

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

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, the **department chair** will e-mail the completed form to gracemiller@uidaho.edu.

Deadline: This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form.

Submission Information

This section must be completed

Dept Chair Name:	John Cannon	Email:	johnc@uidaho.edu
College:	Education, Health, and Human Sciences		
Department/Unit:	Curriculum and Instruction		
Dept/Unit Approval Date:	May 5, 2017	Vote Record:	Unanimously with 18 votes.
College Approval Date:	CCC: September 15, 2017. TECC: September 19, 2017.	Vote Record:	Unanimous
Primary Point of Contact:	Aleksandra Hollingshead	Email:	ahollingshead@uidaho.edu
Briefly describe the change you are requesting:	Adding an Exceptional Child Generalist Teaching Major to the existing major of secondary education (BS Ed.).		

What is the financial impact of the requested change?

Greater than \$250,000 per FY:	<input type="checkbox"/>	x	Less than \$250,000 per FY:	<input checked="" type="checkbox"/>
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****Note: If financial impact is greater than \$250,000, you must complete a Program Proposal form.**

Describe the financial impact: None – all courses are currently offered at the graduate level and the undergraduate equivalents will be joint-listed

Rationale for Program Component Request or Name Change

This section must be completed

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

Opportunities for teacher education candidates to pursue recommendation for certification to work with exceptional children currently only include Master's level programs. This program will be available to undergraduate students in pursuit of that certification. This program will not change the workload of the program faculty in a significant way as these courses are already a part of faculty workload. To accommodate undergraduate students in the current coursework we requested to joint list two of the courses but other than that, the coursework remains the same.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	
New Name:	
Current Degree:	
New Degree:	

Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: Yes No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: Yes No

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

	List Old Learning Outcomes	New Learning Outcome, if changed (if no change, write N/A and move to next outcome)	New Direct Measure (list student work product and explain how it will be evaluated)	Have you updated the assessment cycle to include this change? (yes/no)
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

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

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

x	Create New		Discontinue	Implementation Date:	Fall 2018		
	Graduate Level	x	Undergraduate Level	Law Level	Credit Requirement:	31-40	
Are new courses being created: (circle your response)				No	Yes	If yes, how many courses will be created:	2

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

Major:		CIP Code:		Degree:	
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	Special Education

Provide a summary/description of the program component using 50 words or less:

This new teaching endorsement will allow elementary or secondary education majors to pursue certification in special education. This program will be offered online and will be an extension of the current graduate level program offering an initial certification in special education. Currently offered classes at a 300 and 400 level will remain the same, and the two classes at a 500 level (EDSP 548 and EDSP 530) are being considered for joint listing to accommodate undergraduate students.

Learning Outcomes and Assessment Information

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

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

Outcome 1: Philosophy and School Organization. University of Idaho special education majors 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)

Outcome 2: Curriculum. University of Idaho special education majors 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)

Outcome 3: Instruction. University of Idaho special education majors 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)

Outcome 4: Assessment. University of Idaho special education majors 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)

Outcome 5: Research. University of Idaho special education majors, 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)

Outcome 6: Communication. University of Idaho special education majors 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)

*** a list of direct and indirect measures for each outcome as well as an alignment of signature assignments to standards are attached as separate documents (Editor's note: attached as the outcomes-addendum and standards-addendum)

2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:

Assessment will occur through alignment of signature assignments to Idaho Standards for Initial Preparation of Professional School Personnel in the Exceptional Child Generalist Endorsement. Candidates are expected to complete the internship semester and demonstrate proficiency through the Idaho Teacher Performance Assessment (UI-TPA).

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

The assessment data will be considered for the annual closing of the assessment loop process and program improvement.

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

*** a list of direct and indirect measures for each outcome as well as an alignment of signature assignments to standards are attached as separate documents

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

We will conduct ongoing assessment.

Distance Education Availability

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

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU), the University of Idaho must declare whether 50% or more of the curricular requirements of a program may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

Geographical Area Availability

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

Identify the geographical area(s) this program component can be completed in:

Moscow	<input checked="" type="checkbox"/>		
Coeur d'Alene	<input type="checkbox"/>		
Boise*	<input type="checkbox"/>		
Idaho Falls*	<input type="checkbox"/>		
Other**	<input checked="" type="checkbox"/>	Location(s):	online

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

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

Exceptional Child Generalist Teaching Major

FOR ELEMENTARY ED MAJORS

EDSP 300	Educating for Exceptionalities	3 cr
EDSP 325	Classroom Applications of Learning Theories	2 cr
EDSP 350	Language and Communication Development and Disorders	3 cr
EDSP 423	Collaboration	3 cr
EDSP 425	Evaluation of Children and Youth	3 cr
EDSP 426	Developing Instructional Programs	3 cr
EDSP 430	Assistive Technology and UDL	2 cr
EDSP 448	Special Education Curriculum	3 cr
EDCI 463	Content Reading	3 cr
EDSP 484	Special Education Internship	6 cr

Courses to total 31 credits

FOR SECONDARY ED MAJORS:

*would take all courses listed above plus:

MTHE 235	Mathematics for Elementary Teachers I	3 cr
MTHE 236	Mathematics for Elementary Teachers II	3 cr
EDCI 320	Teaching Reading and Literacy	3 cr

Courses to total 40 credits