



**University  
of Idaho**

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

## Meeting Agenda

Date: September 17, 2019

Time: 4:00 PM (Pacific)

Location: Education Building, Room ED 515 Aspire and via ZOOM 814462589

1. Introductions
2. Minutes from April 10, 2019 Meeting (see page 3)
3. Proposals to review:
  - a. PEB 106 – Change in title - Course Approval Form (see page 6)
  - b. PEB 107 – Change in title – Course Approval Form (see page 9)
  - c. PEB 108 – Change in title – Course Approval Form (see page 12)
  - d. PEP 430 – Change in title and description – Course Approval Form (see page 15)
  - e. PEP 530 - Change in title and description – Course Approval Form (see page 18) (with syllabus - page 21)
  - f. Health Education Minor Change – Curricular Proposal form (see page 29)
  - g. EDCI 204 – Intro to Language – Add a Course – Course Approval Form (see page 33)
  - h. AOLL Research Apprenticeship – Add a Course Proposal – TO BE PROVIDED AT MEETING
  - i. M.A. TESOL – Curricular Proposal Form – TO BE PROVIDED AT MEETING
4. Proposals that have already gone through this Committee and are awaiting All College Faculty vote:
  - a. PEP 107 – Movement Fundamentals – Change a Course (see page 36)
  - b. PEP 132 – S/A Striking & Net/Wall Acts - Change a Course (see page 39)
  - c. PEP 133 – S/A Target & Invasion Acts – Change a Course (see page 42)
  - d. PEP 134 – S/A Recreation & Outdoor Acts - Change a Course (see page 46)
  - e. PEP 350 – Elm Health & PE - Change a Course (see page 49)
  - f. EDCI 408 – Integrated Elem Methods I – Change a Course (see page 53)
  - g. EDCI 409 – Integrated Methods Pract II – Change a Course (see page 56)
  - h. Elementary Education (B.S. Ed.) Curriculum Proposal (see page 59)
5. **Old Business?**

6. **New Business for next meeting?**
  - a. Schedule future meetings for January, 2020 and April, 2020.
  
7. **Future dates to note:**  
**DEADLINE to submit to UCC: October 1, 2019**



University  
of Idaho

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

Meeting Minutes

Date: Wednesday, April 10, 2019

Time: 4:00 PM (Pacific)

Location: Education Building, Room 515 and via ZOOM

1. Meeting called to order by Taylor Raney, Chair.
2. Attendance: Taylor Raney, Aleksandra Hollingshead, Erick Larson, Lori Conlon-Khan, Jim Connors, Ling-Ling Tsao, Phillip Scruggs, Robert Ely and Donna Wommack. Email votes were received from Anne Adams.
3. The Minutes from September 11, 2018 Meeting. (Recall that the meeting scheduled from January 16, 2019 was cancelled). A motion was made by Taylor Raney and seconded by Aleksandra Hollingshead to approve the Minutes as written. All approved with one members abstaining. Jennifer Kay will post the approved Minutes to the TECC webpage.
4. Proposals:
  - a. PEP 107 – Movement Fundamentals – Change a Course, PEP 132 – S/A Striking & Net/Wall Acts - Change a Course, PEP 133 – S/A Target & Invasion Acts – Change a Course and PEP 134 – S/A Recreation & Outdoor Acts - Change a Course were all discussed together. Dr. Scruggs discussed the issues with non-major students filling up the courses before major student. These proposals add in the prerequisite of being ESHS, Dance or Recreation major or require prior permission. Dr. Scruggs moved to approve PEP 107, PEP 132, PEP 133 and PEP 134. Jim Connors seconded. Vote passed for (10-0).
  - b. PEP 350 – Elm Health & PE - Change a Course. Dr. Scruggs stated that this course was moving to an online format and would only be offered once a year. Dr. Scruggs moved to approve PEP 350. Jim Connors seconded. Vote passed for PEP 350 with one abstaining (9-1).
  - c. EDCI 408 – Integrated Elm Methods I – Change a Course; EDCI 409 – Integrated Methods Practicum and Elementary Education (BS Ed) Curriculum

Proposals. Taylor Raney discuss the rational supporting these proposal. EDCI 408 would be revised to a three credit course to add in classroom management and social-emotional learning. EDCI 409 would remain a one credit course with the prerequisite of EDCI 408 instead of EDCI 302. That way students could take EDCI 408 with their first block and then take EDCI 409 in their second block and it would not be dependent upon which block they take first. Taylor Raney stated the workloads for the change in the elementary education program will be absorbed by the Department's faculty as other courses' credit requirements were recently reduced. It was noted that a new syllabus would be needed in the future and Taylor Raney asked for suggestions when he circulates it later on. The group discussed credit totals and since courses were shaved in the past, this would bring the credit totals back up. Taylor Raney moved to approve and Aleksandra Hollingshead seconded. Vote passed (10-0)

- d. Student Teacher Feedback. Taylor Raney previously emailed the members a letter received from a student Teacher Mentor. No additional discussion was had.
- e. Review of TPA Forms. Taylor Raney addressed the validity of the TPA forms currently being used for assessment of student teachers. Dr. Scruggs wondered about swapping this out for something already nationally recognized. Dr. Raney explained they had explored use of such a tool several years ago, but it was cost prohibitive. Dr. Raney reviewed the rubric form and guidelines and explained how they were used to revisit validity, since that hadn't been done since the first time the UITPA was administered, about five years ago. Dr. Scruggs suggested that we look to published data as a way to update our assessment. Partner programs do not utilize assessments (i.e. Ag and Music). Taylor will circulate the form and guidelines in a separate email for all those in attendance to review and comment.
- f. Student Members Needed. Taylor Raney requested the members in attendance to recruit student members to serve on this committee. Bylaws state the need for one student member from EHHS and at least one student member from a partner program.

5. **Old Business:** None

6. **New Business for next meeting?** None.

7. **Future dates to note:**

TECC Meeting  
April 10, 2019

All College Faculty Meeting – August 22, 2019  
**DEADLINE to submit to UCC: October 1, 2019**

DRAFT



### 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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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:

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- (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	X	No	
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### Geographical Area Availability

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

Moscow			
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

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

Students participating in the IFIT Program are assessed on engagement, content knowledge and performance. Overall learning outcomes of the IFIT Program are:

- Learn basic scientific and practical information to improve and/or maintain one or more of the health- and/or performance-related physical fitness components.
- Engage in psychomotor and fitness development that is appropriate for an individual's developmental level. By doing so, the participant can receive the personal benefit of improved performance.
- Learn the cognitive, psychomotor and affective components of content, following developmentally appropriate progressions for growth focused learning.
- Utilize the FITT-VP Principle in order to engage in physical activity regularly in order to enhance wellness, health, enjoyment, and physical, social and academic performance.
- To perform physical activity confidently in a setting outside of the designated class for a lifelong healthy active lifestyle.

## Rationale

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

The Physical Education Basic (PEB) prefix needs to be updated to better reflect the mission, vision and outcomes of a credit bearing physical activity and wellness program for university students. In addition, the course titles needed to be updated so that course organization (i.e., alignment of specific course titles and the general course heading) is current to professional practice. For the new course prefix, IFIT, the "I" represents the University of Idaho and the "FIT" represents the commonly used general term fitness. In addition FITT is commonly used to describe key parameters that guide exercise prescription. The course title and description changes do not impact the department's workload.

## Office of the Registrar Information

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Is this course available via distance education?*	Yes	X	No	
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Moscow			
Coeur d'Alene			
Boise			
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Other*		Location(s)	

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## 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 1<sup>st</sup> 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	Movement Sciences
Dept/Unit Approval Date	September 4, 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 checked="" type="checkbox"/> Title	<input type="checkbox"/> Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Recommended Preparation
<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Co-Requisites	<input checked="" 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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### 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:	<del>Water-Based Sports &amp; Fitness Act</del> Water-Based Fitness & Sports
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Short Course Title (If the course title is longer than 30 characters)

W	A	T	E	R	-	B	A	S	E	D		F	I	T	N	E	S	S		&		S	P	O	R	T	S				
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Subject Prefix	<del>PEB</del> IFIT	Number	108
Credits	1 credit, max arranged	Prerequisites	
Co-requisites			
Description	<p><del>All forms of physical activity performed in the water, including all levels of proficiency in swimming (beginning, intermediate, and advanced), diving, water fitness activities, and scuba. Two hrs a wk. Graded P/F.</del></p> <p>Movement, physical activity and exercise performed in the water (e.g., all levels of proficiency in swimming, water fitness, scuba, etc). Field trips may be a part of the course requirements. Two to three hrs per wk. Graded P/F.</p>		

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Is this course available via distance education?*	Yes	X	No	
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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	PEP 530
Date the affected Units approved of this change	

### Cooperative Course Approval (If Applicable)

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Is this course available via distance education?*	<b>Yes</b>	x	No	
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### Geographical Area Availability

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

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### Assessment

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

- 1) Describe and apply conceptual and theoretical frameworks of activity as they relate to health and wellness.
- 2) Discuss current trends and issues in the study of activity and health.
- 3) Develop thorough knowledge of the depth and breadth of this area of study.
- 4) Understand and articulate your own academic and professional interests (exercise, recreation, health, or any other relevant professional or scientific field) as they relate to activity and health.
- 5) Develop your written communication skills through course assignments and projects.

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### Rationale

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

The Recreation Sports and Tourism Management Program is dealing with dual challenges of transitioning to a fully online program, and a reduced faculty. Therefore, these changes capitalize on available efficiencies in the program such as combining undergraduate and graduate courses, merging courses with similar content areas, and eliminating courses where content can be combined, or provided by other departments.

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### Office of the Registrar Information

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	PEP 430
Date the affected Units approved of this change	

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Is this course available via distance education?*	Yes	X	No	
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Moscow	x	
Coeur d'Alene		
Boise		
Idaho Falls		
Other*		Location(s)

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- 2) Discuss current trends and issues in the study of activity and health.
- 3) Develop thorough knowledge of the depth and breadth of this area of study.
- 4) Understand and articulate your own academic and professional interests (exercise, recreation, health, or any other relevant professional or scientific field) as they relate to activity and health.
- 5) Develop your written communication skills through course assignments and projects.

### Rationale

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

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**PEP/RSTM 430/530**  
**Activity and Health in Movement and Leisure Sciences**  
**Fall 2020 - Online Course**

**INSTRUCTOR:** Dr. Julie Son, Ph.D.  
Professor of Recreation, Sport, and Tourism Management  
Faculty Affiliate of Healthy Active Lifestyles Ph.D.  
Office: 203 Memorial Gym  
Email: jstaffordson@uidaho.edu

**OFFICE HOURS:** By appointment via the Zoom online meeting platform

**CLASS TIME:** Online

**COURSE DESCRIPTION**

In this course, you will critically examine the interdisciplinary concepts, theories, policies and current issues related to individual- and community-level *health and activity*, broadly defined. You will become familiar with research on activity as it relates to health and wellness in a wide array of aligned disciplines (including leisure, public health, psychology, human development). This exposure will help you examine issues of health, wellness and activity using a holistic lifespan perspective, and to apply this knowledge to the science and practice of movement and leisure. You also will be expected to develop your written communication skills in this course.

**COURSE GOALS**

The main goal of this course is to familiarize students with contemporary research and professional applications of activity in relation to health and wellness using a variety of perspectives from diverse disciplines. Upon completion of this course, you will be able to:

- 1) Describe and apply conceptual and theoretical frameworks of activity as they relate to health and wellness.
- 2) Discuss current trends and issues in the study of activity and health.
- 3) Develop thorough knowledge of the depth and breadth of this area of study.
- 4) Identify different approaches used to understand topics in the area of activity and health.
- 5) Understand and articulate your own academic and professional interests (exercise, recreation, health, or any other relevant professional or scientific field) as they relate to health and activity.
- 6) Develop your written communication skills through course assignments and projects.

The course assessments build upon each other, with each assessment providing information and experience that you will apply to the next course assessments. The course consists of five modules: (1) Conceptualizing Active Living; (2) Coping with Life's Stresses; (3) Mind, Body, and Spirit; (4) Youth and Family; and (5) Concluding Assignments. An overview of the assessments are provided below. More specific details are provided in the course website.

### **COURSE ASSIGNMENTS & GRADING – \*Due Dates Listed Below or in the Schedule**

**\*\*\*Review online lectures posted to Bblearn prior to reading the weekly readings.**

**\*\*\*All due date times are no later than midnight Pacific Standard Time.**

#### Assignments (120 points possible; 12 x 10 points possible each)

There will be 12 survey assignments to get you oriented to the material, or to delve deeper into some aspects of the material. You will see the due dates below. I provide specific questions in each survey assignment so there is no guesswork on your part. You will click a link in the bblearn course website that will take you to a survey. Be sure to enter your name or I will not have a way to give you credit for completing the survey. The primary purpose is to help you identify and describe Health and Activity topics that are personally and professionally relevant to you. Once you have completed an assignment, I encourage you to find ways to integrate some of your assignment responses into your online discussion posts to provide additional depth to our online learning environment and communication. Due dates are listed in the Course Schedule.

#### Online Class Participation (120 points possible; 12 x 10 points possible each)

There will be 12 online discussions. Class participation includes posting on the BbLearn Discussion Board. You should post thoughtful questions related to the week's readings as well as respond to your peers' questions and comments. Online discussions will be conducted on the course website over the course of the week. To count, *post no later than by Sunday at midnight*. A good online dialogue starts with being open and willing to post several times. Quality metrics include: (a) Your posts are easy to read and free of grammatical and typographical errors, (b) You provide sufficient detail in your comments, questions and responses, including referencing lectures and article/chapter readings with clear citation information and page numbers, and (c) You are respectful and professional in your posts. Be prepared for the online discussion aspects of this class. It is a large portion of your grade. I highly *recommend taking notes on the readings* to help prepare you adequately for a productive, directed online discussion. I highly encourage you to *connect your posts to your own professional and personal interests* so that you get the most out of it. Due dates are listed in the Course Schedule.

#### Activity and Health Blogs (60 points possible; 4 blogs x 15 points each)

You will be required to complete 4 blogs about how activities relate to health and well-being, and/or how certain activities are unhealthy. For each course module, you will choose a Health and Activity topic of your choice that fits with that module. For the blogs, you can choose activities you currently do, activities that you did when you were younger, activities you do or did with your family, activities a loved one does that interest to you, and/or activities you have seen others do that interest you. The primary task is for you to find and discuss personally and professionally relevant Activity and Health topics. The only criteria for the blogs is that you discuss activities and then connect these activities to the relevant module on health and well-being. In this way, your

blogs should be personally and/or professionally meaningful to you. Each blog should be 250 to 500 words long. These will be due at the end of each module. See Course Schedule for due dates.

*Culminating Assignment: The Big Picture: Spotlight on Activity and Health*

For the culminating assignment, graduate students will take your accrued knowledge and skills that you have developed throughout the semester to provide a comprehensive, integrated analysis of a Health and Activity topic of your own choice. In this assignment, you will complete a research-based PowerPoint presentation about your topic. You will use *at least 3-5 research-based sources* to support your perspectives. In this way, your assignment will not be just your opinion but rather an informed opinion based on research.

You will be required to *apply at least one weekly section from each module* to address your Health and Activity topic. That means you will have at least four weekly sections to incorporate into the culminating assignment. Additionally, you should attempt to find the “big picture lens” that captures your topic across the modules covered in class. *What is the overarching theme or issue that undergirds your topic from across the modular/sub-thematic areas?*

In this assignment, you must *demonstrate how your topic is personally and/or professionally meaningful to you*. Describe why it holds importance to you, why you think it is important to others, and why you think it is important to society as a whole. This assignment is about the Big Picture, so you are using a single lens to begin with – your own personal and professional interests – and then broadening to other people, and then broadening even further to the implications of your topic to society. Your presentation should end at your viewpoint of the Big Picture.

For this culminating assignment, you will complete a PowerPoint with audio presentation. More details about the PPT format, requirements, and grading rubric are provided on the course website.

**\*\*\*500-level/Graduate Students:** You are required to write a fifteen-page paper on your topic, in addition to the PowerPoint presentation. Additional details will be provided on BbLearn and via course assignment meetings.

**GRADING**

*Final grades for the course will be determined on a percentage basis of the sum of the following:*

Online Assignments (12 x 10 points possible each)	120 pts
Online Discussions (12 x 10 points possible each)	120 pts
Health and Activity Blogs (4 x 15 pts)	60 pts
Culminating PPT Assignment on the Big Picture of Health and Activity	100 pts
<u>500-level/Graduate Students ONLY:</u> Culminating Assignment Paper	100 pts

The total coursework points (400 points possible for undergraduates; 500 points possible for graduate students) will be translated into his/her final grade on a scale from A to F as a percentage of points as follows: 100%-89.5% = A; 89.4%-79.5% = B; 79.4%-69.5% = C; 69.4%-59.5% = D; ≤ 59.4% = F

## COURSE RULES

**Students are responsible** for all reading assignments, handouts, discussion material, papers, presentations, and deadlines. Be professional at all times. This means professional and respectful language in **all** online communications and assignments.

**Communication:** Communication is key in any class but perhaps more so in an online environment. As the instructor, I will reply to emails within 48 hours. Oftentimes, I will reply quicker than that. I will also provide opportunities for you to meet with me virtually through the Zoom platform, and I encourage you to email me or message me within Bblearn with questions.

**Class Fairness and Grading:** If you do not participate fully on the assignments, you will receive a lower grade. I have specific guidelines and a variety of assignment types. I believe in a variety of learners, and adapting my teaching strategies and evaluation tools to create an online environment that helps student learners succeed. Where appropriate, I provide students with specific information on the quantity and quality of student engagement that is required for A, B, C, D, and F performance. I provide grades and feedback (where appropriate) for weekly assignments within one week, and I provide feedback on all major assignments within two weeks or less. Oftentimes I provide feedback to the class rather than individually because the feedback would be similar across individuals or the feedback would be of benefit to the entire class.

**Cheating and/or Plagiarism/Fabrication on coursework will not be tolerated.** Students are required to familiarize themselves with the UI Student Code and to understand the *APA Manual*. In my class, you need to follow The Golden Rule: **Treat others as you would like to be treated.** At all times, be respectful of each others' ideas, perspectives, backgrounds, etc. This applies to **all** communications and assignments in our online learning environment.

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course please contact me by the second week of class. You should also contact Disability Support Services (Idaho Commons Building Rm 333, 885-7200, [dss@uidaho.edu](mailto:dss@uidaho.edu)).

## COURSE MODULES AND THE WEEKLY CLASS READINGS

Required readings are starred (\*)

### Module 1 - Conceptualizing Active Living (Weeks 1-3)

#### WEEK 1:

\*Two Lecture PPTs

#### WEEK 2: *Health and Activity Concepts*

\*Lecture PPT

\*Gill & Bedini (2010) (Ch. 2 in *Leisure, health and wellness*)

\*Godbey (2010) (Ch. 5 in *Leisure, health and wellness*)

\*Hettler (1972) (Six dimensions of wellness)

\*Swarbrick (2006) (Eight dimensions of wellness, including environmental and financial)

WEEK 3: Active Living and Quality of Life PPT and Articles

\*Lecture PPT

\*Godbey, Caldwell, Floyd, & Payne (2005)

\*Kaczynski et al. (2014)

**Module 2 – Coping with Life’s Stresses through Movement and Leisure (Weeks 4-6)**

WEEK 4: Social Activity and Health PPT and Articles

\*Lecture PPT

\*Yang et al. (2014)

\*Son, Yarnal, & Kerstetter (2010)

WEEK 5: Leisure as Coping PPT and Articles

\*Lecture PPT

\*Chun, Lee, Kim, & Heo (2012)

\*Kimball & Freysinger (2003)

WEEK 6: Youth (and Adult!) Play as Healthy Activity PPT and Articles

\*Lecture PPT

\*Martin et al. (2015)

\*Ginsburg (2007)

**Module 3 – Movement and Leisure Activities of the Mind, Body, and Spirit (Weeks 7-10)**

WEEK 7: Nature, Outdoor Activity and Health PPT and Articles

\*Lecture PPT

\*Fjortoft (2002)

\*Taylor & Kuo (2011)

\*Wu et al. (2014)

WEEK 8: Spirituality in One’s Life and Health

(No PPT Lecture this week)

\*Koenig (2015)

\*Smith-MacDonald, Norris, Raffin-Bouchal, & Sinclair (2017)

WEEK 9: Cognitive Activity and Health PPT and Articles

\*Lecture PPT

\*Ferriera et al. (2015)

\*Andel, Silverstein, & K arlholt (2014)

WEEK 10: Eating Behaviors and Health

(No PPT Lecture this week)

\*Harrison et al. (2015)

\*Sharma et al. (2015)

## Module 4 – Movement and Leisure in the Context of Youth and Family (Weeks 11 and 12)

### WEEK 11: Family Activities: Contributions to Healthy Children

(No PPT Lecture this week)

\*Townsend, Puymbroeck, & Zabriskie (2017)

### WEEK 12: Youth Camps: Contributions to Youth Development

(No PPT Lecture this week)

\*Garst, Browne, & Bialeschki (2011) (Chapter 5 of Allen & Barcelona, an open access publication)

## Module 5 – Concluding Assignments (Weeks 13, 15, and 16)

WEEKS 13, 15-16: (No readings but there are assignments due. See Course Schedule.)

### COURSE SCHEDULE

**\*\*\*All coursework is due no later than midnight PST on the days indicated below.**

### Module 1 - Conceptualizing Active Living (Weeks 1-3)

#### **WEEK 1: Introduction to Course**

**Tuesday:** Read the two PowerPoints (PPT): (1) PPT on Introduction to PEP 530 and Instructor and (2) PPT on Syllabus Overview

**Wed:** Watch Dr. Son's Video Introduction on Zoom, optional (link will be emailed to you)

**Thursday:** Zoom meeting with Dr. Son at 9 a.m., optional

#### **WEEK 2: Conceptualizing Health & Activities**

**Monday:** Labor Day – No class!

**Tuesday:** Health and Activities Week 2 PPT Parts 1 and 2

**Wed** (starting on): Required Readings and Online Discussion Posts **by Sunday** at midnight PST

**Thursday:** Survey Assignments are typically due on Tuesdays but this week, due to the Labor Day holiday, Survey Assignments 1 & 2 are due Thursday by midnight PST

#### **WEEK 3: Active Living Movement – Intersections between Leisure and Public Health**

**Monday:** Leisure and Public Health Week 3 PPT

**Tuesday:** Survey Assignment 3 due

**Wed** (starting on): Required Readings and Online Discussion Posts **by Sunday** at midnight PST

**Thursday:** Blog due no later than midnight PST

### Module 2 – Coping with Life's Stresses through Movement and Leisure (Weeks 4-6)

#### **WEEK 4: Social Activity & Health**

**Monday:** Health and Social Activity Week 4 PPT

**Tuesday:** Survey Assignment 4 due

Wed (starting on): Required Readings and Online Discussion Posts **by Sunday** at midnight PST

**WEEK 5: Leisure Activities, Stress & Coping**

Monday: Activities, Stress and Coping Week 5 PPT

Tuesday: Survey 5 due

Wed (starting on): Required Readings and Online Discussion Posts **by Sunday** at midnight PST

**WEEK 6: Play & Health across the Lifespan**

Monday: Play & Health Week 6 PPT

Tuesday: Survey Assignment 6 due

Wed (starting on): Required Readings and Online Discussion Posts **by Sunday** at midnight PST

Thursday: Blog due no later than midnight PST

*Module 3 – Movement and Leisure Activities of the Mind, Body, and Spirit (Weeks 7-10)*

**WEEK 7: Nature, Outdoor Activities & Health**

Monday: Nature, Outdoor Activity and Health Week 7

Tuesday: Survey Assignment 7 due

Wed (starting on): Required Readings and Online Discussion Posts **by Sunday** at midnight PST

**WEEK 8: Spirituality in One's Life and Health**

Monday: No PPT this week but there are assigned readings

Tuesday: Survey Assignment 8 due

Wednesday (starting on): Required Readings and Online Discussion Posts by Sunday at midnight PST

Thursday: Zoom meeting with Dr. Son at 9 a.m., optional, check-in and Q&A

**WEEK 9: Cognitive Activities and Health**

Monday: Cognitive Activities PPT

Tuesday: Survey Assignment 9 due

Wed (starting on): Required Readings and Online Discussion Posts **by Sunday** at midnight PST

**WEEK 10: Eating Behaviors and Health across the Lifespan**

Monday: No PPT this week but there are assigned readings

Tuesday: Survey Assignment 10 due

Wed (starting on): Required Readings and Online Discussion Posts **by Sunday** at midnight PST

Thursday: Blog due no later than midnight PST

*Module 4 – Movement and Leisure in the Context of Youth and Family*

**WEEK 11: Family Activities: Contributions to Healthy Children**

Monday: No PPT this week but there is an assigned reading

**Tuesday:** Survey Assignment 11 due  
**Wed** (starting on): Required Reading and Online Discussion Posts **by Sunday** at midnight PST

**WEEK 12: Youth Camps: Contributions to Youth Development**

**Monday:** No PPT this week but there is an assigned reading  
**Tuesday:** Survey Assignment 12 due (This is your 12<sup>th</sup> of 12 Survey Assignments)  
**Wed** (starting on): Required Reading and Discussion Posts **by Sunday** midnight  
**Thursday:** Blog due no later than midnight PST

*Module 5 – Concluding Assignments*

**WEEK 13:** **All Week:** Work on Culminating Assignment  
**All Week:** Online Discussion Forum on module blogs begin (post anytime)  
**Thursday:** Zoom meeting with Dr. Son at 9 a.m. PST, optional, to discuss Culminating Assignment  
**Thursday:** Read any five blogs no later than by midnight PST (Note: These blogs will be the ones you will discuss on the online Discussion Forum.)

**WEEK 14: NO CLASS – FALL RECESS**

**WEEK 15:** **All Week:** Work on Culminating Assignment  
**Sunday:** Online Discussion Forum posts on blogs are due by Sunday midnight PST

**WEEK 16:** **Tuesday:** Culminating Assignment is due no later than midnight PST

**WEEK 17:** **There is no final in this course.**

**\*GRADES DUE:** Tues at noon of Week 18 Final Grades Are Posted

**COLLEGE OF EDUCATION: Vision.** The College of Education envisions being a leading, diverse, nationally recognized educational community. Our caring faculty members and innovative curriculum are: (a) preparing professionals through integrated programs grounded in research, (b) generating and evaluating knowledge through disciplinary and interdisciplinary scholarship, and (c) informing professional practice and community life through the exchange and utilization of knowledge. Together, our college community is achieving this vision through a culture of openness, innovation, and collaboration. **Mission.** The College of Education enriches lives by advancing excellence in research and practice in education, leadership, and applied human arts and sciences. **Conceptual Framework.** University of Idaho educators CARE. Together we develop as scholar practitioners who value and professionally apply and advance: (a) Cultural Proficiency; (b) Assessment, Teaching, and Learning; (c) Reflective Scholarship & Practice; and, (d) Engaging in Community Building & Partnerships.

**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 1<sup>st</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

**Submission Information**

College:	College of Education, Health and Human Sciences
Department/Unit:	Movement Sciences and Curriculum and Instruction
Dept/Unit Approval Date:	May 2, 2019
College Approval Date:	

**Curricula Information**

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

Degree:	
Major:	
Minor:	
Academic Certificate:	
Teaching Major/Minor:	Health Education Teaching Minor

Curriculum:	<p>24-25-Credit Health Education Teaching Minor</p> <p><u>FCS 205</u> Concepts in Human Nutrition 3 cr  <u>H&amp;S 423 or H&amp;S 523</u> Health Education Methods 3 cr  <u>H&amp;S 450</u> Critical Health Issues 3 cr  <u>H&amp;S 451</u> Psychosocial Determinants of Health 3 cr  H&amp;S 490 Health Promotion 3 cr  MvSc 486 or 586 Healthy Active Lifestyle Intervention and Assessment 3 cr  <u>PSYC 330</u> Human Sexuality <u>or FCS 240</u> Intimate Relationships 3 cr</p> <p>One of the following (3 cr):  <u>H&amp;S 150</u> Wellness Lifestyles 3 cr  <u>MVSC 201</u> Physical Activity, Wellness &amp; Behavior Change for Healthy Active Lifestyles 3 cr</p>
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## 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	X
**If Yes, can 100% of the curricular requirements of this program be completed via distance education?	Yes		No	

**\*Note: 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			
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. Contact the Office of the Provost for additional information.

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

1. Students can meet certain Health Certification Requirements by taking PSYC 330 Human Sexuality or FCS 240 Intimate Relationships.
2. Both courses offer important and needed content and due to conflicting schedules of course availability and student teaching schedules, we need to offer both for students to meet this requirement.
3. FCS 240 needs to be added back into the curriculum because we have learned that PSYC 330 is no longer being offered regularly.

## **Rationale and Assessment Information**

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Rationale for approval of this request; include an explanation of how the department will manage the added workload of this new course and any relevant assessment information that applies to this course:

There will be no added workload for this change. Currently, PSYC 330 is not being offered regularly, and only in the spring. Thus, we need another course that covers similar content and meets the requirements for health teaching certification. FCS 240 meets these requirements, and is typically offered at different times than PSYC 330. This change will allow our students the ability to take the required classes in a timely matter, in particular our masters plus certification students who are only on campus for three semesters. In summary, PSYC 330 isn't planned to be offered as frequently and students need two options to meet the standards.

**Assessment: PSYC 330 and FCS 240 help students meet Idaho standards for initial health teaching certification. The standards these classes specifically address are below:**

Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Knowledge 4(a) The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health:; Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health. 4(b) The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury. 4(c) The teacher understands the relationship between health education content areas and youth risk behaviors. 4(d) The teacher understands how to implement Idaho Content Standards for Literacy in Technical Subjects (Health) for grades 6-12. 4(e) The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy. Performance 4(f) The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors. Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Knowledge 5(a) The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing. Performance 5(b) The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting. 5(c) The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health. Idaho Standards for Initial Certification of Professional School Personnel Page 137 5(d) The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

**Office of the Registrar Information**

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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 1<sup>st</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

College	College of Education
Department/Unit	Curriculum and Development
Dept/Unit Approval Date	
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.

X	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
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:	Introduction to Language and Linguistics
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Short Course Title (If the course title is longer than 30 characters)

I	n	t	r	o		t	o		L	a	n	g	u	a	g	e	&	L	I	N	G	U	I	S	T	I	C	S
---	---	---	---	---	--	---	---	--	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Subject Prefix	EDCI	Number	204
Credits	3	Prerequisites	None
Co-requisites	None		
Description	This course is part of planned program of studies in the College of Education at the University of Idaho. It provides answers to basic questions about the nature of human language by exploring sound patterns, morphological processes, and syntactic structures. It facilitates understanding of language acquisition, its variation, and history; exercises from a variety of languages, with emphasis on American English.		

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### 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	N/A
Cross-Listed Course(s)	N/A
Joint-Listed Course(s)	N/A
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	N/A
Cooperative Course	N/A

### 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	X	No	
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### Geographical Area Availability

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

Moscow	
--------	--

Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Asynchronous – all areas

\*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.

**Online discussion:** This course is heavily discussion-based; therefore, students will need to complete the assigned readings and homework, if any, prior to participating in online discussions. Discussions align with the assigned chapter. To receive full points, your response must: Demonstrate comprehensive understanding of the concept and/or theory by connecting the new (i.e., information from textbook and/or any other reliable resource) with the known (i.e., your prior knowledge or experiences on the subject).

**Chapter tasks:** Instructor will assign this task per chapter within which to respond. To receive full points, your response must:  
 •Use appropriate conventions and grammar •Provide proper APA citation when referencing the resource •Be between 2-3 pages in length, double-space.

**Quizzes:** There will be three (3) quizzes on the class content. The first quiz will be on information gleaned from Modules 1 and 2; the second quiz will be on information gleaned from Modules 3 and 4. The third quiz will be based upon all modules.

**Research project:** Students are to think about the social, cultural, and political aspects of language, and to formulate a response to a current debate about language and society.

### Rationale

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

By adding this course to the EDCI curriculum, students will be able to access a course that is mandatory for at least two endorsement areas in elementary and secondary education (English as a New Language and Literacy).

### 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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**Deadline:** This form must be submitted to the Academic Publications Editor by October 1<sup>st</sup> 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 CCC 4/9/19 & TECC 4/10/19
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

<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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### 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:	Movement Fundamentals
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Short Course Title (If the course title is longer than 30 characters)

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Subject Prefix	PEP	Number	107
Credits	1	Prerequisites	
Co-requisites			
Description	Skill development and teaching knowledge of the fundamentals and concepts of movement. Two lec-labs a wk. <u>Prereq: ESHS, 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)

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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		No	x
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### Geographical Area Availability

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

Moscow	x		
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.

**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 1<sup>st</sup> 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 CCC 4/9/19 & TECC 4/10/19
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

<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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### 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:	<b>Skill and Analysis of Striking and Net/Wall Activities</b>
--------	---

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>		

### 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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Statement of Purpose

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

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- **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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- (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		No	x
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### Geographical Area Availability

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

Moscow	x		
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:	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
<b>Total</b>	<b>100%</b>	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.

### Office of the Registrar Information

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



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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)

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- **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			
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.

<b>Learning outcomes.</b>		
<b>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)</b>		
<b>2) Score at least 80% on the knowledge test covering rules, strategies and skills (P#1, K5),(Standard 1, P1,2,4)</b>		
<b>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)</b>		
<b>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)</b>		
<b>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)</b>		
<b>Evaluation:</b>	<b>Percentage</b>	<b>Percentage of:</b>
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
<b>Total</b>	<b>100%</b>	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	
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UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

**UNIVERSITY CURRICULUM COMMITTEE  
Course Approval Form**

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**Deadline:** This form must be submitted to the Academic Publications Editor by October 1<sup>st</sup> 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 CCC 4/9/19 & TECC 4/10/19
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

<input type="checkbox"/>	Title	Number	Credits	Recommended Preparation
<input checked="" type="checkbox"/>	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:	<b>Skill and Analysis of Recreation and Outdoor Activities</b>
--------	--

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. <u>Prereq: <b>ESHS, Dance or Recreation major or Permission.</b></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)

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Statement of Purpose

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- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
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- **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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- (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		No	x
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### Geographical Area Availability

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

Moscow	x		
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 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)
<b>Total</b>	<b>100%</b>	

## 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	
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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)**

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- **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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- (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>
<b>Subtotal</b>	<b>200</b>

**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>
<b>Subtotal</b>	<b>200</b>

**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 <del>15</del> hours of associated scheduled activities.
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**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	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

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 1<sup>st</sup> 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 CCC 4/9/19 & TECC 4/10/19
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 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

Title	Number	Credits	Recommended Preparation
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	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	<del>EDCI 302</del> , <a href="#">EDCI 408</a> or Permission
Co-requisites	EDCI 320, EDCI 322, EDCI 325 or Permission <u>OR</u> <a href="#">EDCI 327</a> , <a href="#">EDCI 328</a> , <a href="#">EDCI 329</a> , and <a href="#">EDCI 410</a> or permission		

Description	Implementation of <del>literacy and arts</del> <a href="#">elementary content</a> methods, research, curricula, and technology in elementary <a href="#">K-8</a> 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

**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		No	X
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### Geographical Area Availability

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

Moscow	X
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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 CCC 4/9/19 & TECC 4/10/19
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 <a href="#">regulation J-3</a>), 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><a href="#">COMM 101</a>      Fundamntls Public Speaking</p> <p><a href="#">EDCI 201</a>      Contexts of Education</p> <p><a href="#">EDCI 301</a>      Learning, Development, and Assessment</p> <p><a href="#">EDCI 302</a>      Teaching Culturally Diverse Learners</p> <p><a href="#">EDCI 321</a>      Literature for Children</p> <p><a href="#">EDSP 300</a>      Educating for Exceptionalities</p> <p><a href="#">EDCI 466</a>      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

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### 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**

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