



University
of Idaho

College of Education, Health and Human Sciences
Teacher College Coordinating Committee
Committee Chair: Dr. Taylor Raney

Meeting Agenda

Date: Wednesday, April 10, 2019

Time: 4:00 PM (Pacific)

Location: Education Building, Room 515 and via ZOOM 955 548 989

1. Introductions
2. Minutes from September 11, 2018 (see page 2)
(Recall that the meeting scheduled from January 16, 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:**
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
Teacher Education Coordinating Committee
Committee Chair: Dr. Taylor Raney

September 11, 2018

Time: 4:00 PM (Pacific)

Location: Education Building, Room 515 and via ZOOM

1. Meeting called to order by Dr. Raney, Chair
2. Members Present: Taylor Raney, Greg Bailey, Grace Goc Karp for Cate Egan, David Schloss, Aleksandra Hollingshead, Erick Larson, Lori Conlon-Khan and Jim Connors.

Electronic Vote Received: Donna Wommack (which have been added to the Vote Count).

3. Minutes from April 4, 2018. Taylor Raney moved to approve the Minutes as written, which was seconded by Aleksandra Hollingshead. All were in favor with only two members abstaining from the vote: Grace Goc Karp and Greg Bailey. Minutes will be published to the website.
4. Changes
 - a. EDCI Culturally Responsive Pedagogy and Universal Design for Learning– Academic Certificate was mistakenly placed on the TECC Agenda. It should be only on the CCC Agenda.
 - b. EDCI 590 – Computer Science Methods – Add a course; EDCI 490 – Computer Science Methods – Add a Course; EDCI 591 – Computer Science Methods Practicum – Add a Course and EDCI 491 – Computer Science Methods – Add a Course. Creation of four courses related to an endorsement in computer science at both at graduate and undergraduate level. Taylor Raney moved to approve, Aleksandra Hollingshead seconded. Vote Count: 8 Approved - Unanimous. Motion carries.
 - 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 and EDCI 554 – Tech Teaching & Learning – Add a course. Taylor Raney discussed the basis of this program encouraged all to review the forms. This program would be separate from the M. Ed plus Cert program. Questions were raised whether this should have been brought to the College rather than just through C&I. Taylor Raney moved to approve this program and

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the corresponding courses, which was seconded by Aleksandra Hollingshead. Courses would be joint listed so no new faculty will be needed. Motion carries.

Vote Count: 8 Approved - Unanimous.

f. Theater Arts Endorsement – Curricular Proposal. Taylor Raney discussed the rational of these courses and the background of what has happened in the past. Discussion was had about the inclusion of a methods level course and the need not to call it out in the endorsement. Taylor Raney will revise the language in the rational to clarify methods course. Taylor Raney moved to approve which was seconded by _____ .
Vote Count: 8 Approved – Unanimous.

g. Sociology/Anthropology Endorsement – Curricular Proposal. Taylor Raney discussed the basis of this endorsement. There are no standards attached to this proposal as the Idaho Code language is listed rather than endorsement language. Discussion was had that this would be more of a secondary endorsement and the need for sociology or anthropology teachers is not strong especially in smaller school district. Taylor Raney moved to approve which was seconded by _____ .
Vote Count: 8 Approved - Unanimous.

h. Natural Science Endorsement – Curricular Proposal. Taylor Raney explained that standards are not attached to this endorsement specifically, but that the Idaho Code provisions are listed and met – which we are already approved to offer. Concern was raised that the Idaho Code changes often, but this one is on a five year cycle. Taylor Raney moved to approve which was seconded by _____ .
Vote Count: 8 Approved – Unanimous.

i. EDCI 445 – Literature for Adolescents – Add a course. Taylor Raney explained that English Department is not interested in holding course, which is a requirement of the student teaching program. This is a requirement of the Idaho Code. Taylor Raney moved to approve which was seconded by Aleksandra Hollingshead.
Vote Count: 8 Approved - 0 Nay - 0 Abstention.

j. EDSP 325 – Curricular Proposal Form - Course name change. Aleksandra Hollingshead discussed the background of the course. This is an existing course wherein the teacher proposed a name change to more accurately reflective of course. Taylor Raney moved to vote and Aleksandra Hollingshead seconded.
Vote Count: 8 Approved - 0 Nay - 0 Abstention.

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k. EDSP 5XX – Orientation to Autism Spectrum Disorders – Curricular Proposal. Aleksandra Hollingshead discussed the background of this course which has operated as a special topics course for the past three years. This course would be held every other year. Greg Bailey mentioned the need to have this kind of course is high and could also be used for a certifying Para pros, but cost effectiveness would be an issue. Another option would be too jointly or cross list the course and also offer as a professional development course. Aleksandra Hollingshead moved to approve the proposal which was seconded by Grace Goc Karp/Egan.

Vote Count: 8 Approved – Unanimous.

l. J-1 Credit Requirement (PD) - Curricular Proposal. This proposal clarifies that professional development credit cannot be applied to undergraduate degrees in the catalog. Taylor Raney moved to approved which Aleksandra Hollingshead seconded.

Vote Count: 8 Approved – Unanimous.

m. D-6 Professional Development Credit – Curricular Proposal. This proposal revises the professional development credit hour requirement to 15 contact hours for 1 professional development credit. Taylor Raney moved to approved which Aleksandra Hollingshead seconded. Vote Count: 8 Approved – Unanimous.

n. MAT – Special Education – Curricular Proposal. Aleksandra Hollingshead discussed that the current catalog is not reflective of what is actually being offered. We currently have two tracks, M. Ed. Plus Cert and just an M Ed. but this is only considered one degree. It was suggested that a different form be used to update the current M.Ed. and a new form would be used for the MAT. Taylor Raney will check with the Registrar and will work with Aleksandra Hollingshead on completing a MAT State Board Form since this is new degree. Aleksandra Hollingshead moved to approve voting on the merits of the proposal and Taylor Raney seconded. Grace Goc Karp discussed an amendment that the clean-up of the existing catalog should be done first, then process the MAT second. Motion carried with that amendment.

Vote Count: 8 Approved – Unanimous.

o. CALS B.S. AGED – Curricular Proposal. Jim Connors discussed the issue raised with the Idaho Code changing Natural Science Endorsement increased requirements in Biology/Chemistry/Physics and Earth Science. We are changing our endorsement to a biology endorsement instead of a natural science endorsement. Jim Connors moved to approve this proposal which was seconded Aleksandra Hollingshead. It was questioned that if 102 was the correct amount. Jim Connors confirmed and rest of the credit would

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come from the general education requirement. Jim Connors to make he submits to UCC.
We do not send. Motion carried.
Vote Count: 8 Approved – Unanimous.

5. Old Business – None.
6. New Business – None.
7. Review of future meeting dates.
8. Review of proposals currently before the UCC.

Meeting Adjourned.

Respectfully submitted this 11th day of September, 2018.

Jennifer Kay

DRAFT

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"/> |
|---|-----|--------------------------|----|-------------------------------------|

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

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 | 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 |
|--------------------------|--------------|--------------------------|---------------|--------------------------|-----------------|

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 | |
|----------------|--|--------|--|

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 Striking and Net/Wall Activities |
|--------|---|

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 | | |
|---|---|---|--|---|---|---|---|---|---|---|---|--|---|--|---|---|---|---|---|---|---|---|--|---|---|---|---|--|--|

| | | | |
|----------------|---|---------------|-----|
| 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> | | |

Cross- and Joint-List Status

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

Cooperative Course Approval (If Applicable)

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| Cooperative Course | |

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

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 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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| | | | | | |
|--------------------------|--------------|--------------------------|---------------|--------------------------|-----------------|
| <input type="checkbox"/> | Add a Course | <input type="checkbox"/> | Drop a Course | <input type="checkbox"/> | Change a Course |
|--------------------------|--------------|--------------------------|---------------|--------------------------|-----------------|

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 type="checkbox"/> | Credits | <input type="checkbox"/> | Recommended Preparation |
| <input checked="" 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 | | Number | |
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| | |
|--------|---|
| Title: | Skill and Analysis of Target and Invasion Activities |
|--------|---|

Short Course Title (If the course title is longer than 30 characters)

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--|---|---|---|---|---|---|--|---|--|---|---|---|---|---|---|---|---|--|---|---|---|---|--|--|--|--|
| S | / | A | | T | a | r | g | e | t | | & | | I | n | v | a | s | i | o | n | | A | c | t | s | | | | |
|---|---|---|--|---|---|---|---|---|---|--|---|--|---|---|---|---|---|---|---|---|--|---|---|---|---|--|--|--|--|

| | | | |
|----------------|--|---------------|-----|
| 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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| Add, Drop, or Change of Status | |
| Cross-Listed Course(s) | |
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| | | | | |
|---|-----|--------------------------|----|-------------------------------------|
| Is this course available via distance education?* | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
|---|-----|--------------------------|----|-------------------------------------|

Geographical Area Availability

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

| | |
|--------|-------------------------------------|
| Moscow | <input checked="" type="checkbox"/> |
|--------|-------------------------------------|

| | | | |
|---------------|--|-------------|--|
| Coeur d'Alene | | | |
| 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.

| | | |
|---|-------------------|---|
| 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: | Percentage | Percentage of: |
| Attendance/Participation | 20 | 100%-89.6% = A |
| Skill/Strategy Development and Evaluation Error Detection and Correction | 20 | 89.5%-79.6% = B 79.5%-69.6% = C |
| 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 133 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

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 | 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 |
|--------------------------|--------------|--------------------------|---------------|--------------------------|-----------------|

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 | |
|----------------|--|--------|--|

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 |
|--------|--|

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 | |
|---|---|---|--|---|---|---|---|---|---|---|---|---|---|--|---|--|---|---|---|---|---|---|---|--|---|---|---|---|--|

| | | | |
|----------------|---|---------------|-----|
| 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>ESHS, Dance or Recreation major or Permission.</u> | | |

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"/> |
|---|-----|--------------------------|----|-------------------------------------|

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

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| 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"/> |
|---|-----|-------------------------------------|----|--------------------------|

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

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| 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 . |
|-------------|---|

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.

| | |
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| Add, Drop, or Change of Status | |
| Cooperative Course | |

Distance Education Availability

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- (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 | X |
|---|-----|--------------------------|----|---|

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 Idaho 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

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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 | 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 |
|---------------------------------------|--|---|

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 |
|----------------|------|--------|-----|

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 |
|--------|---------------------------------|

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 | | | |
|---|---|---|---|---|---|---|---|---|---|--|---|---|---|---|---|---|---|--|---|---|---|---|---|--|---|---|--|--|--|

| | | | |
|----------------|--|---------------|--|
| 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. |
|-------------|---|

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)

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- **Support partnerships** -- funded research/grants.
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| | |
|--------------------------------|--|
| Add, Drop, or Change of Status | |
| Cooperative Course | |

Distance Education Availability

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

Geographical Area Availability

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

| | |
|--------|-------------------------------------|
| Moscow | <input checked="" type="checkbox"/> |
|--------|-------------------------------------|

| | | | |
|---------------|---|-------------|--|
| 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

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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="margin: 0;">Elementary Education (B.S.Ed.)</h2> <p style="margin: 0;">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> <ul style="list-style-type: none"> COMM 101 Fundamntls Public Speaking EDCI 201 Contexts of Education EDCI 301 Learning, Development, and Assessment EDCI 302 Teaching Culturally Diverse Learners EDCI 321 Literature for Children EDSP 300 Educating for Exceptionalities EDCI 466 Literacy Assessment and Intervention |
|-------------|--|

| | |
|-----------------|--|
| <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 (if no change, write N/A and move to next outcome) | New Direct Measure (list student work product and explain how it will be evaluated) | Have you updated the assessment cycle to include this change? (yes/no) |
|-------|----------------------------|--|--|--|
| 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: | |