



**University  
of Idaho**

College of Education, Health and Human Sciences  
**Teacher Education Coordinating Committee**  
Committee Chair: Dr. Taylor Raney

## Meeting Agenda

Date: April 22, 2020

Time: 4:00 PM (Pacific)

Location: ZOOM 271725344

1. **Introductions**
2. **Minutes** from February 26, 2020 Meeting (attached)
3. **Proposals to review:**
  - a. B. Music Education – Curricular Proposal to remove courses
  - b. REVISED CSED 512 CS Thinking for Teachers – Add a Course
  - c. REVISED CSED 520 CS I for Teachers – Add a Course
  - d. REVISED CSED 521 CS III for Teachers - Add a Course
  - e. REVISED CSED 522 CS II for Teachers - Add a Course
4. **Accreditation Update**
5. **Educational Leadership Phase-in Plan Update**
6. **Old Business?**
7. **New Business for next meeting?**

Possible proposals for September meeting:

  - a. EDCI 327 Elementary Math Education – Change a course
  - b. EDCI 328 Elementary Social Studies Education – Change a course
  - c. EDCI 329 Elementary Science Education – Change a course
  - d. EDCI 408 Elementary Science Education – Change a course
  - e. EDCI 410 Technology, Teaching and Learning – Change a course
  - f. EDCI 449 Second Language Teaching Methods – Change a course
  - g. EDCI 549 Second Language Teaching Methods – Change a course
  - h. BS Ed Secondary Education – French - Curricular Proposal
  - i. BS Ed Secondary Education – Spanish - Curricular Proposal
  - j. BS Ed Secondary Education – German - Curricular Proposal
  - k. BS Ed – Business and Marketing (CTE) - Curricular Proposal
  - l. BS Ed – Engineering and Technology (CTE) - Curricular Proposal
  - m. BS Ed – Family and Consumer Sciences (CTE) - Curricular Proposal

BS Ed – Elementary, Secondary and CTE - Curricular Proposal

Schedule future meetings for AY 20-21 in September, January and April.
8. **Future dates to note: DEADLINE to submit to UCC: October 1, 2019**



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**Teacher Education Coordinating Committee**  
Committee Chair: Dr. Taylor Raney

## Meeting Agenda

Date: ~~January 22, 2020~~ MOVED TO February 26, 2020

Time: 4:00 p.m. (Pacific)

Location: Education Building, Room ED 515 Aspire and via ZOOM 719592982

1. Introductions
2. Minutes from September 17, 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?**
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 CURRICULUM COMMITTEE**  
**Curricular Proposal Form**

**Instructions:** Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

**Deadline:** This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

**Submission Information**

College:	CLASS
Department/Unit:	Lionel Hampton School of Music
Dept/Unit Approval Date:	9/17/19
College Approval Date:	

**Curricula Information**

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

Degree:	B.Mus.
Major:	Music Education
Minor:	
Academic Certificate:	
Teaching Major/Minor:	

Curriculum:	<p>Remove PYSC 101 and EDCI 463 as required courses in the B.Mus. in Music Education degree.</p> <p>Required course work includes the university requirements (see regulation J-3) and [music courses are omitted here to save space]:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Code</th> <th style="text-align: left;">Title</th> <th style="text-align: right;">Hours</th> </tr> </thead> <tbody> <tr> <td>COMM 101</td> <td>Fundamentals or Oral Communication</td> <td style="text-align: right;">2</td> </tr> <tr> <td>EDCI 201</td> <td>Contexts of Education</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDCI 301</td> <td>Learning, Development, &amp; Assessment</td> <td style="text-align: right;">3</td> </tr> <tr> <td><del>EDCI 463</del></td> <td><del>Literacy Methods for Content Learning</del></td> <td style="text-align: right;"><del>3</del></td> </tr> <tr> <td>EDSP 300</td> <td>Educating for Exceptionalities</td> <td style="text-align: right;">3</td> </tr> <tr> <td><del>PSYC 101</del></td> <td><del>Introduction to Psychology</del></td> <td style="text-align: right;"><del>3</del></td> </tr> </tbody> </table>	Code	Title	Hours	COMM 101	Fundamentals or Oral Communication	2	EDCI 201	Contexts of Education	3	EDCI 301	Learning, Development, & Assessment	3	<del>EDCI 463</del>	<del>Literacy Methods for Content Learning</del>	<del>3</del>	EDSP 300	Educating for Exceptionalities	3	<del>PSYC 101</del>	<del>Introduction to Psychology</del>	<del>3</del>
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## Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

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

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

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

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

**\*Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.**

## Geographical Area Availability

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

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

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

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

## Student Learning Outcomes

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

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

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

## Rationale and Assessment

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any. Summarize how the learning outcomes will be assessed for the proposed curriculum.

The College of Education and the State Board of Education (SBOE) no longer require PSYC 101 as a specific requirement for students working towards certification to teach in Idaho. Many pertinent subjects covered in PSYC 101 are also covered in EDCI 201, EDCI 301, EDSP 300, and MUST 383 Principles of Music Teaching. Dropping PSYC 101 would not reduce the total number of credits for the degree, as students would still have to fulfill Social Science General Education credits (two three-credit classes in two different subjects), and many students are likely to take PSYC 101 for this reason. The main advantage of this change is that it provides more flexibility to students in scheduling classes to fulfill Social Sciences credits.

In exit interviews and advising sessions, many music education majors for many years have related that the content of EDCI 463 has little practical pertinence to their future as a music educator, and the SBOE requirement for literacy content can be covered in MUST 382 (a change in that course is being proposed concurrently). The Music Education degrees now require 131 and 130 credits for the Instrumental and Vocal tracks respectively, and this change would reduce the total credits to 128 and 127.

Assessment will not be affected by this change. Students are assessed at numerous points in their course of study, including during their application for Upper Division Standing, their Senior Recital, and their Student Teaching.

## 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

**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	<b>None.</b>
Cross-Listed Course(s)	<b>None.</b>
Joint-Listed Course(s)	<b>None.</b>
Date the affected Units approved of this change	<b>N/A.</b>

### 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	<b>N/A.</b>
Cooperative Course	<b>N/A.</b>

### Distance Education Availability

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Is this course available via distance education?*	Yes	<b>X</b>	No	
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### Geographical Area Availability

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

Moscow	<b>X</b>	
Coeur d'Alene	<b>X</b>	
Boise		
Idaho Falls	<b>X</b>	
Other*	<b>X</b>	Location(s) <b>It will be made available as a virtual meeting and on-line course.</b>

\*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.

**For each of the following learning outcomes student in the course should both understand the following concepts and how to present them in a course environment. The learning outcomes:**

- 1. Make a description of a problem that has a straightforward computing solution, design, construct, and test a complete program that solves the problem.**
- 2. Students will be able to document computer solutions with well written reports in a standard format that emphasizes insight into the problem solving, not just the presentation of the output.**
- 3. Use basic system tools (e.g., top and time) to analyze a program's behavior with respect to the use of computer memory and CPU time.**
- 4. Program complexity concepts**
- 5. Understand more complex data structures including linked lists, stacks, queues, and trees**
- 6. Classes**
- 7. Basic searching and sorting techniques**
- 8. Introduction to areas within CS: networks, microcontrollers, AI, machine learning, data science, robotics, security**

**The learning outcomes will be assessed through a combination of weekly assignments and three exams. Assignments will include a mixture of programming and assignment/assessment creation.**

## Rationale

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

**This course will support a teacher endorsement in CS. The state of Idaho has recently adopted rules requiring that all high school students take at least one CS course before graduation. This course will help teachers, through the endorsement, gain the training they need to teach required courses.**

**The CS departments support of the endorsement will require teaching one additional course per semester (including summer semester), which is within our current capabilities, but will result in one fewer technical elective being available to students with the current faculty.**

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Is this course available via distance education?*	Yes	<b>X</b>	No	
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## Assessment

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

**For each of the following learning outcomes student in the course should both understand the following concepts and how to present them in a course environment. The learning outcomes are:**

1. Recurrence relations
2. Average case analysis
3. Adaptive data structures
4. Recursion
5. OO design: classes and objects
6. OO design: polymorphism
7. OO design: inheritance
8. Probabilistic algorithms
9. Approximation algorithms
10. NP-Complete problems

**The learning outcomes will be assessed through a combination of weekly assignments and exams. Assignments will include a mixture of programming and assignment/assessment creation.**

## Rationale

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

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

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Add, Drop, or Change of Status	<b>N/A.</b>
Cooperative Course	<b>N/A.</b>

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Is this course available via distance education?*	Yes	<b>X</b>	No	
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\*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.

For each of the following learning outcomes student in the course should both understand the following concepts and how to present them in a course environment. The learning outcomes are:

1. Make a description of a problem that has a straightforward computing solution, design, construct, and test a complete program that solves the problem
2. Understand the potential consequences of program failure
3. Understand some of the breadth of areas in which computer science is applied
4. Use a C++ compiler
5. Use code libraries
6. Use a reference, including on-line references, to learn about the contents of a code library
7. Define C++ constants and variables of type char, int, float, and double. They will know the different characteristics of these data types and when each type should be used
8. Understand how to use type casting and how the compiler converts between types in mathematical / logical expressions
9. Create correctly formatted C++ expressions using the following operators: +, -, #, /, %, (), and [ ]
10. Build programs units consisting of the sequence, selection, and repetition programming structures of C++. More specifically they will be able to determine under what conditions each of the following structures should be used: sequence: assignment statement; selection: if, if-else, if-else if-else if-else, and switch structures; repetition: for, while, and do-while structures
11. Read / write information from / to files
12. Create and call functions having arguments and return values. They will know when arguments should be passed by value or reference
13. Use and manipulate one- and two-dimensional arrays
14. Use and understand the use of recursion
15. Understand how to allocate memory dynamically using arrays and pointers
16. Use and manipulate singly linked lists using pointers
17. Create simple classes having data members and member functions. They will be able to read class header files and be able to call object member functions defined in the header files

The learning outcomes will be assessed through a combination of weekly assignments and three exams. Assignments will include a mixture of programming and assignment/assessment creation.

## Rationale

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

This course will support a teacher endorsement in CS. The state of Idaho has recently adopted rules requiring that all high school students take at least one CS course before graduation. This course will help teachers, through the endorsement, gain the training they need to teach required courses.

The CS departments support of the endorsement will require teaching one additional course per semester (including summer semester), which is within our current capabilities, but will result in one fewer technical elective being available to students with the current faculty.

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Cross-Listed Course(s)	<b>None.</b>
Joint-Listed Course(s)	<b>None.</b>
Date the affected Units approved of this change	<b>N/A.</b>

### 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).
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Is this course available via distance education?*	Yes	<b>X</b>	No	
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## Geographical Area Availability

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

Moscow	<b>X</b>		
Coeur d'Alene	<b>X</b>		
Boise			
Idaho Falls	<b>X</b>		
Other*	<b>X</b>	Location(s)	<b>It will be made available as a virtual meeting and on-line course.</b>

\*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.

**For each of the following learning outcomes student in the course should both understand the following concepts and how to present them in a course environment. The learning outcomes:**

- 1. Use general problem-solving strategies to develop computer algorithms to solve problems**
- 2. Write computer programs incorporating and using variables**
- 3. Understand and apply the concept of variable scope**
- 4. Write computer programs incorporating and using loops**
- 5. Write computer programs incorporating and using conditionals**
- 6. Use Cartesian coordinates to place and move graphical objects on a screen**
- 7. Understand and apply the concepts of sequential and parallel actions in a program**
- 8. Understand and apply the concept of program objects (e.g. sprites, turtles).**
- 9. Understand and apply the concept of an array**
- 10. Understand that there is a relationship between a programming language, programming environment, and programming paradigm and how a programming is developed.**
- 11. Be aware of their role as citizens in a digital society.**

**The learning outcomes will be assessed through a combination of weekly assignments and three exams. Assignments will include a mixture of programming and assignment/assessment creation.**

## Rationale

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

**This course will support a teacher endorsement in CS. The state of Idaho has recently adopted rules requiring that all high school students take at least one CS course before graduation. This course will help teachers, through the endorsement, gain the training they need to teach required courses.**

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