TO: MEMBERS OF THE UNIVERSITY OF IDAHO FACULTY

The items listed below, approved by the University Curriculum Committee, will be considered to have the necessary faculty approvals unless a petition requesting further consideration of specific items is signed by five faculty members and submitted to the chair of the Faculty Senate within 14 calendar days after the date of circulation. If no petition is received within 14 days, the entire report will be submitted to the president for approval and transmittal to the regents, if regents’ action is required. If a petition is received, the items in the report for which further consideration is requested will be referred to the Faculty Senate and the remainder of the report will move forward. On items referred to it, the council may: (1) affirm the action and report it to a meeting of the university faculty, (2) amend the action and report it to a meeting of the university faculty, or (3) rescind the action. Note: If a petition concerns courses or curricula in the College of Letters, Arts and Social Sciences or in the College of Agricultural and Life Sciences, and is signed by five faculty members of the respective college, those items will be returned to the college concerned for further consideration.

All Items below are considered effective Summer 2015 unless otherwise noted with the approved item.

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Agricultural and Life Sciences

1. Change the following course:

   | Ag 494  CALS Peer Mentors (1 cr, max 3)
   | The CALS Peer Mentors provides students the opportunity to further develop leadership and mentoring skills through a variety of activities involving recruitment, campus outreach, and new student mentoring. The objective is to welcome new students to college life; create awareness of the academic programs; and be available to guide students. This course is repeatable for a maximum of 3 credits. Graded A/Pass/Fail.
   | Prereq: Departmental Permission

Civil Engineering

1. Change the following course:

   | CE 550 Experimental Methods in Fluid Dynamics (3 cr)
   | The objective of this course is to develop the knowledge and skills to be able to design and perform fluid dynamics experiments (and experiments in related areas) and to interpret and report the results. Learn the words, the concepts, and experimental skills in areas including dimensional analysis and scaling of experiments, flow visualization, velocity and flow rate measurements, turbulence measurements, and sediment sizing and transport measurements. Additional projects/assignments reqd for grad cr. One 1-1/2 hr lec and one 3-hr lab a wk. Recommended Preparation: Engl 317 and Engr 335. See ME J451/J551.

Curriculum and Instruction

1. Change the following courses:

   | CTE 310 Lab Safety, Management, and Liability (4-3 cr)
   | Overview of operations, use, and maintenance of laboratory tools and equipment, laboratory management and liability concerns.

   | CTE 354 Construction Technology (4-3 cr)
   | Teaching techniques and methods of instruction for a systems approach to construction technology including residential, commercial, and civil. Recommended Preparation: CTE 310.

   | CTE 370 Transportation & Engineering Technologies (4-3 cr)
   | Students will explore various forms of renewable energy and transportation systems. They will also work in teams to propose solutions to power, energy, and transportation issues. Students will research, design, build and evaluate their potential solutions in a hands-on laboratory environment. Working in design teams, students will use the engineering design process to integrate scientific, technological, engineering, and mathematical concepts into their proposed solutions to power, energy, and transportation issues. Students will research, design, build and evaluate their potential solutions in a hands-on laboratory environment. Recommended Preparation: Math 143 and Phys 111.

Education

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

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

ED 574 Introduction to Survey of Qualitative Research (3 cr)
This course reviews the foundations of qualitative design, investigating the history, philosophy, key concepts and terms, and nature of qualitative research. Examples of different types of qualitative research and assessment issues will be discussed, specifically focusing on the main qualitative traditions (case study, phenomenology, ethnography, narrative, historical, and action research). Topics will include: conceptualizing research questions, reviewing the literature, selection of appropriate design and methods of data collection, positionality, logic and coherency of research procedures/methods; interpretation of findings, establishing quality and rigor; research writing and reading. Institutional Review Board policies with respect to human subjects; and ethical issues. Students will read and evaluate qualitative research, conduct components of qualitative research, and identify methodological elements and issues. Introduction to historical background and theoretical foundations of qualitative research. Addresses issues of design, methods, analysis, political, and ethical issues as they relate to practice. Goals of course include: developing introductory understanding of designing a qualitative study, exploring framework and methods within qualitative research; appreciation of complexities within approach; and developing beginning skills through conducting a qualitative inquiry project.
Prereq: ED 574 or Permission

ED 584 Intermediate Univariate Quantitative Research Analysis in Education (3 cr)
An in-depth analysis of quantitative research methods in social and behavioral sciences. The overall goal of the course is to prepare students to apply quantitative research methodology in education. Topics include understanding applied experimental, quasi-experimental and behavioral designs, survey design, measurement and instrumentation, sampling, item analysis, reliability analysis, and validity assessment.
Prereq: Introductory statistics coursework or Permission ED 574

Recommended Short Course Title: Univariate Quantitative Research in Education

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

Recommended Short Course Title: Theoretical Applications and Design of Qualitative Research

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

Recommended Short Course Title: Analysis & Interp of Qual Data

Fish and Wildlife Sciences

1. Change the following course:

WLF 540 Conservation Genetics (1–3 cr, max 3)
Same as For 540. Basic principles of population genetics and phylogenetics and their applications to the field of conservation genetics and natural resource management. Taught in three 1-credit modules, and students can register for 1-3 credits. Module 1 includes introduction to
conservation genetics and phylogenetics, module 2 includes population genetic theory and methods, and module 3 includes applications in conservation genetics and genomics. Case studies and examples from current literature; topics include genetic diversity, inbreeding, population structure, gene flow, genetic drift, molecular phylogenetics, and hybridization. (Fall/Spring, Alt/yr)

**Forest, Rangeland, and Fire Sciences**

1. Change the following courses:

   **For 221 Ecology (3 cr)**
   See REM 221. Fundamental principles of ecology. Major topics covered by the course include the physical environment, how organisms interact with each other and their environment, evolutionary processes, population dynamics, communities, energy flow and ecosystems, human influences on ecosystems, and the integration and scaling of ecological processes through systems ecology. Fundamental principles of ecology. Major topics covered in the course include the physical environment, how organisms interact with each other and their environment, evolutionary processes, population dynamics, communities, energy flow and ecosystems, human influences on ecosystems, and the integration and scaling of ecological processes through systems ecology. Computer-based materials are used extensively for guided independent learning of ecology; a good working knowledge of Windows-based computer systems is recommended. An online version of this course is offered as a separate section. Course information: EcologyOnline.net. Recommended Preparation: Introductory botany and zoology.

   **Prereq:** Biol 102/102L, Biol 114, Biol 115, 116, or PiSc 205; or Permission

   **REM 221 Ecology (3 cr)**
   Same as For 221. Fundamental principles of ecology. Major topics covered by the course include the physical environment, how organisms interact with each other and their environment, evolutionary processes, population dynamics, communities, energy flow and ecosystems, human influences on ecosystems, and the integration and scaling of ecological processes through systems ecology. Computer-based materials are used extensively for guided independent learning of ecology. An online version of this course is offered as a separate section. Course information: EcologyOnline.net. Recommended Preparation: Introductory botany and zoology. Recommended Preparation: Introductory botany and zoology, and good working knowledge of Windows-based computer systems. Prereq: Biol 102/102L, 115, or 116; or Permission.

**Mechanical Engineering**

1. Change the following courses from Dormant to Active:

   **ME J451/J551 Experimental Methods in Fluid Dynamics (3 cr)**
   ME 551 same as CE 550. The objective of this course is to develop the knowledge and skills to be able to design and perform fluid dynamics experiments (and experiments in related areas) and to interpret and report the results. Learn the words, the concepts, and experimental skills in areas including dimensional analysis and scaling of experiments, flow visualization, velocity and flow rate measurements, turbulence measurements, and sediment sizing and transport measurements. Additional projects/assignments reqd for grad cr. One 1-1/2 hr lec and one 3-hr lab a wk. Recommended Preparation: Engl 317 and Engr 335.

   **ME 551 Experimental Methods in Fluid Dynamics (3 cr)**
   See ME J451/J551.

**Movement Sciences**

1. Add the following course:

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

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

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

   **Prereq:** Instructor Permission

   Recommended Short Course Title: Outreach Immersion MvSc

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

   **Prereq:** Instructor Permission
Recommended Short Course Title: Pedagogical Immersion MvSc

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

Recommended Short Course Title: Research Immersion MvSc

PEP 413 Foundations and Assessment in Physical Activity Pedagogy (3 cr)
This course will develop learner competencies in the foundations of physical education, i.e. profession, professional standards, philosophical, cultural, historical and social aspects of physical education and physical activity pedagogy; and assessment, research and technology in physical activity pedagogy.
Prereq: MvSc 201 and PEP 132 and PEP 133 and PEP 134

Recommended Short Course Title: Found & Assess in PA Pedagogy

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

2. Change the following courses:

PEP 132 Skill and Analysis of Tennis, Pickleball, and Badminton Striking and Net/Wall Activities (1 cr)
This course is designed to develop proficiency in basic skills, strategies, tactics, error detection and correction, rules, teaching skills and curricular models for striking and net/wall activities (e.g. tennis, badminton, pickleball, volleyball, softball, cricket, etc.). Lec-lab: Skill development and knowledge of teaching progressions, techniques, strategies, and analysis and correction of skills in tennis, pickleball, and badminton. Two lec-labs a wk.

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

PEP 133 Skill and Analysis of Golf, Archery, and Field Sports Target and Invasion Activities (1 cr)
This course is designed to develop proficiency in basic skills, strategies, tactics, error detection and correction, rules, teaching skills and curricular models for target and invasion activities (e.g. golf, bowling, basketball, soccer, team handball, hockey, football, ultimate Frisbee, etc.). Lec-lab: Skill development and knowledge of teaching progressions, techniques, strategies, and analysis and correction of skills in golf, softball, archery, and field sports. Two lec-labs a wk. (Fall only)

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

PEP 134 Skill and Analysis of Walking/Jogging/Track and Field Recreation and Outdoor Activities (1 cr)
This course is designed to develop proficiency in basic skills, strategies, rules, ethics, teaching skills and designing teaching progressions and curricular models for recreation and outdoor activities (e.g. snow shoeing, wall climbing, orienteering, geocaching, skating, bicycling, hiking/walking, jogging, camping, etc.). The focus of this course is on pre-service teachers developing track and field related content area knowledge, performance, and teaching skill. Lec-lab course.

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

PEP 412 Elementary Methods in Physical Activity Pedagogy (3 cr)
This course focuses on the study and application of effective teaching behaviors, methods and curricular models, and the process of planning, implementing, and evaluating teaching and administering a program at the elementary level. A practicum with elementary students is required during this course. Lec-lab: Study and application of teaching methods and teaching behavior; structuring learning outcomes through performance objectives and lesson and unit planning. Includes a 16-hr required practicum at the elementary level. Lecture-lab.
Prereq: Admission to teacher education program and MvSc 201, and PEP 132, and PEP 133, and PEP 134 and PEP 413
Prereq or Coreq: PEP 360, PEP 380, and six professional activity courses

PEP 421 Secondary Methods in Physical Activity Pedagogy (3 cr)
This course focuses on the study and application of effective teaching behaviors, methods and curricular models, and the process of planning, implementing, and evaluating teaching and administering a program at the secondary level. A practicum with middle and high school students is required during this course. Lec-lab: This course focuses on the study and application of effective teaching behaviors and methods (i.e., styles and models), and the teaching process of planning, implementing, and evaluating. A teaching practicum with junior high and high school students will be completed during this course. Lec-lab.
Prereq: Admission to teacher education program and MvSc 201, and PEP 132, and PEP 133, and PEP 134 and PEP 413
Prereq or Coreq: PEP 360, PEP 380, and six professional activity courses

3. Change the curricular requirements of Exercise Science and Health (B.S.E.S.H.):
Exercise Science & Health majors must maintain a UI cumulative GPA of 2.30 or better in order to enroll in 300-level or higher Movement Science sequence coursework. In addition, Exercise Science & Health majors must have a UI cumulative GPA of 2.30 or greater to graduate. Acceptance into the Teacher Education program for the Physical Education Track requires a minimum GPA of 2.75.

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

<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>
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<tr>
<td>Biol 121</td>
<td>Human Physiology</td>
<td>4 cr</td>
</tr>
<tr>
<td>Comm 101</td>
<td>Fundamentals of Public Speaking</td>
<td>2 cr</td>
</tr>
<tr>
<td>FCS 205</td>
<td>Concepts in Human Nutrition</td>
<td>3 cr</td>
</tr>
<tr>
<td>H&amp;S 245</td>
<td>Introduction to Athletic Injuries</td>
<td>3 cr</td>
</tr>
<tr>
<td>H&amp;S 451</td>
<td>Psychosocial Determinants of Health</td>
<td>3 cr</td>
</tr>
<tr>
<td>PEP 100</td>
<td>Introduction to Exercise Science &amp; Health</td>
<td>1 cr</td>
</tr>
<tr>
<td>PEP 300</td>
<td>Applied Human Anatomy and Biomechanics</td>
<td>3 cr</td>
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<tr>
<td>PEP 360</td>
<td>Motor Behavior</td>
<td>3 cr</td>
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<tr>
<td>PEP 418</td>
<td>Physiology of Exercise</td>
<td>3 cr</td>
</tr>
<tr>
<td>PEP 455</td>
<td>Design &amp; Analysis of Research in Movement Sciences</td>
<td>3 cr</td>
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<tr>
<td>PEP 493</td>
<td>Fitness Assessment and Prescription</td>
<td>3 cr</td>
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One of the following tracks:

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>H&amp;S 288</td>
<td>First Aid: Emergency Response (or current Emergency Response or First Aid/CPR certification)</td>
<td>2 cr</td>
</tr>
<tr>
<td>H&amp;S 450</td>
<td>Critical Health Issues</td>
<td>3 cr</td>
</tr>
<tr>
<td>H&amp;S 490</td>
<td>Health Promotion</td>
<td>3 cr</td>
</tr>
<tr>
<td>MvSc 445</td>
<td>Internship Preparation and Professional Development</td>
<td>1 cr</td>
</tr>
<tr>
<td>PEP 495</td>
<td>Practicum</td>
<td>2 cr</td>
</tr>
<tr>
<td>PEP 498</td>
<td>Internship in Exercise Science &amp; Health (summer preferred)</td>
<td>9 cr</td>
</tr>
</tbody>
</table>

PE activity/skill classes (see advisor for selection) (6-4 cr)

One of the following (3 cr):

<table>
<thead>
<tr>
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<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 313</td>
<td>Business Writing</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 317</td>
<td>Technical Writing</td>
<td>3 cr</td>
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One of the following (3 cr):

<table>
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</thead>
<tbody>
<tr>
<td>H&amp;S 490</td>
<td>Health Promotion</td>
<td>3 cr</td>
</tr>
<tr>
<td>PEP 306</td>
<td>Applied Sports Psychology</td>
<td>3 cr</td>
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</tbody>
</table>

One of the following (1 cr):

<table>
<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PEP 132</td>
<td>Skill and Analysis of Striking and Net/Wall Activities</td>
<td>1 cr</td>
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<tr>
<td>PEP 133</td>
<td>Skill and Analysis of Target and Invasion Activities</td>
<td>1 cr</td>
</tr>
<tr>
<td>PEP 134</td>
<td>Skill and Analysis of Recreation and Outdoor Activities</td>
<td>1 cr</td>
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**Pre-Physical Therapy Track**

<table>
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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>Chem 111</td>
<td>Principles of Chemistry I and Lab</td>
<td>4 cr</td>
</tr>
<tr>
<td>Chem 112</td>
<td>Principles of Chemistry II and Lab</td>
<td>5 cr</td>
</tr>
<tr>
<td>H&amp;S 450</td>
<td>Critical Health Issues</td>
<td>3 cr</td>
</tr>
<tr>
<td>MvSc 445</td>
<td>Internship Preparation and Professional Development</td>
<td>1 cr</td>
</tr>
<tr>
<td>PEP 495</td>
<td>Practicum</td>
<td>2 cr</td>
</tr>
<tr>
<td>PEP 498</td>
<td>Internship in Exercise Science &amp; Health (summer preferred)</td>
<td>9 cr</td>
</tr>
</tbody>
</table>

Phys 111, Phys 111L General Physics I and Lab | 4 cr |
Phys 112, Phys 112L General Physics II and Lab | 4 cr |
Stat 251 Statistical Methods | 3 cr |

PE activity/skill classes (see advisor for selection) (4-3 cr)

One of the following (1 cr):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP 132</td>
<td>Skill and Analysis of Striking and Net/Wall Activities</td>
<td>1 cr</td>
</tr>
<tr>
<td>PEP 133</td>
<td>Skill and Analysis of Target and Invasion Activities</td>
<td>1 cr</td>
</tr>
<tr>
<td>PEP 134</td>
<td>Skill and Analysis of Recreation and Outdoor Activities</td>
<td>1 cr</td>
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</tbody>
</table>

One of the following (3 cr):

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Psyc 305</td>
<td>Developmental Psychology</td>
<td>3 cr</td>
</tr>
<tr>
<td>Psyc 311</td>
<td>Abnormal Psychology</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**Pre-Athletic Training Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AT 506</td>
<td>Clinical Anatomy I</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
AT 507 Care and Prevention of Injuries and Illnesses (3 cr)
AT 508 Evaluation and Diagnosis of Injuries and Illnesses I (4 cr)
AT 509 Principles of Rehabilitation (3 cr)
AT 510 Therapeutic Modalities (2 cr)
AT 511 Ethics and Administration in Athletic Trainers (3 cr)
AT 512 Research Methods & Statistics I (3 cr)
AT 520 Clinical Education I (2 cr)
AT 521 Clinical Experience I (4 cr)
AT 587 Prevention and Health Promotion in Athletic Training (3 cr)
H&S 288 First Aid: Emergency Response (or current Emergency Response or First Aid/CPR certification) (2 cr)
PEP 171 Athletic Training Clinical Experience I - Observation (1 cr)
PEP 495 Practicum (1 cr)

Electives (14 cr):
Chem 111 Principles of Chemistry I and Lab (4 cr)
ECS 305 Nutrition Related to Fitness and Sport (2 cr)
ECS 462 Eating Disorders (2 cr)
H&S 450 Critical Health Issues (3 cr)
H&S 490 Health Promotion (3 cr)
PEP 350 Motor Behavior (3 cr)
Phys 111, Phys 111 Lab General Physics I and Lab (4 cr)

Courses to total 120 credits for this degree

*Note: Students in the Pre-Athletic Training Track who are admitted into the MSAT program after their junior year may transfer up to 30 credits from their first two terms of graduate level course work in the Master of Science in Athletic Training towards their Bachelor of Science Degree in Exercise Science with an Athletic Training Track. For more information on the MSAT see the Graduate Degree Programs section for this department.

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

Courses to total 120 credits for this degree

Additional Requirements for Health Certification
H&S 423 School Health Education Methods and Administration (3 cr)
H&S 450 Critical Health Issues (3 cr)
One of the following (3 cr):
FCS 240 Intimate Relationships (3 cr)
Phys 330 Human Sexuality (3 cr)

4. Change the curricular requirements of Outdoor Recreation Leadership (Minor):

Rec 107 Outdoor Recreation and Tourism Pursuits (3 cr)
Rec 108 Orienteering & Navigation (1 cr)
Rec 290 Wilderness First Responder (3 cr)
Rec 310  Outdoor and Adventure Leadership (3 cr)

Courses selected from the following (9 cr):
- Rec 216  River Recreation and Water Craft Safety (3 cr)
- Rec 218  Rock Climbing & Mountaineering (3 cr)
- Rec 228  Avalanche Fundamentals (2 cr)
- Rec 229  Swiftwater Rescue Training (2 cr)
- Rec 240  Recreation Activities, Programming and Marketing (3 cr)
- Rec 254  Camp Leadership in Recreation and Sport (3 cr)
- Rec 280  Recreation Practicum in Recreation, Parks and Tourism (1 cr)
- Rec 408  Experiential Education and Adventure Recreation (3 cr)

Courses selected from the following (4 cr):
- PEB 106  Individual and Dual Sports [Wall Climbing, Advanced Wall Climbing, Fly Tying, Fly Fishing, Intro Archery/Hunting, Adventure Racing] (1 cr)
- PEB 108  Water-Based Sports and Fitness Activities: Scuba (1 cr)
- Rec 204  Special Topics (course approved by advisor)
- Rec 222  Cross Country Skiing (1 cr)
- Rec 223  Winter Skills (2 cr)
- Rec 224  Whitewater Rafting (1 cr)
- Rec 225  Kayaking (1 cr)
- Rec 227  Mountain Biking (1 cr)

Approved technical competency (contact the CSS or Movement Sciences departments; practical exam administered by Rec and/or CSS faculty) (max 4 cr)

Courses to total 23 credits for this minor

### Physics

1. Change the following course:

   **Phys 111L General Physics I Lab (1 cr)**
   Kinematics, forces and dynamics, conservation laws, thermodynamics, waves. One 2-hr lab per wk.
   
   *Prereq:* Math 143
   *Coreq:* Phys 111

   **Phys 112L General Physics II Lab (1 cr)**
   Electricity, magnetism, optics, and modern physics. One 2-hr lab per wk.
   
   *Prereq:* Phys 111/111L
   *Coreq:* Phys 112

### Sociology and Anthropology

1. Drop the following course:

   **Soc 310 Methods of Social Research (3 cr)**
   Provides an overview of the principal methods of data collection, analysis, and interpretation.
   
   *Prereq:* Soc 101 and Departmental major or minor

   Recommended Equivalent Course: Soc 411

2. Change the curricular requirements of Sociology (B.A. or B.S.):

   Required course work includes the university requirements (see regulation J-3), the general requirements for either the B.A. or B.S. degree and the following courses (electives must be approved by the student's advisor):

   - Anth 100  Introduction to Anthropology (3 cr)
   - Soc 101  Introduction to Sociology (3 cr)
   - Soc 310  Methods of Social Research (3 cr)
   - Soc 311  Development of Social Theory (3 cr)
   - Stat 251  Statistical Methods (3 cr)
   - One Two of the following (3-6 cr):
     - Soc 230  Social Problems (3 cr)
     - Soc 411  Quantitative Social Science Methods (3 cr)
     - Soc 413  Qualitative Social Science Methods (3 cr)
     - Stat 251  Statistical Methods (3 cr)

   Related fields (e.g., common areas include: anthropology, economics, environmental science, geography, history, political science, and psychology, statistics, and women’s and gender studies) (18-12 cr)*
One of the following (3 cr):
Soc 424 Sociology of Gender (3 cr)
Soc 427 Racial and Ethnic Relations (3 cr)
Soc 439 Inequalities in the Justice System (3 cr)

One of the following (3 cr):
Soc 420 Sociology of Law (3 cr)
Soc 439 Inequalities in the Justice System (3 cr)
Soc 465 Environment, Policy, and Justice (3 cr)

*Note: Must be approved by student’s advisor

Select one of the following emphases:

A. Criminology
Soc 260 Intro to Deviance and Crime (3 cr)
Soc 331 Criminology Theory (3 cr)
Soc 461 Capstone: Justice Policy Issues (3 cr)

One of the following (3 cr):
PoIS 467 Constitutional Law (3 cr)
PoIS 468 Civil Liberties (3 cr)
PoIS 469 The Judicial Process (3 cr)
Soc 420 Sociology of Law (3 cr)

Selected upper-division emphasis electives (9–12 cr):
Soc 315 Community Service Learning (1–4 cr, max 4)**
Soc 325 Family, Violence & Society (3 cr)
Soc 330 Juvenile Delinquency (3 cr)
Soc 332 Sociology of Punishment (3 cr)
Soc 333 Elite and White Collar Crime (3 cr)
Soc 334 Police and Social Control (3 cr)
Soc 335 Terrorism, Society and Justice (3 cr)
Soc 336 Comparative Criminal Justice Systems (3 cr)
Soc 337 Violence and Society (3 cr)
Soc 338 Regulation of Vice (3 cr)
Soc 339 Crime and the Media (3 cr)
Soc 344 Urban Sociology (3 cr)
Soc 345 Extremism and American Society (3 cr)
Soc 403 Workshop (cr arr)
Soc 404 Special Topics (cr arr)
Soc 420 Sociology of Law (3 cr)
Soc 439 Inequalities in the Justice System (3 cr)
Soc 450 Dynamics of Social Protest (3 cr)
Soc 465 Environment, Policy, and Justice (3 cr)
Soc 498 Internship (1–6 cr, max arr)**
Soc 499 Directed Study (cr arr)**

Courses to total 120 credits for this degree

**Note: A maximum of 3 credits may be earned in Soc 315, Soc 498 and Soc 499, respectively

B. Inequalities and Globalization
Anth 301 Introduction to Diversity and Stratification (3 cr)
Soc 301
Two of the following (6 cr):
Soc 340 Social Change & Globalization (3 cr)
Soc 343 Political Sociology (3 cr)
One of the following (in addition to the similar requirement above for the Sociology major) (3 cr):
Soc 423 Social Class & Stratification (3 cr)
Soc 424 Sociology of Gender (3 cr)
Soc 427 Racial and Ethnic Relations (3 cr)
Soc 439 Inequalities in the Justice System (3 cr)

Selected upper-division emphasis electives (9 cr):
Soc 315 Community Service Learning (1–4 cr, max 4)**
Soc 323 Political Economy (3 cr)
Soc 325 Family, Violence & Society (3 cr)
Soc 335 Terrorism, Society and Justice (3 cr)
Soc 336 Comparative Criminal Justice Systems (3 cr)
Soc 340 Social Change & Globalization (3 cr)
Soc 343 Political Sociology (3 cr)
Soc 350 Food, Culture, and Society (3 cr)
Soc 403 Workshop (cr arr)
Soc 404 Special Topics (cr arr)
Soc 423 Social Class & Stratification (3 cr)
Soc 424 Sociology of Gender (3 cr)
Soc 427 Racial and Ethnic Relations (3 cr)
Soc 439 Inequalities in the Justice System (3 cr)
Soc 440 Post-Colonialism (3 cr)
Soc 450 Dynamics of Social Protest (3 cr)
Soc 498 Internship (1-6 cr, max arr)**

Courses to total 120 credits for this degree

**Note: A maximum of 3 credits may be earned in Soc 315 and Soc 498, respectively

C. General Sociology

Soc 230 Social Problems (3 cr)
Soc 460 Capstone: Sociology in Action (3 cr)

One of the following (3 cr):
Soc 340 Social Change & Globalization (3 cr)
Soc 341 Science, Technology, and Society (3 cr)
Soc 343 Power, Politics, and Society (3 cr)
Soc 466 Environment, Policy, and Justice (3 cr)

One of the following (in addition to the similar requirement above for the Sociology major) (3 cr):
Soc 301 Introduction to Diversity and Stratification (3 cr)
Soc 424 Sociology of Gender (3 cr)
Soc 427 Racial and Ethnic Relations (3 cr)

Selected upper-division emphasis electives (12 cr):
Soc 313 Collective Behavior (3 cr)
Soc 315 Community Service Learning (1-4 cr, max 4)**
Soc 325 Family, Violence & Society (3 cr)
Soc 335 Terrorism, Society and Justice (3 cr)
Soc 337 Violence and Society (3 cr)
Soc 340 Social Change & Globalization (3 cr)
Soc 341 Science, Technology, and Society (3 cr)
Soc 343 Political Sociology (3 cr)
Soc 344 Urban Sociology (3 cr)
Soc 345 Extremism and American Society (3 cr)
Soc 346 Responding to Risk (3 cr)
Soc 350 Food, Culture, and Society (3 cr)
Soc 403 Workshop (cr arr)
Soc 404 Special Topics (cr arr)
Soc 423 Social Class & Stratification (3 cr)
Soc 424 Sociology of Gender (3 cr)
Soc 425 Society and Popular Culture (3 cr)
Soc 427 Racial and Ethnic Relations (3 cr)
Soc 431 Personal and Social Issues in Aging (3 cr)
Soc 450 Dynamics of Social Protest (3 cr)
Soc 465 Environment, Policy, and Justice (3 cr)
Soc 498 Internship (1-6 cr, max arr)**
Soc 499 Directed Study (cr arr)**

Any combination of additional sociology courses. 18 credits must be upper-division courses. (21 cr)**

Courses to total 120 credits for this degree

**Note: A maximum of 3 credits may be earned in Soc 315, Soc 498, and Soc 499, respectively

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FOR THE FACULTY’S INFORMATION

Correction to General Curriculum Report 277:

Other Informational Changes:

1. Change the short course title of the following course:

Geog 455: Climate Change Impacts TO Resilience to Climate Change