

**PROPOSAL TO CREATE CULTURALLY RESPONSIVE PEDAGOGY AND UNIVERSAL DESIGN FOR LEARNING
UNDERGRADUATE CERTIFICATE**

CURRICULUM

Selected upper-division emphasis electives	6
COMM 335 Intercultural Communication	
COMM 432 Gender and Communication	
EDSP 300 Educating for Exceptionalities	
EDCI 302 Teaching Culturally Diverse Learners	
SOC 201 Introduction to Inequities and Inclusion	
SOC 423 Sociology of Prosperity: Social Class and Economics in the 21st Century	
SOC 424 Sociology of Gender	
SOC 427 Racial and Ethnic Relations	
PSYC 315 Psychology of Women	
 Mandatory Online 1-credit courses	 6
EDCI 418 Culturally Responsive Pedagogy	
EDCI 420 Gender and Sexual Diversity in Schools	
EDCI 421 Racial and Ethnic Diversity in Schools	
EDCI 422 Socio-Economic Diversity in Rural Schools	
EDCI 424 Universal Design in Learning	
EDCI 426 Working with Native American Students and Communities	

Courses to total 12 credits for this academic certificate

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:	Dr. Raymond Dixon	Email:	rdixon@uidaho.edu
College:	College of Education, Health and Human Sciences		
Department/Unit:	Curriculum and Instruction		
Dept/Unit Approval Date:	September 8, 2017/CCC 09/12/18	Vote Record:	17 (C&I department)
College Approval Date:	EHHS 09/20/18	Vote Record:	51
Primary Point of Contact:	Aleksandra Hollingshead	Email:	ahollingshead@uidaho.edu
Briefly describe the change you are requesting:	An academic certificate in Culturally Responsive Pedagogy and Universal Design for Learning.		

What is the financial impact of the requested change?

Greater than \$250,000 per FY:	<input checked="" type="checkbox"/>	Less than \$250,000 per FY:	<input 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: The program is built from courses already offered. While enrollment may be slightly elevated in courses currently offered, there should be room to accommodate program participants in the current course schedule. Thus it should not require a significant amount of resources. The modules have already been constructed, funded by a CEHHS/CLASS Summer grant. However, the director of the program may eventually require a course buyout in order to supervise/participate in instruction and to manage their additional responsibilities as director. Depending on enrollment growth, this is a topic that may need to be revisited in the future.

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.

We seek to create an academic certificate (12 credits) in Culturally Responsive Pedagogy and Universal Design for Learning at the University of Idaho. This certificate will require students to complete three currently offered University courses in addition to six online 1-credit courses. These 1-credit courses are newly developed (thanks to funding by the College of Education, Health and Human Sciences and College of Letters, Arts, and Social Sciences Summer 2017 Funding Award).

Rationale for the Project

In the field of education inequities in opportunity, access, and learning outcomes persist (Cartledge & Kourea, 2008; Richards et al., 2007). Students from racial and ethnic minority groups often experience higher dropout rates (Lee, 2002) and those from low socio-economic groups are often less prepared to learn in the early grades (Sirin, 2005). Understanding the intricacies of diversity in education is critical in a development of teachers who are to create inclusive and respectful learning environments (Dukes & Lamar-Dukes, 2009). Culturally responsive pedagogy and Universal Design for Learning are a perfect pairing to prepare inclusive educators who provide relevant instruction to all of their students despite of their ability level, race, ethnicity, language, socio-economic status, and other variabilities.

This teacher professional development program serves both pre-service and in-service teachers interested in enhancing their knowledge and skills related to cultural responsive pedagogy and the Universal Design for Learning framework. These areas are essential to the success of UI students as they become educators in that they allow instructors to reach a wider range of students and design meaningful and culturally relevant instruction. Specifically, this program helps UI students and potential students whom

are currently serving as educators in Idaho to better serve marginalized student populations including students with disabilities, English language learners, students from diverse cultural, racial, or religious backgrounds, students with low socio-economic status, etc.

This certificate will not only serve current UI students who seek to be educators, but also draw a new body of students: in-service teachers working in Idaho. In-service teachers must take a certain number of continuing education credits and this certificate program can meet that requirement.

Strategic Plan

The proposed academic certificate in Culturally Responsive Pedagogy and Universal Design for Learning meets two key elements of the new strategic plan for the University of Idaho.

First, this certificate directly meets the first goal of the College of Education, Health and Human Sciences' strategic plan: cultural proficiency. This certificate hosts courses to train pre- and in-service teachers to serve specific underserved populations in Idaho: Native students; students of color; students with disabilities; gay, gender queer and transgender students; students living in poverty; and students from rural areas.

Second, Engage. "Engagement with partners" is a central goal in the strategic plan outlined by the College of Education, Health and Human Sciences. This certificate empowers current and potential UI students to use their gifts and talents to better serve (steward and nurture) marginalized communities throughout the state of Idaho.

Workload Management

As mentioned, this certificate will require students to complete three courses, currently offered by the university. Students will be able to choose from a long list of interdisciplinary courses related to diversity and education. In addition, students will complete six online 1-credit courses. These 1-credit courses were developed over the summer of 2017 and are set up so that students can access and complete them with little to no faculty involvement.

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 2019		
	Graduate Level	x	Undergraduate Level	Law Level	Credit Requirement:	12	
Are new courses being created: (circle your response)				No	<input checked="" type="radio"/> Yes	If yes, how many courses will be created:	6

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

Major:		CIP Code:	13.0202	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:	Culturally Responsive Pedagogy and Universal Design for Learning
Teaching Endorsement (Major/Minor):	

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

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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:
<p>Learn and Integrate: Students will be able to report on the barriers underserved communities face in education. They will also be able to apply practical solutions to better serve these student groups</p> <p>Think and create: Students will be able to design course pedagogy to meet the needs of all students, including those from historically marginalized populations.</p> <p>Communicate: Students will be able to communicate effectively about topics related to diversity and with diverse communities through oral, written, and visual formats.</p> <p>Clarify purpose and perspective: Students will be able to explain their own positionality given socio-political-historical processes. They will be able to use this knowledge to better inform their work as educators.</p> <p>Practice Citizenship: Students will be able to explain the historical contexts that have given rise to our current inequality and design their courses in ways that benefit all students.</p>
2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
Each course offered through the academic certificate will continue to be assessed as it has been historically; we will continue to use current assessment tools to verify the quality of affiliated courses. These are completed at the department level and include feedback from students. Further, the program director will be tasked, in part, with monitoring the quality of the courses and instructors affiliated with the program. Further, the director of the program will be tasked with completing an annual assessment through the college and university. This will include developing and disseminating assessment protocols (pre and post tests) to students as they enter and exit the academic certificate.
3. How will you ensure that the assessment findings will be used to improve the program?
The director will be tasked with implementing improvements based on the assessment of courses and the program as a whole.
4. What direct and indirect measures will be used to assess student learning?

The director will develop an assessment tool that will be distributed to students when they first sign up for the academic certificate. It will then be given as a post-test to students graduating in order to evaluate the success the certificate has had in reaching the learning outcomes outlined above.

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

Pre-tests will be completed each year when students sign up for the certificate. Post-tests will be provided to graduating seniors who have completed the certificate.

Distance Education Availability

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

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

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

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

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

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*	X	No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes	X	No	

Geographical Area Availability

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

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

Moscow	x		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**	x	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.