



University
of Idaho

College of Education, Health and Human Sciences
College Coordinating Committee
Committee Chair: Dean Alison Carr-Chellman

Meeting Agenda

Date: Tuesday, April 9, 2019

Time: 1:00 PM (Pacific)

Location: Education Building, Room 515 and via ZOOM 273 912 860

1. Introductions - Dr. Taylor Raney will preside over the meeting in the Dean's absence.
2. Minutes from September 12, 2018 (see page 2)
(Recall that the meeting scheduled from January 15, 2019 was cancelled)
3. Proposals:
 - a. PEP 107 – Movement Fundamentals – Change a Course (see page 6)
 - b. PEP 132 – S/A Striking & Net/Wall Acts - Change a Course (see page 9)
 - c. PEP 133 – S/A Target & Invasion Acts – Change a Course (see page 12)
 - d. PEP 134 – S/A Recreation & Outdoor Acts - Change a Course (see page 16)
 - e. PEP 350 – Elm Health & PE - Change a Course (see page 19)
 - f. EDCI 408 – Integrated Elem Methods I – Change a Course (see page 23)
 - g. EDCI 409 – Integrated Methods Pract II – Change a Course (see page 26)
 - h. Elementary Education (B.S. Ed.) Curriculum Proposal (see page 29)
4. **Old Business:**
 - a. Should Dean Carr-Chellman chair this committee? This is a continued discussion from the September, 2018 CCC meeting and the September, 2018 All Faculty Meeting.
5. **New Business for next meeting?**
6. **Future dates to note:**
All College Faculty Meeting – August 22, 2019
DEADLINE to submit to UCC: October 1, 2019

University of Idaho
College of Education, Health and Human Sciences
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Meeting Minutes

Date: September 12, 2018

Time: 2:00 PM (Pacific)

Location: Education Building, Room 515 and ZOOM

1. Meeting called to order by Dean Carr-Chellman, Chair
2. Attendance: Taylor Raney, Allen Kitchel, David Paul, Chantal Vella, Philip Scruggs, John Cannon, Raymond Dixon, Grace Goc Karp, Davin Carr-Chellman and Aleksandra Hollingshead.
3. The Minutes from April 2, 2018 Meeting: A motion was made by Dean Carr-Chellman and seconded by Raymond Dixon to approve the Minutes as written. Vote Count: All approved with one abstention.
4. Changes
 - a. EDCI Culturally Responsible and Universal Design – Academic Certificate; EDCI Culturally Responsible and Universal Design – Curricular Proposal; EDCI – Culturally Relevant Pedagogy – Add a Course; EDCI - Gender and Sexual Diversity – Add a Course; EDCI – Working with Native Communities – Add a Course; EDCI – Racial Diversity – Add a Course; EDCI - Rural Diversity – Add a Course; and EDCI – Universal Design in Learning – Add a Course: Aleksandra Hollingshead explained the proposals and rational behind the need for these courses. For both in-service and pre-service teachers. Aleksandra Hollingshead would be instructor of record for all courses. It was discussed if there was a need and Aleksandra Hollingshead assured this would be an additional certificate. Professional development was discussed, but is not part of this proposal. Funding would from EHHS and CLASS to assist with the creation of the online courses. The members present discussed how this would affect graduations rates. If there is a big demand for this, perhaps we look to offering at graduate level. Materials have already been purchased. Chantel Vella motioned to approve these proposals and Taylor Raney seconded. Vote count: unanimous.
 - b. EDCI 590 – Computer Science Methods – Add a Course; EDCI 490 – Computer Science Methods – Add a Course; EDCI 591 – Computer Science Methods – Add a Course; EDCI 491 – Computer Science Methods – Add a Course: Taylor Raney discussed the rational and background of this proposal. Taylor Raney moved to approve which Raymond Dixon seconded. Vote count: unanimous.
 - c. MAT – Secondary Education – State Board of Education Proposal form; MAT – Secondary Education – Curricular Proposal; EDCI 551 – Context of Education – Add a Course; EDCI 552 – Learning, Development and Assessment – Add a Course; EDCI 553 – Teaching Culturally Diverse Learners – Add a Course; EDCI 554 – Tech Teaching & Learning – Add a Course:

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Taylor Raney explained the forms involved. MAT will take the place of the M. Ed. Plus Cert currently in existence. Our current M. Ed. Plus cert does meet standards but is considered a wonky program where it could be cleaner. All but two are available online. MAT is much cleaner might be better served being a whole college offering. Possible open up to PE and Special Ed. There were concerns for mess left behind and the use of resources. It will reduce M.Ed. numbers. Financial implications – as long as it is folded into current load – none. No faculty would need to be hired at this time. Growing enrollment is valued. No other MAT being offered in Idaho – BSU has a plus cert in special education as it just added its Master of Education – no figures available at this time. Taylor Raney moved to approve and Raymond Dixon seconded. Vote count: Approved with one 1 abstention.

- d. Theater Arts Endorsement – Curricular Proposal. Taylor Raney discussed each of the three new endorsement proposals individually with voting done at the end. The Theater Endorsement does a nice job of aligning standards. Students would be secondary education students with a minor in theater. It would look like a double major. No methods courses listed as they are embedded into existing secondary education courses. A revision is needed in the rational by removing language in the third paragraph “and is, therefore, not addressed in this proposal.” Taylor Raney will add methods language.
- e. Sociology/Anthropology Endorsement – Curricular Proposal. Taylor Raney discussed rational. Again, it was discussed that methods language would need to be added. These students would be secondary education students.
- f. Natural Science Endorsement – Curricular Proposal. Taylor Raney discussed this composite endorsement. We already meet standards. This would be for existing Biological Students that could take the additional credit to gain this.

Taylor Raney moved to approve the three endorsements which was seconded by Raymond Dixon. The endorsements were approved with the friendly amendments discussed about methods courses. Vote Count: unanimous.

- g. EDCI 445 – Literature for Adolescents – Add a Course. Taylor Raney discussed the rational behind this course. English is not interested in offering course. Janine Darragh has taught the course and would continue. This would be a cross list under EDCI 445. Credit requirements would be adjusted thereafter to make it an EDCI course. Clarification of cross listing is needed. Our students must take EDCI course rather than ENG course. Taylor Raney moved to approve and Raymond Dixon seconded. Vote Count: unanimous.

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- h. EDSP 325 – Curricular Proposal Form - Course name change. Course not really lining up with what is currently being offered, the rationale would clarify what is actually being offered. Aleksandra Hollingshead explained in more detail the changes being reflected. Raymond Dixon moved to approve and David Paul seconded. Vote: unanimous.
- i. EDSP 5XX – Orientation to Autism Spectrum Disorders – Curricular Proposal. Taylor Raney discussed rationale. Aleksandra Hollingshead offers this course every other year and is happy to continue. This course would be part of M.Ed. program. Taylor Raney moved to approve and Raymond Dixon seconded. Vote: unanimous.
- j. J-1 Credit Requirement (PD) - Curricular Proposal and D-6 Professional Development Credit – Curricular Proposal. Proposal to revise professional development courses to require 15 contract and/or instructional hours for 1 professional development credit. We need to be competitive with other institutions. This would also clarify that PD cannot be used for degree programs. Phillip Scruggs moved to approve the proposals and Raymond Dixon seconded. Vote Count: unanimous.
- k. MAT – Special Education. Taylor Raney presented updated forms during the meeting. Taylor Raney and Aleksandra Hollingshead discussed rationale behind need to create 2 tracks. Catalog has not been updated in the area in 6 years. The change to the M. Ed. will reflect the program currently being offered - nothing new in practice but new to catalog. New MAT with Special Education would be the major. For marketing purposes it would be better to keep all MAT options separate (between C&I and Special Education). Program has been approved, the degree has not. The goal is to clean up the catalog to hopefully attract more students. The state board will need to know that there are two separate MAT proposals coming through. Taylor Raney moved to approve with the revisions to the credits (1-3 Research and 1-12 internship/practicum). Phillip Scruggs seconded. Vote Count: unanimous.
- l. DAN Major Catalog Change – DAN 211- Curriculum Proposal and DAN Minor Catalog Change – DAN 211- Curriculum Proposal. Taylor Raney questioned the additional credit based on physical fitness in the major and not in the minor. The rationale language would need to be updated. Davin Carr-Chellman moved to approve and Raymond Dixon seconded. Vote Count: unanimous.
- m. MVSC 486/586 – Change a Course; AT 506 – Change a Course AT 507 – Change a Course; AT 508 – Change a Course; AT 509 – Change a Course; AT 510 – Change a Course; AT 511 – Change a Course; AT 512 – Change a Course; AT 513 – Change a Course; AT 520 – Change a Course; AT 522 – Change a Course; AT 531 – Change a Course; AT 532 – Change a Course; AT 533 – Change a Course; AT 534 – Change a Course; AT 536 – Change a Course; AT 540 – Change a Course; AT 547 – Change a Course; AT 550 – Change a Course; AT 552 – Change a

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Course; AT 587 – Change a Course: These proposals are all needed to cleaning up a bunch of little things in the course catalogs. The members previously reviewed the proposals. Davin Carr-Chellman moved to approve and David Paul seconded. Vote count: unanimous.

- n. PEP 495 Practicum in Exercise: (Change a Course form from 2016 that might not have gone through). Phillip Scruggs moved to approved and Davin Carr-Chellman seconded.
 - o. PEP 412 – Change a Course and PEP 421 – Change a Course: Phillip Scruggs moved to approve which was seconded by Davin Carr-Chellman. These proposals were inadvertently left off the TECC agenda. Taylor Raney will send out email vote on PEP 412 and PE 421 so not to delay in getting these proposals to the UCC. The member approved these proposals moving forward pending TECC approval. Vote count: unanimous.
5. Old Business: None.
6. New Business: Discussion was had about should Dean Carr-Chellman chair this committee? She stated she was happy to do so as it keeps her involved in the process. This is not the common way to do it, other Dean's do not chair. Would this be a bylaw change since the Dean can veto a curriculum change when if involved financial? The members discussed the history of position. Would this be considered a shared governance? **This will be discussed in more detail in the next meeting.** This will also be discussed at the All College Faculty Meeting on September 20, 2018.
7. Future dates were reviewed.
8. The group discussed the proposals currently before the UCC. Taylor Raney discussed the need to have some sort of tracking system and the UCC is not in a position to do this at this time.

Phillip Scruggs moved to adjourn, all were in favor.

Respectfully submitted this 12th day of September, 2018.

Jennifer Kay

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>		
Coeur d'Alene	<input type="checkbox"/>		
Boise	<input type="checkbox"/>		
Idaho Falls	<input type="checkbox"/>		
Other*	<input type="checkbox"/>	Location(s)	

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Objectives: Students will demonstrate the following

1. Knowledge, understanding and analysis of fundamental movement concepts and skills
2. Physical competence related to fundamental movement concepts and skill experiences.
3. Appropriate application of fundamental movement concepts in relation to the analysis of movement.
4. Teaching of fundamental movement concepts and skills in Movement Framework concepts, educational games, gymnastics, and dance.
5. Creation and design of appropriate lesson planning and instruction

Assignments & Evaluation (subject to modification):

- | | |
|---|----|
| 1. Integrated Warm-up (Upper level – 5; Early level – 10) | 15 |
| 2. Movement Framework 20 questions (typed and proofed) | 10 |
| 3. Movement Framework peer teaching | 10 |
| 4. Body Alignment | 5 |
| 5. Quizzes (2 at 25 points each) | 50 |
| 6. In class participation and activity | 10 |
| 7. Performance, teaching, lesson planning (3 at 25 points each) | 75 |
| 8. Take home final | 25 |

—————
200

Overall Grading

100-90 = A 89-80 = B 79-70 = C 69-60 = D 59-below = F

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

PEP 107 is a requirement for ESHS majors and available as an elective for Dance and Recreation majors. Currently the course is open to all majors at the University of Idaho which sometimes precludes availability for majors in the Dept. of Movement Sciences for which it is required. Other majors will be allowed to register by permission as available.

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

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Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College	EHHS
Department/Unit	Movement Sciences
Dept/Unit Approval Date	MVSC 2/28/19
College Approval Date	

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input type="checkbox"/>	Add a Course	<input type="checkbox"/>	Drop a Course	<input type="checkbox"/>	Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

	Title	Number	Credits	Recommended Preparation
x	Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix		Number	
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Course Information

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Title:	Skill and Analysis of Striking and Net/Wall Activities
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Short Course Title (If the course title is longer than 30 characters)

S	/	A		S	t	r	i	k	i	n	g		&		N	e	t	/	W	a	l	l		A	c	t	s		
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Subject Prefix	PEP	Number	132
Credits	1	Prerequisites	
Co-requisites			
Description	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. <u>Prereq: ESHS, Dance or Recreation major or Permission.</u>		

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Is this course available via distance education?*	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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Other*	<input type="checkbox"/>	Location(s)	

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Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Learning Outcomes:

- 1) Perform a variety of basic skills incorporating tactical decision making at an 80% (B) proficiency level that allows the appropriate and successful application of skills and tactics during game play. (P#1, P1), (Standard 1, P1,2,4)**
- 2) Score at least 80% on the knowledge test covering rules, strategies and skills (P#1, K5),(Standard 1, P1,2,4)**
- 3) Teach and reflect upon a skill/practice sequence using effective teaching skills that demonstrates appropriate skill/strategy progressions, activities and organization. (P#7, K1, P1; P#5, K2; P#11, K2, P1, P2),(Standards #4,P1,2;#6,P3,4,7,10,11)**
- 4) Demonstrate effective error detection and correction skills through self and peer analyses, evaluation and assessments (P#11, K1, P1),(Standard 1,P1,2,4)**
- 5) Identify progression through skills, activities, small sided games and authentic assessments for the unit(s) (P#1, K3; P#8, K1, P2),(Standards #2,P1;#3,P1,2;#4, P2,3,4;#6,P3,4,7,10,11;#7,P1)**

Evaluation:	Percent age	Percentage of:
Attendance/Participation	20	100%-89.6% = A
Skill/Strategy Development and Evaluation Error	20	89.5%-79.6% = B 79.5%-69.6% = C
Detection and Teaching/Lesson Plan	20	69.5%-59.6% =
Quizzes and Exams	20	D 59.5% or below = F
Portfolio	20	(There are no plus + or minus – grades
Total	100%	attached to letter grades)

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

PEP 132 is a requirement for ESHS majors and available as an elective for Dance and Recreation majors. Currently the course is open to all majors at the University of Idaho which sometimes precludes availability for majors in the Dept. of Movement Sciences for which it is required. Other majors will be allowed to register by permission as available.

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Subject Prefix		Number	
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Title:	Skill and Analysis of Target and Invasion Activities
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Subject Prefix	PEP	Number	133
Credits	1	Prerequisites	
Co-requisites			
Description	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. Prereq: ESHS, Dance or Recreation major or Permission.		

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Other*		Location(s)	

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2) Score at least 80% on the knowledge test covering rules, strategies and skills (P#1, K5),(Standard 1, P1,2,4)		
3) Teach and reflect upon a skill/practice sequence using effective teaching skills that demonstrates appropriate skill/strategy progressions, activities and organization. (P#7, K1, P1; P#5, K2; P#11, K2, P1, P2),(Standards #4,P1,2;#6,P3,4,7,10,11)		
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5) Identify progression through skills, activities, small sided games and authentic assessments for the unit(s) (P#1, K3; P#8, K1, P2),(Standards #2,P1;#3,P1,2;#4, P2,3,4;#6,P3,4,7,10,11;#7,P1)		
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Total	100%	attached to letter grades)

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Submission Information

College	EHHS
Department/Unit	Movement Sciences
Dept/Unit Approval Date	MVSC 2/28/19
College Approval Date	

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input type="checkbox"/>	Add a Course	<input type="checkbox"/>	Drop a Course	<input type="checkbox"/>	Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

	Title	Number	Credits	Recommended Preparation
x	Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix		Number	
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Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	Skill and Analysis of Recreation and Outdoor Activities
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Short Course Title (If the course title is longer than 30 characters)

S	/	A		R	e	c	r	e	a	t	i	o	n		&		O	u	t	d	o	o	r		A	c	t	s	
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Subject Prefix	PEP	Number	134
Credits	1	Prerequisites	
Co-requisites			
Description	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). Field trips required. Prereq: <u>ESHHS, Dance or Recreation major or Permission.</u>		

Cross- and Joint-List Status

Cross-listed course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>		
Coeur d'Alene	<input type="checkbox"/>		
Boise	<input type="checkbox"/>		
Idaho Falls	<input type="checkbox"/>		
Other*	<input type="checkbox"/>	Location(s)	

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Learning Outcomes:

- 1) Perform a variety of basic skills incorporating ethical and safe decision making at an 80% (B-) proficiency level, and minimum of 20% improvement. (P#1, P1), (Standard 1, P1,2,4)
- 2) Score at least 80% on the knowledge test covering knowledge and skills (P#1, K5),(Standard 1, P1,2,4)
- 3) Teach a skill/practice sequence using effective teaching skills (P#7, K1, P1; P#5, K2; P#11, K2, P1, P2),(Standards #4,P1,2;#6,P3,4,7,10,11)
- 4) Demonstrate effective error detection and correction skills through self and peer video-taping, analyses and assessments (P#11, K1, P1),(Standard 1,P1,2,4)
- 5) Identify progression through skills, practice experiences and authentic assessments for the unit(s) (P#1, K3; P#8, K1, P2),(Standards #2,P1;#3,P1,2;#4, P2,3,4;#6,P3,4,7,10,11;#7,P1)

Evaluation:	Percentage	Percentage of:
Attendance/Participation	20	100%-89.6% = A
Skill/Strategy Development and Evaluation	20	89.5%-79.6% = B
Recreation/Outdoor Activity Presentation and Activity Assistance	20	79.5%-69.6% = C 69.5%-59.6% = D
Quizzes and Exams	20	59.5% or below = F
Portfolio	20	(There are no plus + or minus – grades attached to letter grades)
Total	100%	

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

PEP 134 is a requirement for ESHS majors and available as an elective for Dance and Recreation majors. Currently the course is open to all majors at the University of Idaho which sometimes precludes availability for majors in the Dept. of Movement Sciences for which it is required. Other majors will be allowed to register by permission as available.

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

Cross- and Joint-List Status

Cross-listed course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>		
Coeur d'Alene	<input checked="" type="checkbox"/>		
Boise	<input type="checkbox"/>		
Idaho Falls	<input type="checkbox"/>		
Other*		Location(s)	

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Learning Outcomes

1. develop educational strategies for health risk behaviors of today's students based on National and Idaho health education standards.
2. identify the components of a comprehensive school health program and understand the role of the elementary and middle school teacher in creating and sustaining healthy schools, students, faculty and families.
3. create and implement an age appropriate, multi-mode and skill based health education lessons.
4. research and utilize best practice health education resources, curriculum and assessment tools and resources.
5. identify the developing characteristics of children in K-8 grade, with reference to the cognitive, psychomotor and affective domains.
6. identify and apply the principles of mechanical, anatomical, physiological and artistic movement.
7. formulate a philosophy of physical education and movement fundamentals, and an
8. understand the effects of physical education on the individual and society.
9. develop a variety of content which will facilitate psychomotor development and learning in children.

demonstrate professional teaching behaviors in planning, teaching, and evaluating peer teaching and practicum teaching

Assignments/Evaluations*

Health Education:

1. Health Exam –1 at 40 points	40
2. In-class point (IC)	15
2. Assignment	25
3. Health Topic Peer Teaching – lesson plan (10), teaching (10), reflection (5)	25
4. Health Fair planning, display, instruction and peer review.	50
5. In-class quizzes – 3 at 15 points each	<u>45</u>
Subtotal	200

Physical Education:

1. One 12 minute teaching – lesson plan (10), evaluation (10), and self-reflection (5)	25
2. Teach and describe one IWU (one by a group - 5, one on your own-10)	15
3. Take 10 integrated lesson for the classroom	15
4. Integrated stations. Prepare 6 stations emphasizing movement concepts and integration of another academic content. <i>This can be done in groups of 3 or less.</i>	30
5. In-class points (IC) – must be present/active to earn points	25
6. Exam 1 (40 points) and Final (30)	70
7. Physical Education and Health Education Portfolio	<u>20</u>
Subtotal	200

Grand total: **400**

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

PEP 350 is a requirement for Elementary Education majors. The course description has been changed to align with other methods courses required for the Elementary Education major. The prerequisites and co-requisites have changed to include the remaining methods courses to allow more flexibility for when students can take PEP 350.

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

Description	Implementation of <u>content</u> literacy and arts methods, research, curricula, and technology in elementary <u>K-8</u> classrooms <u>with specific focus on culturally responsive management of a classroom and social-emotional learning, including recognition of early warning signs in students</u> . Course will include 30 hours in K-8 classrooms and 15 hours of associated scheduled activities .
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Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	X		
Coeur d'Alene	X		
Boise			
Idaho Falls			
Other*		Location(s)	

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

The learning outcomes from this course, derived from the Idaho *Standards for Initial Preparation of Professional School Personnel* will be assessed through analysis of lesson plans, K-5 classroom observations, and reflections following lessons delivered. Students will be expected to develop frameworks for implementation of a culturally relevant classroom management plan, implement a behavior intervention strategy on themselves and track progress, and reflect on successful strategies for management of a classroom. Outcomes will be assessed using validated rubrics developed around the Idaho Elementary Teacher Standards and evaluated each semester for the first three iterations of the course and annually thereafter.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

Completer surveys, alumni surveys, supervisor surveys, feedback from mentor teachers, and data gleaned from case study research indicate there is a need to strengthen Uldaho teacher graduates' abilities to manage a classroom. Additionally, the Idaho State Board of Education is seeking to increase teachers' awareness of social-emotional learning of teachers and their students.

Recent curricular changes have reduced the number of credits required of B.S.Ed. elementary candidates to 118. Changes in the past two years include the removal of an extra science requirement (four credits) and the reduction of EDCI 302 by one credit. This would increase the number to 120.

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College	Education, Health and Human Sciences
Department/Unit	Curriculum and Instruction
Dept/Unit Approval Date	Department Approval – March 29, 2019
College Approval Date	

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input checked="" type="checkbox"/> Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

<input type="checkbox"/> Title	<input type="checkbox"/> Number	<input checked="" type="checkbox"/> Credits	<input type="checkbox"/> Recommended Preparation
<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Co-Requisites	<input type="checkbox"/> Description	<input type="checkbox"/> Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	EDCI	Number	409
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Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	Integrated Methods Practicum II
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Short Course Title (If the course title is longer than 30 characters)

I	N	T	E	G	R	A	T	E	D		M	E	T	H	O	D	S		P	R	A	C	T		I	I			
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Subject Prefix	EDCI	Number	409
Credits	1	Prerequisites	EDCI 302 , EDCI 408 or Permission
Co-requisites	EDCI 320, EDCI 322, EDCI 325 or Permission OR EDCI 327, EDCI 328, EDCI 329, and EDCI 410 or permission		

Description	Implementation of literacy and arts <u>elementary content</u> methods, research, curricula, and technology in elementary <u>K-8</u> classrooms. Course will include 30 hours in K-8 classrooms and 15 hours of associated scheduled activities.
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Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>
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Coeur d'Alene	X		
Boise			
Idaho Falls			
Other*		Location(s)	

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

The learning outcomes from this course, derived from the Idaho *Standards for Initial Preparation of Professional School Personnel* will be assessed through analysis of lesson plans, K-5 classroom observations, and reflections following lessons delivered. Students will be expected to develop frameworks for implementation of a culturally responsive classroom management plan, implement a behavior intervention strategy on themselves and track progress, and reflect on successful strategies for management of a classroom. Outcomes will be assessed using validated rubrics developed around the Idaho Elementary Teacher Standards and evaluated each semester for the first three iterations of the course and annually thereafter.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

Revisions to EDCI 408 and 409 will funnel students through 408 (under consideration for revision to a three-credit course) first and then to 409 rather than associating one with one integrated block and the other with the other integrated block. This proposal accomplishes part two of that goal.

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

UNIVERSITY CURRICULUM COMMITTEE
Curricular Proposal Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College:	Education, Health and Human Sciences
Department/Unit:	Curriculum & Instruction
Dept/Unit Approval Date:	Department Approval – March 29, 2019
College Approval Date:	

Curricula Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Degree:	B.S.Ed.
Major:	Elementary Education
Minor:	
Academic Certificate:	
Teaching Major/Minor:	All Subjects K/8

Curriculum:	<h2 style="text-align: center;">Elementary Education (B.S.Ed.)</h2> <p>Required course work includes the university requirements (see regulation J-3), successful completion of Praxis II test, the Idaho Comprehensive Literacy Assessment parts 1 and 2 prior to the internship, and completion of requirements for a subject area endorsement as outlined by the Idaho State Board of Education requirements for a Standard Secondary Certificate. Maintain at least a grade of C in the following course requirements:</p> <p>COMM 101 Fundamntls Public Speaking</p> <p>EDCI 201 Contexts of Education</p> <p>EDCI 301 Learning, Development, and Assessment</p> <p>EDCI 302 Teaching Culturally Diverse Learners</p> <p>EDCI 321 Literature for Children</p> <p>EDSP 300 Educating for Exceptionalities</p> <p>EDCI 466 Literacy Assessment and Intervention</p>
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<u>HIST 101</u>	History of Civilization
	OR
<u>HIST 102</u>	History of Civilization
<u>HIST 111</u>	Introduction to U.S. History
	OR
<u>HIST 112</u>	Introduction to U.S. History
<u>MATH 143</u>	Pre-calculus Algebra and Analytic Geometry
<u>MTHE 235</u>	Mathematics for Elementary Teachers I
<u>MTHE 236</u>	Mathematics for Elementary Teachers II
<u>PEP 350</u>	Elementary Health and Physical Education
<u>PSYC 305</u>	Developmental Psychology

Advanced Composition Elective (3 cr)

<u>ENGL 207</u>	Persuasive Writing
<u>ENGL 208</u>	Personal & Exploratory Writing
<u>ENGL 291</u>	Beginning Poetry Writing
<u>ENGL 292</u>	Beginning Fiction Writing
<u>ENGL 309</u>	Rhetorical Style
<u>ENGL 313</u>	Business Writing
<u>ENGL 317</u>	Technical Writing
<u>ENGL 401</u>	Writing Workshop for Teachers

English Elective (3 cr):

ENGL English Elective in Composition or Literature

Excluding ENGL 101 and ENGL 102.

Literature Elective (3 cr):

Literature Elective

Social Science Electives (6 cr):

Social Science Electives other than Psychology

Elementary Education Major Requirements

Mathematics/Science/Social Studies/Technology Block:

- [EDCI 327](#) Elementary Math Education
[EDCI 328](#) Elementary Social Studies Educ
[EDCI 329](#) Elementary Science Educatn
[EDCI 408](#) Integrated [Elem Methods-Practicum I](#)
[EDCI 409](#) [OR](#)
[Integrated Methods Practicum II](#)
[EDCI 410](#) Technology, Teaching and Learning

Literacy/Arts Education Block:

- [DAN 360](#) Teaching Creative Dance for Children
[EDCI 320](#) Teaching Reading and Literacy
[EDCI 322](#) Teaching Writing/Language Arts
[EDCI 325](#) Elementary Art Education
[EDCI 408](#) Integrated [Elem Methods-Practicum I](#)
[EDCI 409](#) [OR](#)
[Integrated Methods Practicum II](#)

Internship Semester:

- [EDCI 401](#) Internship Seminar
[EDCI 466](#) Literacy Assessment and Intervention

Internship Semester:

- [EDCI 483](#) Elementary Internship I

7-14 C

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) The internet;
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) Audio conferencing; or
- (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program be completed via distance education?*	Yes**		No	
**If Yes, can 100% of the curricular requirements of this program be completed via distance education?	Yes		No	

***Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.**

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow	X	
Coeur d'Alene	X	
Boise*		
Idaho Falls*		
Other*,**		Location(s):

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. See [Idaho Statute 33-2101](#) for more information on the regions. Contact the Office of the Provost for additional information.

**Note: If Other is selected identify the specific area(s) this program will be offered.

Student Learning Outcomes

Please indicate whether 25% or more of the program learning outcomes are changing as a result of this proposal: Yes No

****Note: If you answered YES to this question, complete the table below:**

	List Old Learning Outcomes	New Learning Outcome, if changed <i>(if no change, write N/A and move to next outcome)</i>	New Direct Measure <i>(list student work product and explain how it will be evaluated)</i>	Have you updated the assessment cycle to include this change? <i>(yes/no)</i>
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Rationale and Assessment

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any. Summarize how the learning outcomes will be assessed for the proposed curriculum.

EDCI 408 and 409 are currently associated with specific integrated elementary methods blocks. This proposal decouples those pairings and funnels candidates through 408 first, regardless of the block with which it is associated. EDCI 408 is simultaneously being proposed to be a three-credit course (including the practicum), allowing for time to cover culturally responsive classroom management and social-emotional learning.

Office of the Registrar Information

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	