PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. 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 Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar’s Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information
This section must be completed

<table>
<thead>
<tr>
<th>College:</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Unit:</td>
<td>Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td>November 11, 2016</td>
</tr>
<tr>
<td>Vote Record:</td>
<td>Aye: 17   Nay: 0 Abstain: 0</td>
</tr>
<tr>
<td>College Approval Date:</td>
<td>CCC: 11/30/16</td>
</tr>
<tr>
<td></td>
<td>TECC: 12/1/16</td>
</tr>
<tr>
<td></td>
<td>CoE: 12/9/16</td>
</tr>
<tr>
<td>Vote Record:</td>
<td>Aye: 12   Nay: 0 Abstain: 0</td>
</tr>
<tr>
<td></td>
<td>Aye: 11   Nay: 0 Abstain: 0</td>
</tr>
<tr>
<td></td>
<td>Aye: 44   Nay: 0 Abstain: 1</td>
</tr>
<tr>
<td>CIP code (Consult Institutional Research):</td>
<td></td>
</tr>
<tr>
<td>Primary Point of Contact (Name and Email):</td>
<td>Taylor Raney <a href="mailto:tcraney@uidaho.edu">tcraney@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Rationale and Overview of Program Component Request or Name Change
This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change if applicable.

To meet k-12 industry needs for teachers of mathematics, faculty from the departments of Curriculum & Instruction and Mathematics have partnered to propose this strand within the currently approved mathematics teacher endorsement program. Workload will be addressed through the offering of courses every other semester or year, as opposed to every semester or year, so faculty teaching loads will not increase. Assessment will be addressed through the regular assessment model in the College of Education, primarily including uploading into Taskstream of evidence against the Idaho Standards for Preparation of Professional School Personnel.

Name or Degree Change Only Requests
Leave blank if not making a name and/or degree change only request

This section to be completed ONLY for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. **Note: a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:
<table>
<thead>
<tr>
<th>New Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Degree:</td>
</tr>
<tr>
<td>New Degree:</td>
</tr>
<tr>
<td>Other Details:</td>
</tr>
<tr>
<td>Effective Date:</td>
</tr>
</tbody>
</table>

**Program Component Request**

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement.

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

<table>
<thead>
<tr>
<th>Create New:</th>
<th>Modify:</th>
<th>Discontinue:</th>
<th>Implementation Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Level:</td>
<td>Undergraduate Level:</td>
<td>x Law Level:</td>
<td>Credit Requirement:</td>
</tr>
</tbody>
</table>

Are new courses being created: No  Yes  x  If yes, how many courses will be created: four

If the request is for an option or emphasis enter the associated major and degree:

| Major: Secondary Education | Degree: B.S.Ed. |

Enter the name of the program component in the appropriate row:

<table>
<thead>
<tr>
<th>Option:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis:</td>
</tr>
<tr>
<td>Minor:</td>
</tr>
<tr>
<td>Academic Certificate less than 30 credits:</td>
</tr>
<tr>
<td>Teaching Endorsement (Major/Minor): Basic Mathematics (teaching minor)</td>
</tr>
</tbody>
</table>

**Learning Outcomes and Assessment Information**

This section must be completed if program component request section is completed.

1. List the intended learning outcomes for the program component, using learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:

   The degree candidate demonstrates competency regarding the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for learners.

   The degree candidate demonstrates abilities to regard how students learn mathematics and develop mathematical thinking and provides opportunities that support their intellectual, social, and personal development.

   The degree candidate applies understanding regarding how students differ in their approaches to learning mathematics and creates instructional opportunities that are adapted to learners with diverse needs.

   The degree candidate uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.

   The degree candidate uses a variety of communication techniques including verbal, nonverbal, and media to foster mathematical inquiry, collaboration, and supportive interaction in the classroom.

2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
Data are collected through an online information management system and used in program, department, and college meetings to make determinations regarding potential changes. These data include signature assignments common to each section of the course offered, faculty feedback regarding those assignments as well as dispositional, knowledge, and performance indicators, and degree candidate outcome scores on summative exams (Praxis II) for content and pedagogy. Data are collected using Taskstream software and maintained by the Director of Assessment and Accreditation, who proactively and reactively provides information to faculty and administration that is used to make curricular decisions.

3. How will you ensure that the assessment findings will be used to improve the program?

National (Council for Accreditation of Educator Preparation), regional (Northeast Commission on Colleges and Universities, and state (Idaho State Board of Education) accrediting bodies require evidence of employment of assessment findings in program improvement. The Department of Curriculum and Instruction employs an ongoing improvement process that compels faculty to utilize assessment findings in any potential revisions to programs. The Basic Mathematics teaching minor program will become a part of the regular review process already in place for the other programs leading to recommendation for teacher certification/endorsement.

4. What direct and indirect measures will be used to assess student learning?

Degree candidates for this proposed strand within the existing C&I program will be assessed using a variety of methods, including assignments such as lesson plan creation and analysis of K-12 student work. Additionally, demonstration of competency in teaching the material to K-12 students is required. Degree candidates deliver mathematics education to students in practicum settings, allowing program faculty to evaluate learning of the material and abilities to deliver it effectively. Each of the identified SLOs above (including each indicator under each standard on the attached document) is evaluated using these identified degree candidate outputs. Each of the above indicators is assessed using formative and summative measures within each teacher preparation class, but the summative evaluation of all of the above is the University of Idaho Teacher Performance Assessment (UI-TPA). The UI-TPA is scored against a validated rubric and all of the above are expected to be demonstrated in that assessment, which is aligned to expected degree candidate learning outcomes.

5. When will assessment activities occur and at what frequency?

Assessment activities for teaching minors are ongoing, including annual spring evaluation of all indicators by faculty and consideration every seven years by the above-mentioned accrediting bodies. Programs leading to recommendation for initial certification/endorsement at the University of Idaho College of Education are up for accreditation consideration during the 2020-21 academic year.

### Financial Impact

This section must be completed if program component request section is completed

<table>
<thead>
<tr>
<th>Greater than $250,000 per FY:</th>
<th>Less than $250,000 per FY:</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description of financial impact:</td>
<td>While four courses have been created to be completed during this program, efficiencies have been identified by staggering the offerings of other mathematics education courses. Of the four courses, three of them are absorbed (financially, teaching load), while one will be necessarily paid for by Department of Curriculum and Instruction funds. All pertinent department and college administrative faculty have been consulted in this process and have committed to this plan.</td>
<td></td>
</tr>
</tbody>
</table>

### Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

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 component be completed via distance education? Yes* x No

*If Yes, can 100% of the curricular requirements of this program component be completed via distance education? Yes x No

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component 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 and Executive Vice President for additional information.

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

Office of the Registrar Information

Implementation Effective Date:

Date Received by the Office of the Provost and Executive Vice President:

Date Received by Budget Office, if applicable:

Date Received by Institutional Research and Assessment:

Date Received by UCC Secretary: 3-8-17

UCC Item Number: UCC-17-039a

UCC Approval Date: 3-27-2017 Vote Record:

Faculty Senate Item Number:

Faculty Senate Approval Date: Vote Record:

General Policy Report Number or Faculty Meeting Date:

Office of the President Approval Date:

State Board of Education Approval/Acknowledgement Date:
D. Basic Mathematics Teaching Minor (21 cr)
EDCI 413 Data Analysis and Probability       (3 cr)
EDCI 416 Algebraic and Proportional Reasoning (3 cr)
MTHE 409 Algebraic and Functional Reasoning (3 cr)
MTHE 410 Proof and Argumentation       (3 cr)
EDCI 411 Geometry, Measurement, and Trigonometry (3 cr)

One of the following two options:

Elementary Teacher Candidates:
MTHE 235 Mathematics for Elementary Teachers I  (3 cr)
MTHE 236 Mathematics for Elementary Teachers II (3 cr)

Secondary Teacher Candidates:
Six credits of advisor approved electives