

**College of Education, Health and Human Sciences
Proposed Catalog Changes
Effective Summer 2020**

1. Add the following courses:

EDCI 241 Introduction to the Study of Language and Linguistics

3 credits

Cross-listed with ANTH 241 and ENGL 241

Surveys of sound patterns, morphological processes and syntactic structures; questions of language acquisition, variation, and history; exercises from a variety of languages, with emphasis on American English.

Distance Availability: Yes

Geographical Areas: Moscow, online

Rationale: 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).

CTE 423 InSpIRE New CTE Teacher Preparation

1-15 credits

Joint-listed with CTE 523

In collaboration with the Idaho Division of Career and Technical Education, the University of Idaho facilitates the InSpIRE Educate (Industry Specialists Imparting Real-World Experience to Educate) cohort program for the preparation of new Idaho CTE teachers entering the profession from business and industry. Teachers who participate in the program have been issued an Idaho Limited Occupational Specialist Certificate and are employed in an Idaho CTE secondary or post-secondary program. The InSpIRE cohort learning activities are aligned with Idaho CTE teacher preparation standards. Upon completion of the program, InSpIRE teachers will have met the requirements to be issued an Idaho Standard Occupational Specialist Certificate.

Prereq: Instructor permission and have completed the UI's Career and Technical Education InSpIRE New CTE Teacher preparation cohort program

Distance Availability: Yes

Geographical Areas: Online

Rationale: This course will provide Idaho CTE teachers who have completed the UI's InSpIRE program the opportunity to use the experience to earn credits toward a Bachelor's of Education in CTE, Workforce Training and Development Option. The expectations and requirements of the program are the equivalent of five, three credit CTE teacher preparation courses. The proposal is expected to be a revenue gain for the University of Idaho. Instruction will take place during the two years of the University of Idaho's InSpIRE program. That program is fully funded through grants from the Idaho Division of Career and Technical Education. All instructional expenses are paid for through this funding. Completers who wish to use to earn credits toward

a degree from their InSpIRE work will be expected to pay the appropriate tuition and fees. InSpIRE instructors are veteran teachers from throughout Idaho, who are vetted by the Career and Technical Education program and the Idaho Division of Career and Technical Education. The instructors are required to hold an Idaho teaching certificate. InSpIRE instructors are contracted by the University and paid through the ICTE grant. The program is comprised of the following instructional activities:

1. Summer Academy 1- This is a week-long workshop in early August. The activities and learning outcomes are aligned with the Idaho CTE Teacher Preparation Standards.
2. Monthly Regional Cohort meetings- The new teachers will meet for a regional cohort meeting each month from September through April and from 8 am to 5 pm for the two years of the program. Instructors contracted by the UI will facilitate these meetings which are aligned with the learning outcomes and the Idaho CTE Teacher Preparation Standards.
3. Summer Academy 2- This is a week-long workshop which is held in conjunction with the Idaho CTE REACH Conference
4. Observations- During year 1 of the program, the new teachers are observed four times in their classrooms and laboratories by experienced teachers/professionals contracted by the University of Idaho. In year 2, the teachers are observed a final time during the spring semester. The observers assess the teachers with a rubric aligned with the Danielson evaluation model and aligned with Idaho CTE Teacher Preparation Standards.
5. Portfolio- At the conclusion of the InSpIRE program, participants are required to submit a portfolio of signature assignments from the learning activities. UI CTE faculty and InSpIRE instructors have created rubrics aligned with the Idaho CTE Teacher Preparation Standards which are used to assess individual assignments contained in the portfolios. The portfolio will serve as evidence of completing the requirements to receive the University of Idaho's recommendation that a teacher be issued the Idaho Standard Occupational Certificate. This will also serve as evidence of completing the requirements to earn up to 15 credits for CTE 423.

Attached is the content map and topical calendar for the InSpIRE program.

CTE 523 InSpIRE New CTE Teacher Preparation

1-15 credits

Joint-listed with CTE 423

In collaboration with the Idaho Division of Career and Technical Education, the University of Idaho facilitates the InSpIRE Educate (Industry Specialists Imparting Real-World Experience to Educate) cohort program for the preparation of new Idaho CTE teachers entering the profession from business and industry. Teachers who participate in the program have been issued an Idaho Limited Occupational Specialist Certificate and are employed in an Idaho CTE secondary or post-secondary

program. The InSpIRE cohort learning activities are aligned with Idaho CTE teacher preparation standards. Upon completion of the program, InSpIRE teachers will have met the requirements to be issued an Idaho Standard Occupational Specialist Certificate.

Prereq: Instructor permission and have completed the UI's Career and Technical Education InSpIRE New CTE Teacher preparation cohort program

Distance Availability: Yes

Geographical Areas: Online

Rationale: This course will provide Idaho CTE teachers who have completed the UI's InSpIRE program the opportunity to use the experience to earn credits toward a Bachelor's of Education in CTE, Workforce Training and Development Option. The expectations and requirements of the program are the equivalent of five, three credit CTE teacher preparation courses. The proposal is expected to be a revenue gain for the University of Idaho. Instruction will take place during the two years of the University of Idaho's InSpIRE program. That program is fully funded through grants from the Idaho Division of Career and Technical Education. All instructional expenses are paid for through this funding. Completers who wish to use to earn credits toward a degree from their InSpIRE work will be expected to pay the appropriate tuition and fees. InSpIRE instructors are veteran teachers from throughout Idaho, who are vetted by the Career and Technical Education program and the Idaho Division of Career and Technical Education. The instructors are required to hold an Idaho teaching certificate. InSpIRE instructors are contracted by the University and paid through the ICTE grant. The program is comprised of the following instructional activities:

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will serve as evidence of completing the requirements to receive the University of Idaho's recommendation that a teacher be issued the Idaho Standard Occupational Certificate. This will also serve as evidence of completing the requirements to earn up to 15 credits for CTE 523.

Attached is the content map and topical calendar for the InSpIRE program.

2. Make the following changes to the **Technical Workforce Training Undergraduate Academic Certificate**:

Technical Workforce Training Undergraduate Academic Certificate

AOLL 573	Adult Learners: Foundations and Characteristics	3
or AOLL 575	Strategies for Facilitating Adult Learning	
CTE 420	Assessment in Contextual Learning Environments	3
CTE 426	Occupational Analysis and Curriculum Development	3
CTE 447	Diverse Populations and Individual Differences	3
CTE 472	Teaching and Learning in Organizations	3
or CTE 492	Business and Marketing Education Methods	
Total Hours		1215

Courses to total **~~12~~15** credits for this certificate

Distance Availability: Yes

Geographical Areas: Moscow, Coeur d'Alene, Boise, Twin Falls, online

Rationale: This change updates the certificate from 12 credits to 15 credits, which allows for the inclusion of an adult learner course. This change has no resource implications; all courses are already part of faculty load. This change will open opportunities for enrollment growth in the CTE program.

[illegible]

Summer Academy Year 2, Day 3	Announcements & Follow-Up/ Parking Lot	PDC: REACH!											
Summer Academy Year 2, Day 4	Announcements & Follow-Up/ Parking Lot	PDC: REACH!											
Summer Academy Year 2, Day 5	Announcements & Follow-Up/ Parking Lot	PDC: REACH! Insights	Classroom Management (including lab safety)	Classroom Culture	Planning for Instruction: Curriculum Alignment	Focused Discussion: Becoming a Professional Educator		Portfolio Progress Check					
Year 2, Session 1 September	Announcements & Follow-Up/ Parking Lot	Professional Development/ Professional Associations	Program Planning/Goals: Technical Advisory Committee	Principles and Philosophies of CTE	Personal CTE Teacher/ Advisor Philosophy	Planning for Instruction: Curriculum Alignment		Focused Discussion					
Year 2, Session 2 October	Announcements & Follow-Up/ Parking Lot	Principles and Philosophies of CTE	Continuous Program Improvement	Perkins Requirements	Instructional Strategies	Dependable Strengths Supporting Educator Role		Focused Discussion					
Year 2, Session 3 November	Announcements & Follow-Up/ Parking Lot	Principles and Philosophies of CTE	Continuous Program Improvement	Lesson Planning (Continued)	Differentiated Instruction	Instructional Strategies		Focused Discussion					
Year 2, Session 4 December	Announcements & Follow-Up/ Parking Lot	Principles and Philosophies of CTE	Continuous Program Improvement	Differentiated Instruction	Instructional Strategies	Philosophy of Education		Focused Discussion					
Year 2, Session 5 January	Announcements & Follow-Up/ Parking Lot	Principles and Philosophies of CTE	Continuous Program Improvement	Leadership: Human Relations in the Workforce	Work-Based Learning; Internships	Focused Discussion							
Year 2, Session 6 February	Announcements & Follow-Up/ Parking Lot	Principles and Philosophies of CTE	ICTE Funding: Perkins	ICTE Funding: State Funding	Workplace Skills/ Career Next Steps	Standards/ Competencies Review		Focused Discussion					
Year 2, Session 7 March	Announcements & Follow-Up/ Parking Lot	Continuous Program Improvement	Program Transitions	Competency Verification	Personal Teacher/ Advisor Philosophy	Portfolio Review		Focused Discussion					
Year 2, Session 8 April	Announcements & Follow-Up/ Parking Lot	Professional Learning Plans	Celebrating Support, Contributions, Accomplishments	Technical Advisory Committee: Next Steps	Personal CTE Teacher/ Advisor Philosophy	Portfolio Peer Review		Focused Discussion					

Content Mapping Key:

Topic Area
Informal, Necessary Discussion
Active Presentation by LOS
External Participation by LOS