).~~

Prereq: AT 620, AT 621, AT 622, AT 623, and AT 624

Available via distance: Yes

Geographical Area: Moscow, Online

Rationale: Significant updates (AT- 610, 620, 621, 630, 640, 622, 631, 641, 623, 611, 624, 632, 642, 633, & 643) were made during the 2016-2017 academic year to best reflect (descriptively) the current DAT curriculum and the change from dissertation to non-dissertation (CCP). Unfortunately, AT 625 was missed and the intended changes were not put forward. As such, this course change form is being submitted to better reflect the content (removal of dissertation language and adding CCP) being taught and or delivered in this course

PEP 418 [Physiology of Exercise](#) (3 cr)

Effects of physical activity on the circulatory, respiratory, and other systems. ~~Two lec and one 2-hr lab a wk.~~

Prereq: MvSc 201, Biol 120 and Biol 121; or Permission

Coreq: [PEP 418L](#)

Available via distance: No

Geographical Area: Moscow

Rationale: Currently course consists of two 50 minute lectures and a two hour lab per week (3 credits). The instructors of the course would like to split into a separate lecture course (PEP 418; 2 credits) and lab course (PEP 418L; 1 credit) like other science courses on campus. This change does not impact the workload of the course on the instructors.

PEP 518 Advanced Physiology of Exercise (3 cr)

~~Principles and methods essential to the experimental approach to physiological performance problems. Two lec and one lab a wk.~~ Principles and methods essential to the experimental approach to understand how the human body responds to short-term bouts of exercise and subsequently adapts to exposure to long-term exercise training. Two lectures per week.

Available via distance: No

Geographical Area: Moscow

Rationale: The description of the course in the catalog is incorrect. It should state “Principles and methods essential to the experimental approach to understand how the human body responds to short-term bouts of exercise and subsequently adapts to exposure to long-term exercise training. Two lectures per week.”

PEP 523 Physical Activity Assessment and Enrichment (3 cr)

This course is designed to focus learners on ~~current research in~~ physical activity assessment and enrichment research pedagogy with specific application to active travel, community, park, school site, and workplace ~~pediatric physical activity measurement within school, community, private, and family physical activity programs.~~

Available via distance: Yes

Geographical Area: Moscow

Rationale: The proposed change is a course title and course description change and the workload will not be altered. The change is to better align the course to the Movement Sciences’ mission and vision, and graduate program goals and learning outcomes.

Rec 229 Swiftwater Rescue Training (2 cr)

~~This course utilizes the professional expertise and curriculum from the Swiftwater Safety Institute, a leader in swiftwater rescue training and promoter of industry safety standards.~~ This course will teach: identifying river hazards, rescue philosophy / liability, self rescue, tethered swimmers / contact rescues, throwbag deployment, boat based / shore based rescues, strainer swimming, shallow water crossings, foot and body entrapment, knots, boat pins, mechanical advantage and technical rope systems, quick, smooth, effective rescue technique. Instruction requires three full days of practical field application for hands-on experience.

Prereq: Rec 107 and Rec 216; or equivalent experience with instructor permission

Available via distance: No

Geographical Area: Moscow

Rationale: The change in the description removes the obligation for the course instructor to specifically use SSI as the course provider.

4. Drop the following courses:

AT 515 Research Proposal (3 cr)

Students will submit a master's project proposal with an authorized faculty mentor and will be approved by a faculty committee.

Available via distance: Yes

Geographical Area: Moscow, Online

Rationale: The course is not required by our external accreditor (i.e., CAATE), does not contain any required educational competencies, and our students do not conduct a thesis. Students and alumni did not report the course was needed and recommended removing it from our curriculum to allow for a more valuable course to be taught in the spring cohort sequence. Dropping the course frees up curricular space for the other course in the spring and reduces the commitment of faculty resources. Research design content is taught elsewhere in the curriculum (e.g., AT 512, etc.).

AT 538 Advanced Human Biomechanics (3 cr)

Advanced biomechanics theory and practice related to injury pathology and functional performance. (3 hours lecture)

Available via distance: Yes

Geographical Area: Moscow, Online

Rationale: The course is not required by our external accreditor (i.e., CAATE), does not contain required educational competencies, and is an elective. Students/alumni reported the course was not needed and recommended removal. Dropping the course frees up curricular space for necessary courses & reduces the need for faculty resources. Biomechanics material, as it is related to athletic training and our external accreditation, is covered elsewhere in the curriculum (e.g., AT 508, 509, 510, etc.).

5. Make the following curricular changes to the **Major in Athletic Training (M.S.A.T.)**:

The M.S.A.T. in Athletic Training requires the following courses:

AT 506	Clinical Anatomy I	3 cr
AT 507	Care and Prevention of Injuries and Illnesses	3 cr
AT 508	Evaluation and Diagnosis of Injuries and Illnesses I	4 cr
AT 509	Principles of Rehabilitation	3 cr
AT 510	Therapeutic Modalities	2 cr
AT 511	Ethics and Administration in Athletic Training	3 cr
AT 512	Research Methods & Statistics I	3 cr
AT 513	General Medicine for Athletic Trainers	3 cr
AT 514	Psychology of Injury and Referral	3 cr
AT 515	Research Proposal	3 cr
AT 520	Clinical Education I	2 cr
AT 521	Clinical Experience I	4 cr
AT 522	Clinical Education II	2 cr
AT 523	Clinical Experience II	4 cr
AT 531	Clinical Anatomy II	3 cr
AT 532	Evaluation and Diagnosis of Injuries and Illnesses II	4 cr

AT 533	Applied Rehabilitation Techniques	3 cr
AT 534	Therapeutic Modalities II	2 cr
AT 535	Seminar in Athletic Training	1 cr
AT 536	Research Methods & Statistics II	3 cr
AT 538	Advanced Human Biomechanics	3 cr
AT 540	Pharmacology for Athletic Trainers	3 cr
AT 541	Seminar in Athletic Training II	2 cr
AT 542	Research Presentation	1 cr
AT 543	Neuroscience for Athletic Trainers	3 cr
AT 547	Critical Issues in Athletic Training Clinical Practice	3 cr
AT 550	Clinical Education III	2 cr
AT 551	Clinical Experience III	4 cr
AT 552	Clinical Education IV	2 cr
AT 553	Clinical Experience IV	4 cr
AT 587	Prevention and Health Promotion in Athletic Training	3 cr

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.

Distance Education: More than 50% but less than 100% of curricular requirements can be completed via distance

Geographical Area: Moscow, Online

Rationale: AT 538 is not required by our external accreditor (i.e., CAATE) and does not contain required educational competencies (i.e., elective). Current students and alumni report that course is unnecessary/redundant and recommended removing it from our curriculum. Removal frees up curricular space for curricular adjustment and reduces the need for faculty resources. This material is also covered elsewhere in the curriculum.

AT 515 is not required by our external accreditor (i.e., CAATE), does not contain required educational competencies, and our students do not conduct a thesis. Students and alumni did not report that course was needed and recommended removal to allow for a more valuable course to be taught in the spring sequence. Dropping the course frees up curricular space for the other course in the spring and reduces the commitment of faculty resources. The material is covered elsewhere in the program.

AT 542 is already taught in the program. The additional units requiring faculty instruction will be off-set by the removal of AT 515 from the curriculum. There will be a net reduction in faculty workload. The course change is a byproduct of student/alumni feedback and an update in the curriculum as MSAT students do not complete a thesis. The professional research requirement (e.g., a critically appraised topic) will begin in an earlier MSAT course (i.e., AT 512) and the additional units in AT 542 will allow faculty to mentor students through publication development AND presentation of that project in the new course.

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

Required course work includes the university requirements (see regulation J-3), the Department of Movement Sciences core course MVSC 201, and the following.

BIOL 120	Human Anatomy	4 cr
BIOL 121	Human Physiology	4 cr
COMM 101	Fundamntls Public Speaking	2 cr
FCS 205	Concepts in Human Nutrition	3 cr
H&S 245	Introduction to Athletic Injuries	3 cr
H&S 451	Psychosocial Determinants of Health	3 cr
PEP 100	Introduction to Exercise Science & Health	1 cr
PEP 300	Applied Human Anatomy and Biomechanics	3 cr
PEP 360	Motor Behavior	3 cr
PEP 418	Physiology of Exercise	3 cr
PEP 418L	Physiology of Exercise Laboratory	1 cr
PEP 455	Design & Analysis of Research in Movement Sciences	3 cr
PEP 493	Fitness Assessment and Prescription	3 cr

One of the following tracks:

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

Geographical Area: Moscow

Rationale: The following supports a request to add a course PEP 418L “Physiology of Exercise Laboratory” to the Exercise Science and Health major (BS ESH). Currently, PEP 418 is comprised of two 50 min lectures and a two hour lab per week. The instructors of the course request that the course be split into a separate PEP 418 lecture (2 CR) and a PEP 418L (1 CR). This change does not impact the teaching loads of the instructors, so no additional resources will be needed. These changes will be reflected in the regular assessment process.