



**University
of Idaho**

College of Education, Health and Human Sciences
College Coordinating Committee
Committee Chair: Dean Alison Carr-Chellman

Meeting Agenda

Date: January 21, 2020

Time: 4:00 p.m.

Location: Education Building, Room ED 515 Aspire and via ZOOM 651651555

1. Introductions
2. Minutes from September 16, 2019 Meeting
3. Proposals to review:
 - a. Technology Integration Specialist Certificate (Group B Form)
 - b. EDCI 553 Role of A Tech Integration Specialist (Add a Course)
 - c. EDCI 553 Role of A Tech Integration Specialist (Add a Course)
 - d. EDCI 554 Create Instructional Videos with Screencasting (Add a Course)
 - e. EDCI 555 Digital Citizenship of A Tech Integration Specialist (Add a Course)
 - f. EDCI 556 G Suite Tools in the Classroom (Add a Course)
 - g. EDCI 557 Google Classroom (Add a Course)
 - h. EDCI 558 Google Tips, Tricks and Extensions (Add a Course)
 - i. EDCI 559 Improving the Use of Video in the Classroom (Add a Course)
 - j. EDCI 573 Integrating Technology Through the Universal Design (Add a Course)
 - k. EDCI 574 Interactives & Simulations (Add a Course)
 - l. EDCI 575 Open Education Resources (OER) (Add a Course)
 - m. EDCI 576 Tools for Digital Assessment (Add a Course)
 - n. EDCI 577 Tools to Support Collaboration in and out of the Classroom (Add a Course)
 - o. EDCI 578 Tools to Support Literacy (Add a Course)
 - p. Computer Science Teaching Endorsement and Budget
4. **Accreditation Update.**
5. **Old Business.**
 - a. Should Dean Carr-Chellman chair this committee? This is a continued discussion from the September, 2018 CCC meeting and the September, 2018 All Faculty Meeting.
6. **New Business for next meeting?**

- a. Schedule next meeting for April, 2020.
- 7. **Future dates to note: DEADLINE to submit to UCC: October 1, 2020**



University
of Idaho

College of Education, Health and Human Sciences
College Coordinating Committee
Committee Chair: Dean Alison Carr-Chellman

Meeting Minutes

Date: Monday, September 16, 2019

Time: 3:30 PM (Pacific)

Location: Education Building, Room 515 and via ZOOM

1. Meeting called to order by Dr. Taylor Raney in Dean Carr-Chellman absence.
2. Attendance: Taylor Raney, John Cannon, Anne Adams, Laura Holyoke, John Cannon Davin Carr-Chellman, David Paul, Bruce Saxman, Penny Tenuto and Phillip Scruggs. Email comments and votes were received from Alexandra Hollingshead.
3. The Minutes of the April 9, 2019 meeting were read and approved. Taylor Raney moved to approve and Allen Kitchel seconded. The members in attendance approved with four members abstaining. Jennifer Kay will post the approved Minutes to the CCC webpage.
4. Proposals:
 - a. RSTM 104; RSTM 260; RSTM 275; RSTM 395; RSTM 425; RSTM 525; PEP 430; PEP 530; RSTM 430; RSTM 485; RSTM 585; RSTM 490; RSTM 590; B.S. – RSTM – Outdoor Leadership and RSTM Curriculum Change - were all discussed together as presented by Bruce Saxman. The group commended that the rational and the learning objectives (and how assessed) needed to be clarified. The group discussed that 240/425 needed to be combined with a graduate level course. Bruce Saxman will revise how the graduate level course would be more robust and will also add how these proposals will impact faculty and resources. It was suggested that syllabi should be added into the proposals to show difference for graduate level course. Phillip Scruggs moved to approve. Anne Adams seconded. Vote passed unanimous.
 - b. PEB 106, PEB 107 and PEB 108 – the group also discussed these proposals together. The proposals are needed to update the names and prefixes. Course will also now be available at a distance. David Paul moved to approve. Phillip Scruggs seconded the motion. Vote passed unanimous.
 - a. Health Education Minor Change: Taylor Raney explained the proposal and moved to approve. Anne Adams seconded the motion. Vote passed unanimously.
 - b. EDCI 204 – Taylor discussed the need for this course – course is currently being taught and will continue to be taught by same person. It was noted that the short title should be corrected and that the work load should be clarified.

Taylor Raney moved to approve. Anne Adams seconded. Vote passed unanimously.

- c. AT 587; AT 507; AT 511; AT 512; AT 513; AT 514; AT 520; AT 521; AT 522; AT 523; AT 533; AT 536; AT 540; AT 541; AT 542; AT 543; AT 547; AT 550; AT 551; AT 552 and AT 553 were all discussed together. The group noted that a couple proposals needed title changes, and several needed the distribution revised moving the courses to hybrid. Laura Holyoke moved to approve. Anna Adams seconded the motion. Vote passes unanimously.
- d. AOLL – Discussion was had about the impact on workloads. Davin Carr-Chellman will add an explanation that this course would not cause any additional workload/resources. It was also noted that the course number should be revised to 6XX and the Registrar will assign the correct course number. Credit should also be revised to state variable – rather than 1-9. Taylor Raney moved to approve as revised. Laura Holyoke seconded the motion. Vote passed unanimously.
- e. College Teaching Apprenticeship – Taylor Raney discussed the need for this course so that TA's and Work Study's could obtain college credit for teaching college courses. This will be circulated for electronic vote.
- f. M.A. TESOL – Taylor Raney discussed that this M.A. would be a new degree for EHHS C&I and is currently running through the CLASS curriculum change process. This will be a joint venture degree. Courses have already been evaluated for alignment. Laura Holyoke moved to approve. David Paul seconded. Discussion was had about having multiply degrees. This will overlap with teaching requirement. Vote passed unanimously.

5. Old Business:

- a. Should Dean Carr-Chellman chair this committee? The group discussed this question again. It was suggested that perhaps the UCC Representative should chair this committee. Others argued that having the Dean be chair will allow her to engage in the curriculum part as she is knowledge of resources that might be used. It was decided that this would need a college vote and that it should be reviewed prior to proposals. As an alternative, it was suggested that perhaps any chair of this committee updated the Dean on the committee events after each meeting – keeping the Dean in the curricular loop. It was also discussed that the Dean become an Ex Officio member. No recommendation will be at this time. Taylor Raney proposed bringing this up at the next Leadership Meeting.

6. New Business for next meeting? None.

7. Future dates to note:

CCC Minutes
September 16, 2019

DEADLINE to submit to UCC: October 1, 2019

Spring Meeting: January __, 2020

Final Meeting: April ____, 2020

Meeting adjourned.

DRAFT

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

(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:

- | | | | |
|-------------------------------------|--|--------------------------|--|
| <input type="checkbox"/> | 1. New component (option, minor, emphasis, concentration or specialization) | <input type="checkbox"/> | 5. Discontinuation of a certificate (30 credits or less) |
| <input checked="" type="checkbox"/> | 2. New certificate (30 credits or less) | <input type="checkbox"/> | 6. CIP Code change |
| <input type="checkbox"/> | 3. Change to program name or title, degree, department, division, college or center | <input type="checkbox"/> | 7. Other, please describe: |
| <input type="checkbox"/> | 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization) | | |



University of Idaho

Office of the Provost and
Executive Vice President

REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	Raymond Dixon	Email:	rdixon@uidaho.edu
Department/Unit:	Curriculum & Instruction		
College:	College of Education, Health and Human Sciences		
Current Program Name:	Doceo Center Online Technology Integration Courses for Professional Development	X	Graduate (graduate level professional development) Undergraduate
Current program credits:	12 graduate level online professional development courses worth 1 credit each		
Primary Point of Contact (if different from above):	Cassidy Hall	Email:	cassidyh@uidaho.edu
Briefly describe the change you are requesting:	I would like these courses to be available as graduate courses with an additional assignment to be added to each so that they can be part of a Technology Integration Specialist Certificate to be offered as a 100% online certificate to K-12 educators		
CIP Code:	New (list requested code):		Existing (list the current code):
What is the financial impact of the requested change:	Greater than \$250,000 per FY;	X	Less than \$250,000 per FY;
Describe the financial impact:	The expectation is that this will increase enrollment because many school districts are moving toward a technology coach module to support technology integration in K-12 schools. Educators are seeking a certificate program to have the credentials to take on this role.		

Implementation/effective date of change or new component:	Spring 2021		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	X	Yes	No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	X	Yes	No
Please write the geographical location that this program will be offered:	This program will be explicitly directed to support current needs throughout the state of Idaho but will be available nationally to all K-12 teachers who would benefit from adding such a certificate to their credentials.		

NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE

Name of new component or certificate:	Technology Integration Specialist Certificate		
Number of credits:	9		
Describe proposed new program component or certificate to include overview of program and credit requirements:	<p>This certificate will prepare K-12 educators for becoming technology integration specialists (or technology coaches) for their school districts. In many schools, this is an additional position for which educators receive a stipend, while in some larger districts it is a full time position. Participants will be required to take nine one credit courses. All courses are online and asynchronous. The Role of a Technology Integration Specialist is a required course while the other eight courses are chosen from a list of 12 technology integration topics: Create Instructional Videos with Screencasting, Google Classroom, Google Tips, Tricks & Extensions, G Suite Tools in the Classroom, Improving the Use of Video in the Classroom, Integrating Technology through the Universal Design for Learning, Interactives & Simulations, Open Education Resources, Tools for Digital Assessment, Tools to Support Collaboration In and Out of the Classroom, Tools to Support Literacy</p> <p>Course Descriptions available at http://uidaho.edu/doceo-online</p>		
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	No
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:			
<ul style="list-style-type: none"> The certificate will prepare educators to take on the role of a technology integration specialist (or technology coach) according to the ISTE Standards for Technology Coaches which include: Visionary Leadership, Teaching, Learning and Assessments, Digital Age Learning Environments, Professional Development and Program Evaluation, Digital Citizenship, Content Knowledge and Professional Growth. See ISTE Standards for Technology Coaches: https://www.iste.org/standards/for-coaches 			
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 is comprised of four modules with an assessment (quiz, journal, reflection, review, etc.) for each of the first three modules and a performance task for the fourth module.			
How will you ensure that the assessment findings will be used to improve the program?			

Each course ends with a survey for participants to provide feedback on their experience to improve the courses. Survey data will be looked at at the end of each year and courses will be improved based on feedback each summer.

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

Quizzes, journals, reflections, reviews all focused on course content and one performance task for each course that pulls all skills in that course together in a creativity focused outcome

When will assessment activities occur and at what frequency?

As these are online, self-paced courses, an assessment piece is built into each course module. There are four modules in each course. Assessment for the first three modules is traditional: quiz, journal, reflection, review, etc. The fourth module assessment is a performance task in which participants have to create utilizing the technology of focus in that course.

MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE

Current name of component or degree:			
New name of component or degree:			
Number of credits:			
Describe the modification are you making:			
Name of major or degree that the component is attached to:			
Describe rationale for the modification:			
Indicate whether program, curriculum, course and admission requirements remain the same.	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
Are any of the learning outcomes changing:	<input type="checkbox"/>	Yes – if yes fill out question below	<input type="checkbox"/> No
List the new learning outcomes:	1. 2. 3. 4. 5.		

DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE

What are you requesting to discontinue:			
What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No

SIGNATURES – REQUIRED FOR ALL SELECTIONS:

Dept/Unit Curriculum Committee Approval Date:	C&I Approved 01/14/2020	Vote Record:	(12 Yes/1 Abstain)
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:		Vote Record:	
Dean Signature of Approval			

UNIVERSITY CURRICULUM COMMITTEE Course Approval 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

College	Education, Health and Human Sciences
Department/Unit	Curriculum & Instruction
Dept/Unit Approval Date	C&I Approved 01/14/2020 (12 Yes/1 Abstain)
College Approval Date	

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input checked="" type="checkbox"/>	Add a Course	<input type="checkbox"/>	Drop a Course	<input type="checkbox"/>	Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

	Title		Number		Credits		Recommended Preparation
	Prerequisites		Co-Requisites		Description		Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	EDCI	Number	
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Course Information

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

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	Role of a Technology Integration Specialist
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Short Course Title (If the course title is longer than 30 characters)

T	e	c	h		I	n	t	e	g	r	a	t	i	o	n		S	p	e	c	i	a	l	i	s	t			
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Subject Prefix	EDCI	Number	553
Credits	1	Prerequisites	NA
Co-requisites	NA		
Description	This is the required foundational course for those seeking a Technology Integration Specialist Certificate. The course will include the BDA coaching model and application of the International Society for Technology in Education (ISTE) Standards for Coaches, Educators, and Students.		

Cross- and Joint-List Status

Cross-listed course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Online only

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

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

All assessments will be project based where future technology integration specialists are working on a cumulative plan for supporting educators and students. A rubric will be used to assess each of the four course modules on the integration of the following: BDA coaching model, the ISTE Standards, the Danielson Framework for Teaching, and the Universal Design for Learning.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

This one credit course will be taught by the Director of the Doceo Center for Innovation + Learning as part of its mission to support technology integration in K-12 schools throughout the state and supported by income through professional development courses offered through the center.

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

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Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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<input checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	EDCI	Number	
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Title:	G Suite Tools in the Classroom
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Short Course Title (If the course title is longer than 30 characters)

G	S	u	i	t	e	T	o	o	l	s	i	n	t	h	e	C	l	a	s	s	r	o	o	m
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Subject Prefix	EDCI	Number	EDCI 556
Credits	1	Prerequisites	NA
Co-requisites	NA		
Description	<p>This is one of twelve technology integration topics to choose from to complete the Technology Integration Specialist Certificate which requires a total of nine credits including the Role of Technology Integration Specialist course and eight other courses from the list of twelve.</p> <p>G Suite Tools provide a way for educators to easily share content, enhance learning through collaboration and easy access to content beyond the classroom, and streamline organization. Content includes a close look at Google Docs, Forms, Sheets, and Presentations that covers collaborative uses, Google Drive, tools within each app, etc.</p>		

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Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

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Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Online only

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Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

This one credit course will be taught by the Director of the Doceo Center for Innovation + Learning as part of its mission to support technology integration in K-12 schools throughout the state and supported by income through professional development courses offered through the center.

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Online only

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

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

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Submission Information

College	Education, Health and Human Sciences
Department/Unit	Curriculum & Instruction
Dept/Unit Approval Date	C&I Approved 01/14/2020 (12 Yes/1 Abstain)
College Approval Date	

Type of Change

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<input checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
--	--	--

Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	EDCI	Number	
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Course Information

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Title:	Google Tips, Tricks, & Extensions
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Short Course Title (If the course title is longer than 30 characters)

G	o	o	g	l	e		T	i	p	s		T	r	i	c	k	s		E	x	t	e	n	s	i	o	n	s	
---	---	---	---	---	---	--	---	---	---	---	--	---	---	---	---	---	---	--	---	---	---	---	---	---	---	---	---	---	--

Subject Prefix	EDCI	Number	EDCI 558
Credits	1	Prerequisites	NA
Co-requisites	NA		
Description	<p>This is one of twelve technology integration topics to choose from to complete the Technology Integration Specialist Certificate which requires a total of nine credits including the Role of Technology Integration Specialist course and eight other courses from the list of twelve.</p> <p>You'll dig deeper into everything that Google has to offer educators that you've probably never explored including Custom Search, Doodles, Extensions, Search Tools, and a Google a Day.</p>		

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

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Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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- (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).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Online only

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

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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Dept/Unit Approval Date	C&I Approved 01/14/2020 (12 Yes/1 Abstain)
College Approval Date	

Type of Change

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<input checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	EDCI	Number	
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Course Information

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Title:	Improving the Use of Video in the Classroom
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Short Course Title (If the course title is longer than 30 characters)

I	m	p	r	o	v	i	n	g		V	i	d	e	o		i	n		C	l	a	s	s	r	o	o	m		
---	---	---	---	---	---	---	---	---	--	---	---	---	---	---	--	---	---	--	---	---	---	---	---	---	---	---	---	--	--

Subject Prefix	EDCI	Number	559
Credits	1	Prerequisites	NA
Co-requisites	NA		
Description	<p>This is one of twelve technology integration topics to choose from to complete the Technology Integration Specialist Certificate which requires a total of nine credits including the Role of Technology Integration Specialist course and eight other courses from the list of twelve.</p> <p>We all use videos as resources for sharing information on important content. This course will focus on tools that can help you to make videos more meaningful to students by embedding questions, using the video to create a lesson plan, etc.</p>		

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

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Add, Drop, or Change of Status	
Cooperative Course	

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- (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).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Online only

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

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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Submission Information

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Department/Unit	Curriculum & Instruction
Dept/Unit Approval Date	C&I Approved 01/14/2020 (12 Yes/1 Abstain)
College Approval Date	

Type of Change

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<input checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	Other

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Subject Prefix	EDCI	Number	
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Course Information

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Title:	Integrating Technology Through the Universal Design for Learning
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Short Course Title (If the course title is longer than 30 characters)

I	n	t	e	g	r	a	t	i	n	g	T	e	c	h	T	h	r	o	u	g	h	U	D	L
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Subject Prefix	EDCI	Number	573
Credits	1	Prerequisites	NA
Co-requisites	NA		
Description	<p>This is one of twelve technology integration topics to choose from to complete the Technology Integration Specialist Certificate which requires a total of nine credits including the Role of Technology Integration Specialist course and eight other courses from the list of twelve.</p> <p>Technology is especially helpful in meeting UDL principles to remove barriers and maximize learning for all students. Content will include an overview of UDL principles and exploration of multiple tech tools to support each principle.</p>		

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

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Add, Drop, or Change of Status	
Cooperative Course	

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Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Online only

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

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

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College Approval Date	

Type of Change

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<input checked="" type="checkbox"/>	Add a Course	<input type="checkbox"/>	Drop a Course	<input type="checkbox"/>	Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

	Title	Number	Credits	Recommended Preparation
	Prerequisites	Co-Requisites	Description	Other

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Subject Prefix	EDCI	Number	
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Title:	Interactives & Simulations
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Short Course Title (If the course title is longer than 30 characters)

I	n	t	e	r	a	c	t	i	v	e	s		&		S	i	m	u	l	a	t	i	o	n	s				
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Subject Prefix	EDCI	Number	574
Credits	1	Prerequisites	NA
Co-requisites	NA		
Description	<p>This is one of twelve technology integration topics to choose from to complete the Technology Integration Specialist Certificate which requires a total of nine credits including the Role of Technology Integration Specialist course and eight other courses from the list of twelve.</p> <p>The exploration of web-based simulations and interactives across the content areas and for specific content areas to enhance the learning experience and help increase understanding of difficult concepts. This course is especially helpful for STEM teachers.</p>		

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

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Add, Drop, or Change of Status	
Cooperative Course	

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- (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).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Online only

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College Approval Date	

Type of Change

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<input checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	EDCI	Number	
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Course Information

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Title:	Open Educational Resources (OER)
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Short Course Title (If the course title is longer than 30 characters)

O	p	e	n	E	d	u	c	a	t	i	o	n	a	l	R	e	s	o	u	r	c	e	s	O	E	R
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Subject Prefix	EDCI	Number	575
Credits	1	Prerequisites	NA
Co-requisites	NA		
Description	<p>This is one of twelve technology integration topics to choose from to complete the Technology Integration Specialist Certificate which requires a total of nine credits including the Role of Technology Integration Specialist course and eight other courses from the list of twelve.</p> <p>Open educational resources offer a wealth of freely accessible and openly licensed quality resources for educators available in digital and text formats. We will dive into copyright, copyleft, fair use, creative commons, public domain, and the 5 Rs of openness to discover why OER is so important in today's society. You will also explore multiple online sites for finding OER to support your content area(s).</p>		

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Statement of Purpose

Co-operative programs are based on one or more of the following criteria.

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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- (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).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Online only

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

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

This one credit course will be taught by the Director of the Doceo Center for Innovation + Learning as part of its mission to support technology integration in K-12 schools throughout the state and supported by income through professional development courses offered through the center.

Office of the Registrar Information

Date Received by UCC Secretary	
UCC Item Number	
UCC Approval Date	
General Curriculum Report Number	

UNIVERSITY CURRICULUM COMMITTEE Course Approval 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

College	Education, Health and Human Sciences
Department/Unit	Curriculum & Instruction
Dept/Unit Approval Date	C&I Approved 01/14/2020 (12 Yes/1 Abstain)
College Approval Date	

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
--	--	--

Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	EDCI	Number	
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Course Information

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

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	Tools for Digital Assessment
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Short Course Title (If the course title is longer than 30 characters)

T	o	o	l	s	f	o	r	D	i	g	i	t	a	l	A	s	s	e	s	s	m	e	n	t		
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	--	--

Subject Prefix	EDCI	Number	576
Credits	1	Prerequisites	NA
Co-requisites	NA		
Description	<p>This is one of twelve technology integration topics to choose from to complete the Technology Integration Specialist Certificate which requires a total of nine credits including the Role of Technology Integration Specialist course and eight other courses from the list of twelve.</p> <p>Explore a variety of tools for assessing students in a more engaging manner inside and outside of class including Google Forms, Kahoot!, Answer Garden, Plickers, Quizlet, and Socrative.</p>		

Cross- and Joint-List Status

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Date the affected Units approved of this change	

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- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
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Add, Drop, or Change of Status	
Cooperative Course	

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- (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).*

Is this course available via distance education?*	Yes	X	No	
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Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Online only

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

Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

One assessment for each of the four course modules including quizzes and project-based assessments graded on a rubric where students will create utilizing the technology of focus.

Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

This one credit course will be taught by the Director of the Doceo Center for Innovation + Learning as part of its mission to support technology integration in K-12 schools throughout the state and supported by income through professional development courses offered through the center.

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College Approval Date	

Type of Change

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<input checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
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Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	Other

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Subject Prefix	EDCI	Number	
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Course Information

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Title:	Tools to Support Collaboration In and Out of the Classroom
--------	--

Short Course Title (If the course title is longer than 30 characters)

T	o	o	l	s	t	o	S	u	p	p	o	r	t	C	o	l	l	a	b	o	r	a	t	i	o	n
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Subject Prefix	EDCI	Number	577
Credits	1	Prerequisites	NA
Co-requisites	NA		
Description	<p>This is one of twelve technology integration topics to choose from to complete the Technology Integration Specialist Certificate which requires a total of nine credits including the Role of Technology Integration Specialist course and eight other courses from the list of twelve.</p> <p>We'll explore the possibilities of making collaboration more successful with Flipgrid, Padlet, and Zoom. This course includes an overview on successfully integrating each of the tools and ideas for collaborating with other classrooms or industry professionals at a distance.</p>		

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Is this course available via distance education?*	Yes	X	No	
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Coeur d'Alene			
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Idaho Falls			
Other*	X	Location(s)	Online only

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Is this course available via distance education?*	Yes	X	No	
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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):	Department of Curriculum and Instruction

Program Identification for Proposed New or Modified Program:

Program Title:	Computer Science Teaching Endorsement					
Degree:		Degree Designation	X	Undergraduate	X	Graduate
Indicate if Online Program:		Yes			No	
CIP code (consult IR /Registrar):						
Proposed Starting Date:						
Geographical Delivery:		Location(s)				Region(s)
Indicate (X) if the program is/has:		Self-Support		Professional Fee		Online Program Fee
Indicate (X) if the program is:		Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

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

The proposed program addresses market needs for computer science teachers. Beginning in 2021, all graduates of Idaho high schools will be required to complete a computer science course as a portion of their academic core. The computer science endorsement is a recent addition to the available endorsements at the state level with the expectation that universities bring programs such as this one forward.

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.

- 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:

Secondary (grades 6-12) computer science teacher

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

With Idaho's new requirements of computer science courses there will be a large need for high school teachers with an endorsement to teach computer science. Idaho has over 700 high schools, each of which should have an endorsed computer science teacher.

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

As noted above, Idaho's new requirements of computer science courses means that each of Idaho's over 700 high schools should have an endorsed computer science teacher.

- c. **Economic Need:** Describe how the proposed program will act to stimulate the state

Revised 10/27/17

Page 2

economy by advancing the field, providing research results, etc.

Idaho has one of the fastest growing technology sectors in the country. Maintaining this growth requires a steady stream of trained employees. This starts at the high school level (if not sooner). So training high school teachers to teach computer science is critical to maintaining this economic growth.

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

Even for students not going directly into computer science or other technology fields having an understanding of how computer technology works is an increasingly important societal skill.

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	B.S.Ed.	Computer Science – Secondary Education Emphasis
Boise State University	Endorsement only	Graduate Certificate for CS Teacher Endorsement

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

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.

The program is intended for current undergraduates as well as teachers in the field. The latter, located in Idaho's panhandle will be served by the University of Idaho, while Boise State serves the Treasure Valley region.

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

The proposed program supports the University of Idaho's vision as outlined in the Strategic Plan 2016-2025 as follows:

**Innovate: Scholarly and creative work with impact – The Computer Science endorsement will enhance collaboration with school districts, connecting K-12 faculty to UI through online and face-to-face programmatic requirements.*

**Engage: Outreach that inspires innovation and culture – The Computer Science endorsement will enhance partnerships with regional school districts through efforts with alternative authorizations to teacher certification.*

**Transform: Educational experiences that improve lives – The Computer Science endorsement will "provide greater access to educational opportunities to meet the evolving needs of society" as graduates advance the technological understanding and abilities of K-12 learners.*

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.

The proposed endorsement program will fall under the regular cycle for review of programs leading to recommendation for teacher licensure. The included standards alignment document will be vetted by the Professional Standards Commission for accuracy and promise toward meeting the computer science standards.

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

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

Professional Standards Commission?

This will be submitted to the PSC on the same date as the SBOE.

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

Yes _____ No X

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?

The opportunity to develop a computer science endorsement was only available at the state level about two years ago. Consideration of and planning for this program began in the summer of 2017.

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?

School districts across Idaho need teachers of computer science. Individuals holding a computer science endorsement along with a math endorsement may offer computer science courses for math credit by embedding K-12 math standards. Similarly, individuals holding a computer science endorsement with a science endorsement may offer computer science courses for science credit by embedding K-12 science standards. Additionally, by 2022, Idaho K-12 students will be required to have completed a computer science course prior to graduation. School districts need teachers who can support their students in meeting that state requirement.

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.
This proposed program is in response to a specific industry need. By 2022, Idaho K-12 students will be required to have completed a computer science course prior to graduation. School districts need teachers who can support their students in meeting that state requirement.
- ii.** Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
This program is not reliant on external funding.
- iii.** Is there a contractual obligation or partnership opportunity to justify the program?
There is no contractual obligation or partnership opportunity to justify the program.
- iv.** Is the program request or program change in response to accreditation requirements or recommendations?
The program request is not in response to accreditation requirements.
- v.** Is the program request or program change in response to recent changes to

teacher certification/endorsement requirements?

The program request is in response to recent changes in teacher certification/endorsement requirements, as the opportunity to offer a computer science endorsement is a relatively new one to the state of Idaho.

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.	7
Credit hours in required courses offered by other departments:	13
Credit hours in institutional general education curriculum	
Credit hours in free electives	
Total credit hours required for degree program:	20

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

CS 504 ST: Teaching Computational Thinking (3 cr)
CS 504 ST: Computer Science I for Teachers (4 cr)
CS 504 ST: Computer Science II for Teachers (3 cr)
CS 413 (LCSC) – Algorithms and Data Structures (3 cr)

Or

CS 504 ST: Teaching Analysis of Algorithms (3 cr)
CTE 419 – Database Applications and Information Management (3 cr)
EDCI 490 – Computer Science Methods (3 cr)
EDCI 491 – Computer Science Methods Practicum (1 cr)

Not that the ST (Special Topics) courses are designed to teach high school teachers and perspective high school teachers how to teach the material in existing courses (specifically CS112, CS120, CS121, and CS 395). When the endorsement is approved they will be made permanent courses.

- 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.

In addition to curricular expectations, candidates will pass the applicable Praxis II exam (Computer Science 5652) with a score of at least 160, as required by the Idaho State Board of Education and Professional Standards Commission.

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 will design instruction to make computer science instruction relevant, accessible, and challenging.

Candidates will understand data representation and abstraction.

Candidates will effectively use two or more development environments.

Candidates will demonstrate an understanding of the social, ethical, and legal issues and impacts of computing.

Candidates will demonstrate an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

Candidates will demonstrate knowledge of evolving social and research issues relating to computer science and computer science education.

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 course has specific student outcomes. Students' progress on the outcomes will be measured throughout the courses. Validated rubrics will be employed in the assessment of candidates' progress.

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

We will hold review meetings at a minimum of each spring, and more often if it is deemed necessary, to review students' progress on the student outcomes.

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

Measurements will focus on students' ability to complete in class assignments relevant to the learning standards articulated above. Following the model currently used in the CS department, the target will be median scores of at least 70% on key assignments designed to assess the desired outcomes.

This will include both assignments that measure the students' knowledge (e.g. programming assignments) and assignments that focus on teaching (e.g. creating curricular materials for their classes).

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

Assessments will occur continually during the class in the form of data collected on performance on class work. Review of the assessment materials will happen at least annually.

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)			
	FY__	FY__	FY_17_	FY_18_ (most recent)	FY__	FY__	FY__	FY_18_ (most recent)
BSU – Computer Science – Secondary Education Emphasis Graduate Certificate for CS Teacher Endorsement (combined numbers)			30	74				44
ISU								
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:											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY19 (first year)	FY20	FY21	FY22	FY23	FY24	FY19 (first year)	FY20	FY21	FY22	FY23	FY24
7	17	35	50	40	40	-	6	9	18	20	20

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?

These numbers are an estimate based on expressed interest in the program, Idaho’s CS requirements in the high school, and participation in our dual credit program. The dual credit program trains and certifies teachers to teach CS112 in the high school. Participation in this program has grown rapidly over the past three years. Most of the high school teachers participating in the dual credit program (46 total) have expressed significant interest in endorsement program. We will recruit both from the dual credit participants and from high school teachers are larfe.

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?
6 students per cohort – this is the generic minimum enrollment to keep a graduate level course active.
- 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?
If we cannot maintain a minimum cohort size for two consecutive years we will plan to discontinue the program.

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.

Classroom space and zoom technology so students can attend remotely are currently

available.

- 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?

Courses will generally be taught in the evenings and during the summer to accommodate the high school teacher's schedules and so will have minimal impact on physical resources (i.e. classroom usage).

- 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.

No additional physical resources need to be obtained.

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.

No significant library resources are needed.

- 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.

No new library resources are needed.

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?

In the CS department the program will require the teaching of one additional course per semester, including the summer. This is within our current capacity. CTE and EDCI courses are already being offered and have sufficient seat space available.

- 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 program will be supported by the existing instructional and administrative resources in CS and EDCI, which are sufficient for this additional 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?

Because the courses in the program are divided across existing programs the impact will be minimal.

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.

None.

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?
- 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.
- 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?
 - 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?
- 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.
 - 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.

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).

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

	<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	1.75	7	2.5	10	6.25	25	5.5	22
B. Shifting enrollments		0		7		10		18
Total Enrollment	2	7	2.5	17	6.25	35	5.5	40

II. REVENUE

	<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>	
	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	\$0.00	\$10,920.00	\$0.00	\$26,520.00	\$0.00 #	\$54,600.00 #	\$0.00	\$62,400.00
5. Student Fees	\$0.00	\$700.00	\$0.00	\$1,000.00		\$2,500.00		\$2,200.00
6. Other (i.e., Gifts)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenue	\$0	\$11,620	\$0	\$27,520	\$0	\$57,100	\$0	\$64,600

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

	<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	<u>0.3</u>	<u>0.00</u>	<u>0.3</u>	<u>0.00</u>	<u>0.3</u>	<u>0.00</u>	<u>0.5</u>	<u>0.00</u>
2. Faculty	<u>\$12,500.00</u>	<u>\$0.00</u>	<u>\$25,000.00</u>	<u>\$0.00</u>	<u>\$25,000.00</u>	<u>\$0.00</u>	<u>\$25,000.00</u>	<u>\$0.00</u>
3. Adjunct Faculty	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>
4. Graduate/Undergrad Assistants	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>
5. Research Personnel	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>
6. Directors/Administrators	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>
7. Administrative Support Personnel	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>
8. Fringe Benefits	<u>\$3,237.50</u>	<u>\$0.00</u>	<u>\$6,475.00</u>	<u>\$0.00</u>	<u>\$6,475.00 #</u>	<u>\$0.00</u>	<u>\$6,475.00</u>	<u>\$0.00</u>
9. Other:	<u> </u>							
Total Personnel and Costs	<u><u>\$15,738</u></u>	<u><u>\$0</u></u>	<u><u>\$31,475</u></u>	<u><u>\$0</u></u>	<u><u>\$31,475</u></u>	<u><u>\$0</u></u>	<u><u>\$31,475</u></u>	<u><u>\$0</u></u>

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	<u>\$0</u>							

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	<u>\$0</u>							

	FY _____	FY _____	FY _____	FY _____	FY _____	FY _____	FY _____
D. Capital Facilities Construction or Major Renovation							
E. Other Costs							
Utilities							
Maintenance & Repairs							
Other							
Total Other Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL EXPENDITURES:	<u>\$15,738</u>	<u>\$0</u>	<u>\$31,475</u>	<u>\$0</u>	<u>\$31,475</u>	<u>\$0</u>	<u>\$31,475</u>
Net Income (Deficit)	<u>-\$15,738</u>	<u>\$11,620</u>	<u>-\$31,475</u>	<u>\$27,520</u>	<u>-\$31,475</u>	<u>\$57,100</u>	<u>-\$31,475</u>

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

I.A.B.	