

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

1. Discontinue the **M.Ed.** and the **M.S. in Rehabilitation Counseling and Human Services**:

Rehabilitation Counseling and Human Services (M.Ed.)

Master of Education. Major in Rehabilitation Counseling and Human Services.

Applicants for M.Ed. degree are expected to meet the requirements for the teaching certificate and one year of teaching experience.

Rehabilitation Counseling and Human Services (M.S.)

Master of Science. Major in Rehabilitation Counseling and Human Services

General M.S. requirements apply.

Rationale: The program is being discontinued due to the anticipated difficulties with national accreditation for Rehabilitation Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios and difficulties with resourcing additional faculty lines in the current budget climate.

The program is not taking new students. The program's last cohort started Fall of 2018 and will complete Spring 2020. The college will offer the Rehabilitation Counseling program for the last time in the Spring of 2020 unless there are additional students who need to complete. Because this is a cohort program it is unlikely that there will be a need beyond 2020.

Idaho State Board of Education

Proposal for Discontinuation

(Fill out if discontinuing an academic program or certificate.)

| | |
|---------------------------------------|---|
| Date of Proposal Submission: | August 2, 2019 |
| Institution Submitting Proposal: | University of Idaho |
| Name of College, School, or Division: | College of Education, Health and Human Sciences |
| Name of Department(s) or Area(s): | Leadership & Counseling |
| | |

Program Identification for Proposed Discontinued Program:

| | |
|--------------------------------|--|
| Title: | Rehabilitation Counseling and Human Services |
| Degree/Certificate: | M.Ed. or M.S. |
| Method of Delivery: | In person, online, and hybrid |
| CIP code: | 51.2310 |
| Proposed Discontinuation Date: | Spring 2020 |

Indicate whether this request is a discontinuation of either of the following:

| | |
|--|--|
| <input type="checkbox"/> Undergraduate Program | <input checked="" type="checkbox"/> Graduate Program |
| <input type="checkbox"/> Undergraduate Certificate | <input type="checkbox"/> Graduate Certificate |
| <input type="checkbox"/> Other | |

| | | | |
|---|---------------|---|---------------|
| _____ College Dean (Institution) | _____ Date | _____ State Administrator, IDCTE | _____ Date |
| _____ Graduate Dean (as applicable) | _____ Date | _____ Academic Affairs Program Manager | _____ Date |
| _____ FVP/Chief Fiscal Officer (Institution) | _____ Date | _____ Chief Financial Officer | _____ Date |
| _____ Provost/VP for Instruction (Institution) | _____ Date | _____ Chief Academic Officer, OSBE | _____ Date |
| _____ President | _____ Date | _____ SBOE/Executive Director Approval | _____ Date |

1. Provide rationale for the discontinuance.

The anticipated difficulties with national accreditation for Rehabilitation Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios and difficulties with resourcing additional faculty lines in the current budget climate.

2. Teach-out Plans/Options for currently enrolled students.

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

Program is not taking new students. The program's last cohort started Fall of 2018 and will complete Spring 2020. The college will offer the Rehabilitation Counseling program for the last time in the Spring of 2020 unless there are additional students who need to complete. Because this is a cohort program it is unlikely that there will be a need beyond 2020.

- b. Is there an alternative program/major or field of study? If so, please describe.

No.

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Students will be contacted personally by Dr. Bryan Austin in courses to let them know of the change. They will not need options or alternatives as the teach out plan involves carrying the entire cohort through to completion in 2020.

3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).

| Similar Programs offered by other Idaho institutions and by institutions in nearby states | | |
|---|-----------------------|---|
| Institution Name | Degree name and Level | Program Name and brief description if warranted |
| | | |
| | | |
| | | |
| | | |

4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

| Existing Similar Programs: Historical enrollments and graduate numbers | | | | | | | | |
|--|---------------------------------|------|------|-----------------------|----------------------------------|------|------|-----------------------|
| Institution and Program Name | Headcount Enrollment in Program | | | | Number of Graduates From Program | | | |
| | FY__ | FY__ | FY__ | FY__ (most recent) | FY__ | FY__ | FY__ | FY__ (most recent) |
| BSU | | | | | | | | |
| ISU | | | | | | | | |
| UI | | | | | | | | |
| LCSC | | | | | | | | |

Our understanding is that ISU is considering a program in Rehabilitation Counseling, but does not yet have that approved. As far as we are aware there are no active Rehabilitation Counseling programs in the state with this closure. ISU currently offers Physical Therapy and Occupational Therapy. These are related, but different from the UI program that offers certified rehabilitation counselors (CRC) and licensed professional counselor (LPC) training.

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

As the College recognized the realities of the accreditation requirements and the low teacher-student ratios required for re-accreditation, the program appealed to UBFC for support, but unfortunately funds were not available to support an additional faculty member necessary for accreditation. There will be no impacts on other programs. While the program has a 95% job placement rate, our consultation with Jane Donnellan from the Idaho Division of Vocational Rehabilitation did not raise concerns or issues with the program closure.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

One faculty member will be reassigned to assist with the doctoral program which is in significant need of additional resources.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance. There are no available funds as a result of this change. There was one open faculty line which has been used for budget reductions already.

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

1. Discontinue the Rehabilitation Counseling Category R Graduate Academic Certificate:

Rehabilitation Counseling Category R Graduate Academic Certificate

| | | |
|--------------------|--|-----------|
| CHS 512 | Theories and Applications of Counseling | 3 |
| CHS 530 | Legislative and Philosophical Foundations in Working with People with Disabilities | 3 |
| CHS 531 | Psycho-social Aspects of Disability | 3 |
| CHS 534 | Rehabilitation and Community Case Management | 3 |
| CHS 535 | Vocational Placement and Assistive Technology | 3 |
| CHS 536 | Professional Issues, Ethics, and Law in Counseling | 2 |
| Total Hours | | 17 |

Courses to total 17 credits for this certificate

Rationale: The program is being discontinued due to the anticipated difficulties with national accreditation for School Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios and difficulties with resourcing additional faculty lines in the current budget climate.

The program is not taking new students. The program's last cohort started Fall of 2018 and will complete Spring 2020. The college will offer the Rehab program for the last time in the Spring of 2020 unless there are additional students who need to complete. Because this is a cohort program it is unlikely that there will be a need beyond 2020.

Idaho State Board of Education

Proposal for Discontinuation

(Fill out if discontinuing an academic program or certificate.)

| | |
|---------------------------------------|---|
| Date of Proposal Submission: | August 2, 2019 |
| Institution Submitting Proposal: | University of Idaho |
| Name of College, School, or Division: | College of Education, Health and Human Sciences |
| Name of Department(s) or Area(s): | Leadership & Counseling |
| | |

Program Identification for Proposed Discontinued Program:

| | |
|--------------------------------|---|
| Title: | Rehabilitation Counseling and Human Services |
| Degree/Certificate: | Category R Graduate Academic Certificate |
| Method of Delivery: | In person, online, and hybrid |
| CIP code: | 51.2310 |
| Proposed Discontinuation Date: | Spring 2020 |

Indicate whether this request is a discontinuation of either of the following:

| | |
|--|--|
| <input type="checkbox"/> Undergraduate Program | <input type="checkbox"/> Graduate Program |
| <input type="checkbox"/> Undergraduate Certificate | <input checked="" type="checkbox"/> Graduate Certificate |
| <input type="checkbox"/> Other | |

| | | | |
|---|---------------|---|---------------|
| _____ College Dean (Institution) | _____ Date | _____ State Administrator, IDCTE | _____ Date |
| _____ Graduate Dean (as applicable) | _____ Date | _____ Academic Affairs Program Manager | _____ Date |
| _____ FVP/Chief Fiscal Officer (Institution) | _____ Date | _____ Chief Financial Officer | _____ Date |
| _____ Provost/VP for Instruction (Institution) | _____ Date | _____ Chief Academic Officer, OSBE | _____ Date |
| _____ President | _____ Date | _____ SBOE/Executive Director Approval | _____ Date |

1. Provide rationale for the discontinuance.

The anticipated difficulties with national accreditation for School Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios and difficulties with resourcing additional faculty lines in the current budget climate.

2. Teach-out Plans/Options for currently enrolled students.

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

Program is not taking new students. The program's last cohort started Fall of 2018 and will complete Spring 2020. The college will offer the Rehab program for the last time in the Spring of 2020 unless there are additional students who need to complete. Because this is a cohort program it is unlikely that there will be a need beyond 2020.

- b. Is there an alternative program/major or field of study? If so, please describe.

No.

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Students will be contacted personally by Dr. Bryan Austin in courses to let them know of the change. They will not need options or alternatives as the teach out plan involves carrying the entire cohort through to completion in 2020.

3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).

| Similar Programs offered by other Idaho institutions and by institutions in nearby states | | |
|---|-----------------------|---|
| Institution Name | Degree name and Level | Program Name and brief description if warranted |
| | | |
| | | |
| | | |
| | | |

4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

| Existing Similar Programs: Historical enrollments and graduate numbers | | | | | | | | |
|--|---|-----------|-----------|-----------------------|---|-----------|-----------|-----------------------|
| Institution and Program Name | Headcount Enrollment in Category R graduate certificate Program | | | | Number of students who completed Category R graduate certificate From Program | | | |
| | FY15-16__ | FY16-17__ | FY17-18__ | FY18-19 (most recent) | FY15-16__ | FY16-17__ | FY17-18__ | FY18-19 (most recent) |
| BSU | | | | | | | | |
| ISU | | | | | | | | |
| UI | *0 | *0 | *0 | *0 | *0 | *0 | *0 | *0 |
| LCSC | | | | | | | | |

Our understanding is that ISU is considering a program in Rehabilitation, but does not yet have that approved. As far as we are aware there are no active Rehab programs in the state with this closure. ISU currently offers Physical Therapy and Occupational Therapy. These are slightly different from the UI program that offers certified rehab counselors (CRC) and licensed professional counselor (LPC) training.

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

As the College recognized the realities of the accreditation requirements and the low teacher-student ratios required for re-accreditation, the program appealed to UBFC for support, but unfortunately funds were not available to support an additional faculty member necessary for accreditation. There will be no impacts on other programs. While the program has a 95% job placement rate, our consultation with Jane Donnellan from the Idaho Division of Vocational Rehabilitation did not raise concerns or issues with the program closure

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

One faculty member will be reassigned to assist with doctoral study which is in significant need of additional resources as well.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

There are no available funds as a result of this change. There was one open line which has been used for budget reductions already.

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

1. Discontinue the **M.Ed.** and the **M.S. in School Counseling**:

Rationale: An audit revealed that there is no paperwork on file with the U of I documenting the closure of the College of Education, Health and Human Sciences' (EHHS) School Counseling program, for which the last M.Ed. degree was offered in AY 2013, and for which the last M.S. degree was awarded in AY 2012. Thus, the purpose of this document is to provide official documentation for the closing of the School Counseling program.

In reviewing the EHHS self-study document dated 3/29/2012, the School Counseling program moved to a teach out plan under the direction of Dr. Linda Taylor. The closing of the program is in large part due to inability to meet national accreditation standards for School Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios.

Idaho State Board of Education

Proposal for Discontinuation

(Fill out if discontinuing an academic program or certificate.)

| | |
|---------------------------------------|---|
| Date of Proposal Submission: | 7/31/2019 (note. Program has been inactive for many years.) |
| Institution Submitting Proposal: | University of Idaho |
| Name of College, School, or Division: | College of Education, Health and Human Sciences |
| Name of Department(s) or Area(s): | Department of Leadership and Counseling |

Program Identification for Proposed Discontinued Program:

| | |
|--------------------------------|---|
| Title: | School Counseling |
| Degree/Certificate: | All (M.Ed., M.S.) |
| Method of Delivery: | All |
| CIP code: | 13.1101 |
| Proposed Discontinuation Date: | Summer 2019 or previous. Note. The program has not been active for many years. An audit revealed there is no paperwork on file with the U of I documenting the closure of the program and thus this paperwork is seeking to serve that purpose. Per the IEA dataset, the last M.Ed. degree awarded was in AY 13-14, and the last M.S. degree awarded was in AY 12-13. It is not currently an active program, has no faculty teaching within it and has no students enrolled within it. |

Indicate whether this request is a discontinuation of either of the following:

- | | |
|--|--|
| <input type="checkbox"/> Undergraduate Program | <input checked="" type="checkbox"/> Graduate Program |
| <input type="checkbox"/> Undergraduate Certificate | <input type="checkbox"/> Graduate Certificate |
| <input type="checkbox"/> Other | |

| | | | |
|--|------|----------------------------------|------|
| College Dean (Institution) | Date | State Administrator, IDCTE | Date |
| Graduate Dean (as applicable) | Date | Academic Affairs Program Manager | Date |
| FVP/Chief Fiscal Officer (Institution) | Date | Chief Financial Officer | Date |
| Provost/VP for Instruction (Institution) | Date | Chief Academic Officer, OSBE | Date |
| President | Date | SBOE/Executive Director Approval | Date |

1. Provide rationale for the discontinuance.

An audit revealed that there is no paperwork on file with the U of I documenting the closure of the College of Education, Health and Human Sciences' (EHHS) School Counseling program, for which the last M.Ed. degree was offered in AY 2013, and for which the last M.S. degree was awarded in AY 2012. Thus, the purpose of this document is to provide official documentation for the closing of the School Counseling program.

In reviewing the EHHS self-study document dated 3/29/2012, the School Counseling program moved to a teach out plan under the direction of Dr. Linda Taylor. The closing of the program is in large part due to inability to meet national accreditation standards for School Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios.

2. Teach-out Plans/Options for currently enrolled students.

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

At this time non applicable as the program is currently closed. The program was previously taught out by Dr. Linda Taylor over a two-year time frame and that is complete. The program has been inactive for many years and there are no longer any students enrolled in the program.

- b. Is there an alternative program/major or field of study? If so, please describe.

There is no alternative program/major or field of study offered through EHHS.

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

At this time non applicable. The program has been inactive for many years and there are no longer any students enrolled in the program. The last M.Ed. degree was offered in AY 2013, and for which the last M.S. degree was awarded in AY 2012.

3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).

| Similar Programs offered by other Idaho institutions and by institutions in nearby states | | |
|---|-----------------------|---|
| Institution Name | Degree name and Level | Program Name and brief description if warranted |
| Boise State University | Counseling (M.A.) | Cognate area provided for "School Counseling" |
| Idaho State University | Counseling (M.Coun.) | Specialty area provided for "School Counseling" |

4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

| Existing Similar Programs: Historical enrollments and graduate numbers | | | | | | | | |
|--|---------------------------------|------|------|-----------------------|----------------------------------|------|------|-----------------------|
| Institution and Program Name | Headcount Enrollment in Program | | | | Number of Graduates From Program | | | |
| | FY__ | FY__ | FY__ | FY__ (most recent) | FY__ | FY__ | FY__ | FY__ (most recent) |
| BSU | | | | | | | | |
| ISU | | | | | | | | |
| UI | | | | | | | | |
| LCSC | | | | | | | | |

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

No impact. The program has been inactive for many years.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

No impact. The program has been inactive for many years. There are no faculty assigned or working within this program.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

No impact. The program has been inactive for many years. There are no faculty assigned or working within this program.

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

1. Move the **M.A. in Teaching English as a Second Language** to EDCI and make the following changes:

Master of Arts in Teaching English ~~as a Second Language~~ to Speakers of Other Languages (TESOL)

The M.A. in ~~TESL~~ Teaching English to Speakers of Other Languages (TESOL) is intended for students ~~who are~~ interested in learning to teach English as a second language at the secondary or post-secondary level. ~~The s~~Students take courses in linguistics and ~~in~~ language teaching pedagogy. This curriculum provides ~~them with~~ theoretical background and practical training in the areas of second language acquisition.

~~Of the minimum of 33 credits required for the degree, at least 24 must be earned while enrolled in residence at UI, and at least 21 credits must be earned in courses numbered 500 and above. The~~
~~33~~30 credits are to include the following courses ~~(18 credits)~~:

| | | |
|---------------------|--|--------------------------------|
| ENGL 513 | ESL Methods I: Basic Oral/Aural Skills | 3 |
| ENGL 515 | ESL Teaching Practicum | 3 |
| <u>EDCI 466</u> | <u>Literacy Assessment and Intervention</u> | <u>3</u> |
| <u>EDCI 544</u> | <u>Teaching Culturally Diverse Learners</u> | <u>3</u> |
| <u>EDCI 548</u> | <u>Introduction to ENL</u> | <u>3</u> |
| <u>EDCI 549</u> | <u>ENL Methods</u> | <u>3</u> |
| <u>EDCI 597</u> | <u>Practicum</u> | <u>3</u> |
| <u>EDCI 599</u> | <u>Non-Thesis Master's Research</u> | <u>3</u> |
| <u>ENGL 510</u> | <u>Studies in Linguistics</u> | <u>3</u> |
| ENGL 517 | Introduction to Applied Linguistics | 3 |
| ENGL 524 | Descriptive Linguistics | 3 |
| ENGL 544 | Sociolinguistics | 3 |
| ENGL 551 | Theories of Second/Additional Language Acquisition | 3 |
| Total Hours | | 18 <u>30</u> |

~~The remaining 15 credits are to be taken in approved electives in the Department of English, which may include thesis credits.~~

~~The M.A. in TESL offers a thesis option. Students who choose to complete the thesis option will write a thesis which may be up to 6 credits of their required 33 credits. Students who do not elect to write a thesis must complete their non-thesis option in the form of a comprehensive examination.~~

Native speakers of English in the TESOL program ~~must complete or have completed two years of college work (or its equivalent) in a modern foreign language. They~~ must have studied a foreign language for at least one semester (or equivalent) within the preceding five years. Non-native speakers of English are excused from this requirement.

Rationale: There are three broad changes in this proposal, jointly brought by the Departments of C&I and English.

1. Move the degree from English (CLASS) to C&I (COEHHS)

While this degree has historically resided in the Department of English, recent faculty departures have prompted a quest to solidify and strengthen ESL offerings across departments. C&I delivers an undergraduate English as a Second Language (ESL) program and has the faculty to support this proposal.

2. Alter curricular requirements to meet standards for initial certification of teachers in Idaho.

A) Switch ENGL 513 and 515 for EDCI 549 and 597. Though they are not cross-listed, these courses have been interchangeable since the latter two came online two years ago.

B) Add EDCI 466, 544, and 548 as required courses, offset by a reduction in approved electives. The three courses now proposed to be prescribed meet Idaho Standards for Initial Certification of Professional Educators, required of individuals seeking an ENL endorsement for K-12 teaching. See below Idaho administrative rule for rationales for this portion of the proposal.

3. Change the total number of credits for the degree from 33 to 30.

Idaho Administrative Rule 08.02.02.023.06: 06. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL practicum or field experience. (3-28-18)

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

| | |
|--|---|
| Colleges: | College of Education, Health and Human Sciences (CEHHS) & College of Letters, Arts, and Social Sciences (CLASS) |
| Department/Unit: | Curriculum and Instruction (C&I) & English |
| Dept/Unit Approval Date: | C&I: September 16, 2019 English: September 6, 2019 |
| College Approval Date: | CEHHS Curriculum Committee: September 16, 2019 CEHHS: Approved via 9/27/19 E-vote (31 Yes/0 No/0 Abstain) CLASS Curriculum Committee: CLASS: |
| Teacher Education Coordinating Committee Date: | September 17, 2019 |

Curricula Information

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

| | |
|-----------------------|---|
| Degree: | M.A. |
| Major: | Teaching English as a Second Language to Speakers of Other Languages (TESOL) |
| Minor: | |
| Academic Certificate: | |
| Teaching Major/Minor: | English as a Second Language |

| Curriculum: | <p>English (M.A.) <u>M.A.</u> Major in Teaching English as a Second Language to Speakers of Other Languages (TESOL).</p> <p>The M.A. TESOL<u>M.A. in Teaching English to Speakers of Other Languages (TESOL)</u> is intended for students who are interested in learning to teach English as a second language at the secondary or post-secondary level. The sStudents take courses in linguistics and in language teaching pedagogy. This curriculum provides them with theoretical background and practical training in the areas of second language acquisition.</p> <p>Of the minimum of 33 credits required for the degree, at least 24 must be earned while enrolled in residence at UI, and at least 21 credits must be earned in courses numbered 500 and above. The 33 30 credits are to include the following courses (18 credits):</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|----------|-------|-----------------|---|----------|-----------------|---|----------|-----------------|--------------------|----------|-----------------|-------------------------------|----------|-----------------|------------------|----------|-----------------|---|----------|-----------------|---|----------|-----------------|----------------------------|----------|-----------------|--|----------|-----------------|-------------------------------|----------|-----------------|-------------------------|----------|-----------------|---|----------|-----------------|-------------------------------------|----------|--------------------|--|---------------------|
| | <table><tr><th>Code</th><th>Title</th><th>Hours</th></tr><tr><td><u>ENGL 510</u></td><td><u>Studies in Linguistics (Descriptive Linguistics and Second Language Acquisition)</u></td><td><u>6</u></td></tr><tr><td><u>ENGL 513</u></td><td><u>ESL Methods I: Basic Oral/Aural Skills</u></td><td><u>3</u></td></tr><tr><td><u>EDCI 549</u></td><td><u>ENL Methods</u></td><td><u>3</u></td></tr><tr><td><u>ENGL 515</u></td><td><u>ESL Teaching Practicum</u></td><td><u>3</u></td></tr><tr><td><u>EDCI 597</u></td><td><u>Practicum</u></td><td><u>3</u></td></tr><tr><td><u>EDCI 466</u></td><td><u>Literacy Assessment and Intervention</u></td><td><u>3</u></td></tr><tr><td><u>EDCI 544</u></td><td><u>Teaching Culturally Diverse Learners</u></td><td><u>3</u></td></tr><tr><td><u>EDCI 548</u></td><td><u>Introduction to ENL</u></td><td><u>3</u></td></tr><tr><td><u>ENGL 517</u></td><td><u>Introduction to Applied Linguistics</u></td><td><u>3</u></td></tr><tr><td><u>ENGL 510</u></td><td><u>Studies in Linguistics</u></td><td><u>3</u></td></tr><tr><td><u>ENGL 544</u></td><td><u>Sociolinguistics</u></td><td><u>3</u></td></tr><tr><td><u>ENGL 551</u></td><td><u>Theories of Second/Additional Language Acquisition</u></td><td><u>3</u></td></tr><tr><td><u>EDCI 599</u></td><td><u>Non-Thesis Master's Research</u></td><td><u>3</u></td></tr><tr><td colspan="2">Total Hours</td><td><u>48-30</u></td></tr></table> | Code | Title | Hours | <u>ENGL 510</u> | <u>Studies in Linguistics (Descriptive Linguistics and Second Language Acquisition)</u> | <u>6</u> | <u>ENGL 513</u> | <u>ESL Methods I: Basic Oral/Aural Skills</u> | <u>3</u> | <u>EDCI 549</u> | <u>ENL Methods</u> | <u>3</u> | <u>ENGL 515</u> | <u>ESL Teaching Practicum</u> | <u>3</u> | <u>EDCI 597</u> | <u>Practicum</u> | <u>3</u> | <u>EDCI 466</u> | <u>Literacy Assessment and Intervention</u> | <u>3</u> | <u>EDCI 544</u> | <u>Teaching Culturally Diverse Learners</u> | <u>3</u> | <u>EDCI 548</u> | <u>Introduction to ENL</u> | <u>3</u> | <u>ENGL 517</u> | <u>Introduction to Applied Linguistics</u> | <u>3</u> | <u>ENGL 510</u> | <u>Studies in Linguistics</u> | <u>3</u> | <u>ENGL 544</u> | <u>Sociolinguistics</u> | <u>3</u> | <u>ENGL 551</u> | <u>Theories of Second/Additional Language Acquisition</u> | <u>3</u> | <u>EDCI 599</u> | <u>Non-Thesis Master's Research</u> | <u>3</u> | Total Hours | | <u>48-30</u> |
| | Code | Title | Hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>ENGL 510</u> | <u>Studies in Linguistics (Descriptive Linguistics and Second Language Acquisition)</u> | <u>6</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>ENGL 513</u> | <u>ESL Methods I: Basic Oral/Aural Skills</u> | <u>3</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>EDCI 549</u> | <u>ENL Methods</u> | <u>3</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>ENGL 515</u> | <u>ESL Teaching Practicum</u> | <u>3</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>EDCI 597</u> | <u>Practicum</u> | <u>3</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>EDCI 466</u> | <u>Literacy Assessment and Intervention</u> | <u>3</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <u>EDCI 544</u> | <u>Teaching Culturally Diverse Learners</u> | <u>3</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>EDCI 548</u> | <u>Introduction to ENL</u> | <u>3</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>ENGL 517</u> | <u>Introduction to Applied Linguistics</u> | <u>3</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>ENGL 510</u> | <u>Studies in Linguistics</u> | <u>3</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>ENGL 544</u> | <u>Sociolinguistics</u> | <u>3</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>ENGL 551</u> | <u>Theories of Second/Additional Language Acquisition</u> | <u>3</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>EDCI 599</u> | <u>Non-Thesis Master's Research</u> | <u>3</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Hours | | <u>48-30</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The remaining 15 credits are to be taken in approved electives in the Department of English, which may include thesis credits.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The M.A. in TESOL offers a thesis option. Students who choose to complete the thesis option will write a thesis which may be up to 6 credits of their required 33 credits. Students who do not elect to write a thesis must complete their non-thesis option in the form of a comprehensive examination.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Native speakers of English in the TESOL TESOL program must have studied a foreign language or have completed two years of college work (or its equivalent) in a modern foreign language. They must have studied a foreign language for at least one semester (or equivalent) within the preceding five years. Non-native speakers of English are excused from this requirement.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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: 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 | | | |
| Boise* | | | |
| Idaho Falls* | | | |
| Other*,** | | Location(s): | |

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

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

Student Learning Outcomes

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

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

| | List Old Learning Outcomes | New Learning Outcome, if changed (if no change, write N/A and move to next outcome) | New Direct Measure (list student work product and explain how it will be evaluated) | Have you updated the assessment cycle to include this change? (yes/no) |
|-------|--|--|--|---|
| SLO#1 | Students successfully adapt and develop teaching materials for ESL learners. | | | |
| SLO#2 | Students successfully teach in ESL classrooms. | | | |
| SLO#3 | Students write and discuss pedagogical ideas that draw on current theories of additional language acquisition. | | | |
| SLO#4 | Students' writing exhibits knowledge of academic writing and APA citation conventions. | | | |
| SLO#5 | Students build professional connections with teachers/researchers from the field of Teaching English as a Second Language. | | | |

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.

There are three broad changes in this proposal, jointly brought by the Departments of C&I and English.

1. Move the degree from English (CLASS) to C&I (COEHHS)

While this degree has historically resided in the Department of English, recent faculty departures have prompted a quest to solidify and strengthen ESL offerings across departments. C&I delivers an undergraduate English as a Second Language (ESL) program and has the faculty to support this proposal.

2. Alter curricular requirements to meet standards for initial certification of teachers in Idaho.

A) Switch ENGL 513 and 515 for EDCI 549 and 597. Though they are not cross-listed, these courses have been interchangeable since the latter two came online two years ago.

B) Add EDCI 466, 544, and 548 as required courses, offset by a reduction in approved electives. The three courses now proposed to be prescribed meet Idaho Standards for Initial Certification of Professional Educators, required of individuals seeking an ENL endorsement for K-12 teaching. See below Idaho administrative rule for rationales for this portion of the proposal.

3. Change the total number of credits for the degree from 33 to 30.

Idaho Administrative Rule 08.02.02.023.06:

06. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL practicum or field experience. (3-28-18)

Office of the Registrar Information

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

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

1. Add the following **M.A.T. in Secondary Education**:

Secondary Education (M.A.T.)

Required course work includes successful completion of Praxis II test in the student's content area; one 45-credit teaching endorsement or one 30-credit teaching endorsement and one 20-credit teaching endorsement (see "Teaching Majors and Minors"); and maintaining at least a grade of 'C' in the following course requirements:

| | | |
|--|--|----|
| EDCI 501 | Seminar | 1 |
| EDCI 520 | Educating for Exceptionalities | 3 |
| EDCI 543 | Learning, Development and Assessment | 3 |
| EDCI 544 | Teaching Culturally Diverse Learners | 3 |
| EDCI 545 | Technology, Teaching and Learning | 2 |
| EDCI 550 | Contexts of Education | 3 |
| EDCI 563 | Literacy Methods for Content Learning | 3 |
| EDCI 598 | Internship | 10 |
| Select one of the following Special Methods Sequences: | | 4 |
| EDCI 431 | Secondary English Methods | |
| and EDCI 441 | Secondary English Methods Practicum | |
| EDCI 432 | Secondary Social Studies Methods | |
| and EDCI 441 | Secondary Social Studies Methods Practicum | |
| EDCI 433 | Secondary Science Methods | |
| and EDCI 443 | Secondary Science Methods Practicum | |
| EDCI 434 | Secondary Mathematics Methods | |
| and EDCI 454 | Secondary Mathematics Methods Practicum | |
| EDCI 436 | Secondary Art Methods | |
| and EDCI 446 | Secondary Art Methods Practicum | |
| EDCI 437 | Secondary Foreign Language Methods | |
| and EDCI 447 | Secondary Foreign Language Methods Practicum | |

Total Hours

32

Distance Availability: Yes

Geographical Areas: Moscow, online

Rationale: The Department of Curriculum and Instruction seeks to add an option leading to recommendation for teacher certification. The recently-created courses mirror those in the already-approved program leading to recommendation for teacher certification through an undergraduate or non-degree-seeking route. This course of study will eventually take over the current M.Ed. with certification option, once fully implemented.

2. Add the following **M.A.T. in Special Education**:

Special Education (M.A.T.)

Special Education Master of Arts in Teaching is a unique program culminating in an M.A.T. degree and recommendation for the Standard Exceptional Child Certificate with a Generalist K-12 Endorsement. It is designed for students who want to become teachers in Special Education and general education.

Students must hold an elementary or secondary teaching certification and successfully complete with a 'C' or better the following prerequisites:

| | | |
|----------|--|---|
| EDSP 300 | Educating for Exceptionalities | 3 |
| EDSP 325 | Supporting Student Behaviors in the Classroom | 2 |
| EDSP 350 | Language and Communication Development and Disorders | 3 |
| MTHE 235 | Mathematics for Elementary Teachers I | 3 |

Students must be admitted to the Special Education M.A.T. program through the College of Graduate Studies. Students must have also passed all three tests on the Idaho Comprehensive Literacy Assessment (ICLA) and the Praxis II Assessment in Special Education (10542 and 20353) and Elementary Education (10014) prior to beginning their special education internship.

Students will qualify for a Master of Arts in Teaching with a major in Special Education and an institutional recommendation for special education certification, which will qualify the graduate for the Exceptional Child Certificate and Generalist K-12 Endorsement, upon successful completion of the following coursework:

| | | |
|----------|---|---|
| EDCI 320 | Teaching Reading and Literacy (for students with B.S.Ed. in Secondary Education) | 3 |
| EDCI 463 | Literacy Methods for Content Learning (for students with B.S.Ed. Elementary Education) | 3 |
| EDCI 570 | Introduction to Research in Curriculum and Instruction | 3 |
| EDSP 423 | Collaboration | 3 |
| EDSP 425 | Evaluation of Children and Youth | 3 |
| EDSP 426 | Developing Instructional Programs | 3 |

| | | |
|--------------------|---|--------------|
| EDSP 530 | Assistive Technology and Universal Design for Learning | 2 |
| EDSP 540 | Behavioral Analysis for Children and Youth | 3 |
| EDSP 548 | Special Education Curriculum | 3 |
| EDSP 549 | Language, Communication, and Social/Emotional Enhancement | 3 |
| EDSP 597 | Practicum | 1-8 |
| EDSP 599 | Non-Thesis Master's Research | 1-3 |
| Total Hours | | 31-40 |

Distance Availability: Yes

Geographical Areas: Online

Rationale: The Department of Curriculum and Instruction Special Education faculty propose the creation of a M.A.T. program leading to initial teacher certification. This program is already state-approved as an M.Ed. program, but the college is moving toward initial certification programs being M.A.T., in accordance with industry standards. Assessment will occur through current procedures, annually.

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

| | |
|---------------------------------------|---|
| Date of Proposal Submission: | |
| Institution Submitting Proposal: | University of Idaho |
| Name of College, School, or Division: | College of Education, Health and Human Sciences |
| Name of Department(s) or Area(s): | Curriculum & Instruction |

Program Identification for Proposed New or Modified Program:

| | | | | | |
|-------------------------------------|-------------------------------------|-------------------------|-----------|--------------------------|--------------------|
| Program Title: | Master of Arts in Teaching (M.A.T.) | | | | |
| Degree: | | Degree Designation | | Undergraduate | Graduate |
| Indicate if Online Program: | X | Yes | | No | |
| CIP code (consult IR /Registrar): | | | | | |
| Proposed Starting Date: | Fall semester 2019 | | | | |
| Geographical Delivery: | Location(s) | online | Region(s) | | |
| Indicate (X) if the program is/has: | X | Self-Support | | Professional Fee | Online Program Fee |
| Indicate (X) if the program is: | | Regional Responsibility | X | Statewide Responsibility | |

Indicate whether this request is either of the following:

- | | |
|---|---|
| <input checked="" type="checkbox"/> New Degree Program | <input type="checkbox"/> Consolidation of Existing Program |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program |
| <input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |

| | |
|---|------|
| College Dean (Institution) | Date |
| Graduate Dean or other official (Institution; as applicable) | Date |
| FVP/Chief Fiscal Officer (Institution) | Date |
| Provost/VP for Instruction (Institution) | Date |
| President | Date |

| | |
|--|------|
| Vice President for Research (Institution; as applicable) | Date |
| Academic Affairs Program Manager, OSBE | Date |
| Chief Academic Officer, OSBE | Date |
| Chief Financial Officer, OSBE | Date |
| SBOE/Executive Director Approval | Date |

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

- 1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

This program will lead to initial teacher certification with a graduate-level degree. There is a strand within the current M.Ed. in Curriculum & Instruction that leads to teacher certification that this program will replace. It will be related to the undergraduate teacher education core in that course work will parallel that of the undergraduate track.

- 2. Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

This program will address the teacher shortage in Idaho and the region as an offering that allows for individuals with content-area degrees to pursue recommendation for teacher certification in those contents. It will provide an option to earn teacher certification through a face-to-face or fully online suite of course work.

- a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

- Middle School teacher*
- High School teacher*

| | State DOL data | Federal DOL data | Other data source: (describe) |
|-----------------------------|----------------|------------------|-------------------------------|
| Local (Service Area) | 94 | | |
| State | 355 | | |
| Nation | | 190,000 | |

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

We expect the enrollment in this program to mirror that of the current masters-plus-certification. In the one year of that program being in place, we have about 15 enrollees with new requests for information almost daily.

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The proposed program will supplant the current “masters-plus-certification” program offered in the Department of Curriculum and Instruction. It will allow for a smoother transition from undergraduate to graduate matriculation, however, as courses will be joint-listed and therefore available to be started during the undergraduate experience. This will result in teachers reaching K-12 classrooms sooner and more economically, making the program more attractive to individuals considering a career in the classroom.

- d. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

- e. If Associate’s degree, transferability:**

- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

| Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well) | | |
|--|-----------------------|---|
| Institution Name | Degree name and Level | Program Name and brief description if warranted |
| Boise State University | Master of Arts | Master of Arts in Education, Curriculum and Instruction |
| Idaho State University | Master of Education | Master of Secondary Education |
| | | |
| | | |

| Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u> | | |
|--|-----------------------|---|
| Institution Name | Degree name and Level | Program Name and brief description if warranted |
| | | |

| | | |
|------------------------------------|-----------------------------------|-----------------------------------|
| College of Idaho | Master of Arts | Master of Arts in Teaching |
| Washington State University | Master in Teaching | |
| Gonzaga University | Master of Initial Teaching | |
| | | |

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

As the Department of Curriculum and Instruction has been running a comparable program for a few years, we are aware of the market demand for it already. While it is a duplication of similar existing programs, its duplicative cousin has already demonstrated that demand. This is simply a more attractive option for those already considering programs.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

This request supports the University of Idaho's "Transform" initiative in the strategic plan. It provides "greater access to education opportunities to meet the evolving needs of society" by being a fully online curriculum available to anyone interested in becoming a K-12 teacher.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

This is a major factor in the proposal being brought forward, as the program's quality assurance will align completely with the current undergraduate offerings. While the graduate level course work will be more rigorous, signature assignments and assessed program outcomes toward teacher certification will be identical.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B**.

Not applicable

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes X No

If yes, on what date was the Program Approval for Certification Request submitted to the

Professional Standards Commission?

Submission to the PSC for consideration will occur immediately following UCC approval. That consideration will then take place concurrently with the proposal's movement through the faculty senate.

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes X No

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

- a. **Describe why the proposed program is not on the institution's five year plan.**
When did consideration of and planning for the new program begin?
- b. **Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
As the Department of Curriculum and Instruction is expected to produce high-quality educators for the state and region, this program will perpetuate those efforts.
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
This proposed program is not reliant on external funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
No
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
No
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?
No

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. **Curriculum for the proposed program and its delivery.**

- a. **Summary of requirements.** Provide a summary of program requirements using the following table.

| | |
|--|----|
| Credit hours in required courses offered by the department (s) offering the program. | 32 |
| Credit hours in required courses offered by other departments: | 0 |
| Credit hours in institutional general education curriculum | 0 |
| Credit hours in free electives | 0 |
| Total credit hours required for degree program: | 32 |

- b. Curriculum.** Provide the curriculum for the program, including a listing of course titles and credits in each.

EDCI 550: Contexts of Education (3 cr)
EDCI 543: Learning, Development, and Assessment (3 cr)
EDCI 544: Teaching Culturally Diverse Learners (3 cr)
EDCI 545: Technology, Teaching, and Learning (2 cr)
EDSP 520: Educating for Exceptionalities (3 cr)
EDCI 563: Literacy Methods for Content Learning (3 cr)
Discipline-specific methods course and practicum (3+1 cr)
EDCI 401: Internship Seminar (1 cr)
EDCI 598: Secondary Internship (10 cr)

- c. Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Included in the 32-credit minimum articulated above is a 10-credit student teaching experience (internship). Additionally, candidates will be expected to complete applicable state-mandated content competency assessment, the Praxis II.

11. Program Intended Learning Outcomes and Connection to Curriculum.

- a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, 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.

Candidates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.

Candidates design and implement developmentally appropriate and challenging learning experiences.

Candidates understand individual differences and diverse cultures and communities to ensure inclusive learning environments.

Candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving.

Candidates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide decision-making.

12. Assessment plans

- a. **Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.
Each of the above proposed learning outcomes has several more granular indicators beneath them. Those are assessed through signature assignments in each of the required courses, using validated rubrics.
- b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?
Assessment findings are used in monthly program meetings and regular department meetings to identify opportunities for growth in each teacher education program.
- c. **Measures used.** What direct and indirect measures will be used to assess student learning?
Direct: lesson demonstrations, lesson and unit plans, portfolios
Indirect: dispositional assessments, end-of-semester course feedback, program completion employment data required for national accreditation
- d. **Timing and frequency.** When will assessment activities occur and at what frequency?
Assessment activities occur in each course listed above as well as through annual surveys following completion and annually available employment data

Enrollments and Graduates

- 13. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

| Existing Similar Programs: Historical enrollments and graduate numbers | | | | | | | | |
|--|--------------------------------------|------|------|-----------------------|---|------|------|-----------------------|
| Institution and Program Name | Fall Headcount Enrollment in Program | | | | Number of Graduates From Program (Summer, Fall, Spring) | | | |
| | FY17 | FY18 | FY19 | FY20 (most recent) | FY__ | FY__ | FY__ | FY__ (most recent) |
| BSU | | | | | | | | |
| ISU | | | 6 | 20 | none | yet; | new | program |
| UI | | | | | | | | |
| LCSC | | | | | | | | |
| CEI | | | | | | | | |
| CSI | | | | | | | | |
| CWI | | | | | | | | |
| NIC | | | | | | | | |

- 14. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

| Proposed Program: Projected Enrollments and Graduates First Five Years | | | | | | | | | | | |
|--|-------|-------|-------|-------|-------|---|-------|-------|-------|-------|-------|
| Program Name: <i>Masters of Arts in Teaching</i> | | | | | | | | | | | |
| Projected Fall Term Headcount Enrollment in Program | | | | | | Projected Annual Number of Graduates From Program | | | | | |
| FY 20 | FY 21 | FY 22 | FY 23 | FY 24 | FY 25 | FY 20 | FY 21 | FY 22 | FY 23 | FY 24 | FY 25 |
| 20 | 30 | 30 | 30 | 30 | 30 | 10 | 30 | 30 | 30 | 30 | 30 |

- 15. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The current M.Ed.-plus-certification has about 20 enrollees. Interest has grown as it becomes better known, so we project a small increase. That would take us to capacity in the required courses without adding sections.

- 16. Minimum Enrollments and Graduates.**

- a.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

Though this would be highly unlikely, this program could exist with only one enrollee. This is due entirely to the manner in which this program overlays with the current undergraduate program.

- b.** What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

There is no set plan to sunset this program because the companion undergraduate courses will remain.

Resources Required for Implementation – fiscal impact and budget

- 17. Physical Resources.**

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

Not applicable

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

Not applicable

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be

obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Not applicable

18. Library resources

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

The library currently supports our programs very appropriately. It would not require further resources from the library.

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

none

19. Personnel resources

- a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

No new personnel resources will be necessary, as these courses will overlay with currently-available undergraduate courses.

- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

The current structure for support will not be required to change to support this program.

- c. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

No impact on existing programs based on increased work load

- d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Not applicable

20. Revenue Sources

- a) Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Not applicable

- b) New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable

c) **Non-ongoing sources:**

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

Not applicable

- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable

d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

Not applicable

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

Not applicable

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

**M.A.T. in Secondary Education
Program Resource Requirements.**

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

| | FY 2020 | | FY 2021 | | FY 2022 | | FY 2023 | |
|-------------------------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|
| | FTE | Headcount | FTE | Headcount | FTE | Headcount | FTE | Headcount |
| A. New enrollments | 7 | 15 | 7 | 15 | 10 | 20 | 10 | 20 |
| B. Shifting enrollments | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Enrollment | 7 | 15 | 7 | 15 | 10 | 20 | 10 | 20 |

II. REVENUE

| | FY 2020 | | FY 2021 | | FY 2022 | | FY 2023 | |
|--|----------|--------------|----------|--------------|----------|--------------|----------|--------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| 1. New Appropriated Funding Request | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2. Institution Funds | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3. Federal | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4. New Tuition Revenues from Increased Enrollments | | \$140,280.00 | | \$140,280.00 | | \$187,040.00 | | \$187,040.00 |
| 5. Student Fees | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 6. Other (i.e., Gifts) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Revenue | \$0 | \$140,280 | \$0 | \$140,280 | \$0 | \$187,040 | \$0 | \$187,040 |

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

| | FY 2020 | FY 2021 | FY 2022 | FY 2023 |
|--|---------|---------|---------|---------|
|--|---------|---------|---------|---------|

| On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
|----------|----------|----------|----------|----------|----------|----------|----------|
| On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |

[illegible]

| | FY 2020 | | FY 2021 | | FY 2022 | | FY 2023 | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| B. Operating Expenditures | | | | | | | | |
| 1. Travel | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2. Professional Services | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3. Other Services | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4. Communications | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5. Materials and Supplies | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 6. Rentals | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 7. Materials & Goods for Manufacture & Resale | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 8. Miscellaneous | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Operating Expenditures | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| C. Capital Outlay | | | | | | | | |
| 1. Library Resources | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2. Equipment | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Capital Outlay | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

| | FY 2020 | FY 2021 | FY 2022 | FY 2023 |
|---|---------|-----------|-----------|-----------|
| D. Capital Facilities Construction or Major Renovation | | | | |
| E. Other Costs | | | | |
| Utilities | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Maintenance & Repairs | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Other | | | | |
| Total Other Costs | \$0 | \$0 | \$0 | \$0 |
| TOTAL EXPENDITURES: | \$0 | \$0 | \$0 | \$0 |
| Net Income (Deficit) | \$0 | \$140,280 | \$187,040 | \$187,040 |

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

| | |
|--------|---|
| I.A.B. | Faculty and staff have capacity to absorb the new students into already-offered and concurrently-scheduled courses. |
| | |
| | |

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

| | |
|---------------------------------------|---|
| Date of Proposal Submission: | |
| Institution Submitting Proposal: | University of Idaho |
| Name of College, School, or Division: | College of Education, Health and Human Sciences |
| Name of Department(s) or Area(s): | Curriculum & Instruction, Special Education |

Program Identification for Proposed New or Modified Program:

| | | | | | |
|-------------------------------------|--|-------------------------|-----------|--------------------------|------------|
| Program Title: | Master of Arts in Teaching (M.A.T.) in Special Education | | | | |
| Degree: | | Degree Designation | | Undergraduate | X Graduate |
| Indicate if Online Program: | X | Yes | | No | |
| CIP code (consult IR /Registrar): | | | | | |
| Proposed Starting Date: | | | | | |
| Geographical Delivery: | Location(s) | | Region(s) | | |
| Indicate (X) if the program is/has: | X | Self-Support | | Professional Fee | |
| Indicate (X) if the program is: | | Regional Responsibility | X | Statewide Responsibility | |

Indicate whether this request is either of the following:

- | | |
|---|---|
| <input type="checkbox"/> New Degree Program | <input type="checkbox"/> Consolidation of Existing Program |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program |
| <input checked="" type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |

| | |
|--|------|
| College Dean (Institution) | Date |
| Graduate Dean or other official (Institution; as applicable) | Date |
| FVP/Chief Fiscal Officer (Institution) | Date |
| Provost/VP for Instruction (Institution) | Date |
| President | Date |

| | |
|--|------|
| Vice President for Research (Institution; as applicable) | Date |
| Academic Affairs Program Manager, OSBE | Date |
| Chief Academic Officer, OSBE | Date |
| SBOE/Executive Director Approval | Date |

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

This program will lead to initial teacher certification in special education with a graduate-level degree. Currently, there is a strand (M.Ed. plus cert) within the M.Ed. in Special Education that leads to teacher certification that this program will replace.

2. **Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

This program will address the special education teacher shortage in Idaho and the region as an offering that allows for individuals with elementary or secondary education certification to seek certification in special education while obtaining a graduate degree. It will provide an option to earn special education teacher certification and a graduate degree through online delivery.

- a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

1. *K-12 special education teacher*

| | State DOL data | Federal DOL data | Other data source: (describe) |
|-----------------------------|----------------|------------------|-------------------------------|
| Local (Service Area) | 120 | | |
| State | 1330 | | |
| Nation | | 439,300 | |

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

- b. **Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If

a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

The expectation is that the enrollment in this program will mirror the current enrollment numbers in M.Ed. plus cert program. In fall 2018 we have 18 active students.

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The proposed program will replace the current “masters-plus-certification” program offered in the Department of Curriculum and Instruction, special education program. It will allow for a smoother transition from undergraduate to graduate matriculation and from general education to special education field. This will result in teachers reaching K-12 classrooms sooner and more economically, making the program more attractive to individuals considering a career in the classroom.

- d. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

- e. If Associate’s degree, transferability:**

- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

| Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well) | | |
|--|-----------------------------|---|
| Institution Name | Degree name and Level | Program Name and brief description if warranted |
| Boise State Univ. | Master in Teaching (M.I.T.) | In Special Education |
| | | |
| | | |
| | | |

| Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u> | | |
|--|-----------------------|---|
| Institution Name | Degree name and Level | Program Name and brief description if warranted |
| Washington State Univ | Master of Arts | In special education |

| | | |
|-------------------------------------|------------------------------------|--|
| Gonzaga University | M.Ed. Special education | |
| Eastern Washington Univ. | M.Ed. Special education | |

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

As the Department of Curriculum and Instruction has been running a comparable program for a few years, we are aware of the market demand for it already. While it is a duplication of similar existing programs, its duplicative cousin has already demonstrated that demand. This is simply a more attractive option for those already considering programs.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

This request supports the University of Idaho's "Transform" initiative in the strategic plan. It provides "greater access to education opportunities to meet the evolving needs of society" by being a fully online curriculum available to anyone interested in becoming a K-12 special education teacher.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

This program will be reviewed annually at a program, department, and university level per university annual assessment processes. Signature assignments in the program and its learning outcomes are tied to Idaho standards as well as the standards for special education discipline.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B**.

N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes ☒ No ☐

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

Submission to the PSC for consideration will occur immediately following UCC approval. That consideration will then take place concurrently with the proposal's movement through the faculty senate

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes ☐ No ☒

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. Describe why the proposed program is not on the institution's five year plan.

When did consideration of and planning for the new program begin?

b. Describe the immediacy of need for the program. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Should the program be delayed to the other side of the five-year cycle, assessment and accreditation efforts in the Department of Curriculum and Instruction will be unnecessarily duplicative. Additionally, as this program is a more attractive option than the one currently in place, individuals completing undergraduate degrees at UI eligible for continuation to this program will be more likely to seek programs at other state and regional institutions.

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
As the Department of Curriculum and Instruction is expected to produce high-quality educators for the state and region, this program will perpetuate those efforts. There is a constant shortage of special educators in Idaho and this program meets the need of the workforce.
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
Not reliant on external funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
no
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
no
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?
no

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

- a. Summary of requirements.** Provide a summary of program requirements using the following table.

| | |
|--|-------|
| Credit hours in required courses offered by the department (s) offering the program. | 31-40 |
| Credit hours in required courses offered by other departments: | 0 |
| Credit hours in institutional general education curriculum | 0 |
| Credit hours in free electives | 0 |
| Total credit hours required for degree program: | 31-40 |

- b. Curriculum.** Provide the curriculum for the program, including a listing of course titles and credits in each.

| <u>Code</u> | <u>Title</u> | <u>Hours</u> |
|---------------------------|---|---------------------|
| <u>EDCI 570</u> | <u>Introduction to Research in Curriculum and Instruction</u> | <u>3</u> |
| <u>EDSP 423</u> | <u>Collaboration</u> | <u>3</u> |
| <u>EDSP 425</u> | <u>Evaluation of Children and Youth</u> | <u>3</u> |
| <u>EDSP 426</u> | <u>Developing Instructional Programs</u> | <u>3</u> |
| <u>EDSP 530</u> | <u>Assistive Technology and UDL</u> | <u>2</u> |
| <u>EDSP 540</u> | <u>Behavioral Analysis for Children and Youth</u> | <u>3</u> |
| <u>EDSP 548</u> | <u>Special Education Curriculum</u> | <u>3</u> |
| <u>EDSP 549</u> | <u>Language, Communication, and Social/Emotional Enhancement</u> | <u>3</u> |
| <u>EDSP 597</u> | <u>Practicum</u> | <u>1-8</u> |
| <u>EDSP 599</u> | <u>Non-thesis Master's Research</u> | <u>1-3</u> |
| <u>EDCI 463</u> | <u>Literacy Methods for Content Learning (For students with B.S.Ed. Elementary Education)</u> | <u>3</u> |
| <u>EDCI 320</u> | <u>Teaching Reading and Literacy (For students with B.S.Ed. Secondary Education)</u> | <u>3</u> |
| <u>Total Hours</u> | | <u>31-40</u> |

- c. Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Included in the 31-credit minimum articulated above is a 1-8-credit student teaching experience (practicum). Additionally, candidates will be expected to complete applicable state-mandated content competency assessment, the Praxis II and defend their final project-webfolio.

11. Program Intended Learning Outcomes and Connection to Curriculum.

- a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, 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.

Learning Outcome(s) Standard 1: Philosophy and School Organization. University of Idaho Master's degree graduates demonstrate an understanding of the philosophical foundation of disabilities and special education and historical and contemporary school models that promote developmentally responsive practices for all learners. [\(connected to standard 6 of Idaho Special Exceptional Child Generalist Standards\)](#)

Aligns with University Learning Outcome(s):
Clarify Purpose and Perspective

| |
|---|
| <p>Learning Outcome(s) <u>Standard 2: Curriculum</u>. University of Idaho Master's degree graduates demonstrate an understanding that curriculum and interventions should be relevant, inviting, challenging, integrative, and exploratory. They illustrate how to design, select and adapt curriculum for individuals in light of curriculum standards, theories, and models. (related/connected to standard 3 of Idaho Special Exceptional Child Generalist Standards)</p> <p>Aligns with University Learning Outcome(s): Learn and Integrate</p> |
| <p>Learning Outcome(s) <u>Standard 3: Instruction</u>. University of Idaho Master's degree graduates demonstrate an understanding of the principles of developmentally appropriate instruction, know a wide variety of teaching and learning strategies and interventions and use technologically sound practices to teach core concepts, skills of inquiry, problem solving, collaboration, and communication. (connected to standard 5 of Idaho Special Exceptional Child Generalist Standards)</p> <p>Aligns with University Learning Outcome(s): Think and Create</p> |
| <p>Learning Outcome(s) <u>Standard 4: Assessment</u>. University of Idaho Master's degree graduates analyze and demonstrate an understanding of the roles of multiple assessments for identifying, monitoring and evaluating students learning in order to modify instruction; they can develop and critique formal and informal, and performance assessment techniques, including local, state, and national assessments systems. (connected to standard 4 of Idaho Special Exceptional Child Generalist Standards)</p> <p>Aligns with University Learning Outcome(s): Learn and Integrate</p> |
| <p>Learning Outcome(s) <u>Standard 5: Research</u>. University of Idaho Master's degree graduates, as critical consumers and producers of educational research, examine the role of educational research for collecting, analyzing and sharing data. (connected to all standards in Idaho Special Exceptional Child Generalist Standards)</p> <p>Aligns with University Learning Outcome(s): Think and Create</p> |
| <p>Learning Outcome(s) <u>Standard 6: Communication</u>. University of Idaho Master's degree graduates select and apply a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom. (connected to standard 7 of Idaho Special Exceptional Child Generalist Standards)</p> <p>Aligns with University Learning Outcome(s): Communicate</p> |

12. Assessment plans

- a. **Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.
Each of the above proposed learning outcomes has several more granular indicators

beneath them. Those are assessed through signature assignments in each of the required courses, using validated rubrics.

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Assessment findings are used in monthly program meetings and regular department meetings to identify opportunities for growth in each teacher education program.

- c. Measures used.** What direct and indirect measures will be used to assess student learning?

Direct: lesson demonstrations, lesson and unit plans, portfolios, Praxis scores, course-based assignments

Indirect: dispositional assessments, end-of-semester course feedback, program completer employment data required for national accreditation

- d. Timing and frequency.** When will assessment activities occur and at what frequency?

Assessment activities occur in each course listed above as well as through annual surveys following completion and annually available employment data

Enrollments and Graduates

- 13. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

| Existing Similar Programs: Historical enrollments and graduate numbers | | | | | | | | |
|--|--------------------------------------|--------|---------|------|---|--------|---------|-------------------------|
| Institution and Program Name | Fall Headcount Enrollment in Program | | | | Number of Graduates From Program (Summer, Fall, Spring) | | | |
| | FY17__ | SP18__ | FY_18__ | FY19 | FY_15 | FY16__ | FY_17__ | FY18__ (most recent) |
| BSU | | | | | | | | |
| ISU | | | | | | | | |
| UI | 11 | 11 | 18 | | 11 | 5 | 10 | 5 |
| LCSC | | | | | | | | |

- 14. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

| Proposed Program: Projected Enrollments and Graduates First Five Years | | | | | | | | | | | |
|--|------------|------------|-------|-------|-------|---|------|------|------|------|------|
| Program Name: Master in Arts of Teaching in Special Education | | | | | | | | | | | |
| Projected Fall Term Headcount Enrollment in Program | | | | | | Projected Annual Number of Graduates From Program | | | | | |
| FY_20 — (first year) | FY_21 — | FY_22 — | FY_23 | FY_24 | FY_25 | FY20 (first year) | FY21 | FY22 | FY23 | FY24 | FY25 |
| 20 | 30 | 30 | 30 | 30 | 30 | 10 | 30 | 30 | 30 | 30 | 30 |

- 15. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 “Need” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The current M.Ed.-plus-certification has about 20 enrollees. Interest has grown as it becomes better known, so we project a small increase. That would take us to capacity in the required courses without adding sections.

16. Minimum Enrollments and Graduates.

- a.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

Though this would be highly unlikely, this program could exist with only one enrollee. This is due entirely to the manner in which this program overlays with the current undergraduate endorsement.

- b.** What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

There is no set plan to sunset this program because the companion undergraduate courses will remain.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

- a. **Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.
Not applicable
- b. **Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?
Not applicable
- c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.
Not applicable

18. Library resources

- a. **Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.
The library currently supports our programs very appropriately. It would not require further resources from the library.
- b. **Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.
None

19. Personnel resources

- a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?
No new personnel resources will be necessary, as these courses are currently being taught and have instructors.
- b. **Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.
The current structure for support will not be required to change to support this program.

- c. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

No impact on existing programs based on increased work load

- d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Not applicable

20. Revenue Sources

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Not applicable

- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable

- c) **Non-ongoing sources:**

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

Not applicable

- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable

- d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

Not applicable

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

Not applicable

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

This program is already existing. All we are requesting is a name change from Master plus cert into Master in Arts of Teaching. There will be no changes to the budget or any other resources.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.

- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

M.A.T. in Special Education**Program Resource Requirements.**

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

| | FY 2020 | | FY 2021 | | FY 2022 | | FY 2023 | |
|-------------------------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|
| | FTE | Headcount | FTE | Headcount | FTE | Headcount | FTE | Headcount |
| A. New enrollments | 5 | 10 | 5 | 10 | 10 | 20 | 10 | 20 |
| B. Shifting enrollments | 5 | 10 | 5 | 10 | 0 | 0 | 0 | 0 |
| Total Enrollment | 10 | 20 | 10 | 20 | 10 | 20 | 10 | 20 |

II. REVENUE

| | FY 2020 | | FY 2021 | | FY 2022 | | FY 2023 | |
|--|----------|-------------|----------|-------------|----------|-------------|----------|-------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| 1. New Appropriated Funding Request | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2. Institution Funds | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3. Federal | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4. New Tuition Revenues from Increased Enrollments | | \$93,520.00 | | \$93,520.00 | | \$93,520.00 | | \$93,520.00 |
| 5. Student Fees | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 6. Other (i.e., Gifts) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Revenue | \$0 | \$93,520 | \$0 | \$93,520 | \$0 | \$93,520 | \$0 | \$93,520 |

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

| | FY 2020 | | FY 2021 | | FY 2022 | | FY 2023 | |
|-------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Personnel Costs | | | | | | | | |
| 1. FTE | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2. Faculty | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3. Adjunct Faculty | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4. Graduate/Undergrad Assistants | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5. Research Personnel | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 6. Directors/Administrators | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 7. Administrative Support Personnel | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 8. Fringe Benefits | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 9. Other: | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Personnel and Costs | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

| | FY 2020 | | FY 2021 | | FY 2022 | | FY 2023 | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| B. Operating Expenditures | | | | | | | | |
| 1. Travel | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2. Professional Services | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3. Other Services | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4. Communications | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5. Materials and Supplies | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 6. Rentals | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 7. Materials & Goods for Manufacture & Resale | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 8. Miscellaneous | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Operating Expenditures | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| C. Capital Outlay | | | | | | | | |
| 1. Library Resources | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2. Equipment | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Capital Outlay | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

| | FY 2020 | FY 2021 | FY 2022 | FY 2023 |
|---|---------|----------|----------|----------|
| D. Capital Facilities Construction or Major Renovation | | | | |
| E. Other Costs | | | | |
| Utilities | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Maintenance & Repairs | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Other | | | | |
| Total Other Costs | \$0 | \$0 | \$0 | \$0 |
| TOTAL EXPENDITURES: | \$0 | \$0 | \$0 | \$0 |
| Net Income (Deficit) | \$0 | \$93,520 | \$93,520 | \$93,520 |

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

| | |
|--------|--|
| I.A.B. | Current faculty and staff can absorb the new student enrollment. There is capacity in the currently offered courses. |
| | |

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

1. Discontinue the **Ed.D. in Education** in Rexburg, Idaho (effective Fall 2020) – see attached memo

Rationale: The expansion of the program to Rexburg was to provide a specialization to a cohort of students who were faculty at BYU-Idaho in Rexburg. This was done via an MOU between the UI and BYU-I which expired on August 31, 2015.

A second MOU and cohort were not put in place and the UI has not offered this expansion since the completion of the original cohort in 2014. There are no faculty, student or financial impacts. We are formally requesting that the expansion in Rexburg be discontinued and removed from our inventory. The program in Moscow remains unchanged.

**OFFICE OF THE PROVOST
AND EXECUTIVE VICE PRESIDENT**

875 Perimeter Drive MS 3152
Moscow ID 83844-3152

208-885-6448
208-885-6558 [FAX]
provost@uidaho.edu
provost.uidaho.edu

October 31, 2019

Patty Sanchez
Academic Affairs Program Manager
Idaho State Board of Education
650 West State Street, Suite #307
P.O. Box 83720
Boise, ID 83720-0037
Patty.sanchez@osbe.idaho.gov

Dear Ms. Sanchez,

The purpose of this Notification Letters is to request, per Board Policy III.G.7. the discontinuation of the Ed.D. in Education in Rexburg Idaho. The expansion of the program to Rexburg was to provide a specialization to a cohort of students who were faculty at BYU-Idaho in Rexburg. This was done via an MOU between the UI and BYU-I which expired on August 31, 2015.

A second MOU and cohort were not put in place and the UI has not offered this expansion since the completion of the original cohort in 2014. There are no faculty, student or financial impacts. We are formally requesting that the expansion in Rexburg be discontinued and removed from our inventory. The program in Moscow remains unchanged.

The change will go into effect in Fall 2020, if approved. Please do not hesitate to contact me should you need additional information.

Sincerely,

Cher Hendricks
Vice Provost for Academic Initiatives

Cc: John Wiencek
Ali Carr-Chellman