

**2023 – 2024 Faculty Senate – Pending Approval**

Meeting # 28

Tuesday, April 9, 2024, 3:30 pm – 5:00 pm

Zoom only

**Present:** Barannyk, Blevins, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Maas, Mischel, Mittelstaedt, Murphy, Pimentel, Ramirez, Raney, Rinker, Sammaruca (w/o vote), Schiele, Schwarzlaender, Shook, , Thaxton, Tibbals.

**Absent:** Strickland (excused), Roberson, Miller, McKenna

**Call to Order:** Chair Gauthier called the meeting to order at 3:30 pm.

**Approval of Minutes (vote):**

The minutes of the 2023-24 Meeting #27, April 2, 2024, were approved as distributed.

**Chair's Report:**

- Teresa Amos (OIT) provided answers to the questions compiled by Faculty Senate. Teresa Amos, IT Committee Chair Darryl Woolley and Faculty Senate Chair Gauthier will meet tomorrow. We are happy to have found a common ground for constructive conversations about OIT issues.

**Provost's Report, delivered by Vice Provost Diane Kelly-Rily:**

- On April 4, we all received a memo from President Green and Provost Lawrence about updating our strategic plan. We seek nominations for the working group. The nomination form is at [https://uidaho.co1.qualtrics.com/jfe/form/SV\\_ONGjSqpS9N1zTPo](https://uidaho.co1.qualtrics.com/jfe/form/SV_ONGjSqpS9N1zTPo) A strategic plan town hall will be announced in early fall.
- Long-Range Campus Development Plan. Feedback on campus visioning is encouraged. <http://www.uidaho.edu/vision2050> . Please share this information with your colleagues. You can be entered in a raffle for a \$50 vandal gift card.
- Graduation is only a month away. There will be two ceremonies. Please attend and encourage your colleagues to attend. Idaho author Anthony Doerr, author of the Pulitzer prize-winning novel "All the light we cannot see," will be the commencement speaker at both ceremonies.

Discussion:

Vice Chair Haltinner emphasized the importance of working with the Campus Planning Advisory Committee and Instructional Space Committee. These are university-level senate committees who are seeking opportunities to provide more input.

A senator wondered about the recent news that a consultant was hired. They argue that planning future campus developments should be an opportunity for faculty, staff and administrators to come together in shared governance. Vice Provost Kelly-Riley noted that everyone is welcome to participate and provide meaningful input.

Chair Gauthier asked about updates from the University of Phoenix task force in view of what is happening. At this point, Provost Lawrence joined the meeting. He replied that there are no updates. President Green continues to work on a solution.

Vice Chair Haltinner suggested to include Sarah Dawson, Sustainability Director, in campus planning activities. She may bring useful insight with, for instance, infrastructure updates to be more energy efficient.

Faculty Secretary: Last week, Senate approved revised FSH 3120 Faculty Obligations During Period of

Appointment. There was some discussion about summer appointments not counting toward P&T. FAC was made aware of these concerns and reconsidered that point yesterday. They noticed there is a mistake: It's not for this policy to inform on what does or does not count for P&T. As approved last week, FSH 3120 is in conflict with P&T policies, which refer to the PD for P&T required material. More next week. The Vice Provost confirmed. It's a significant enough change to warrant reconsideration.

### Committee Reports:

- Proposed changes to the Faculty and Staff Handbook (voting)
  - FSH 4120 Catalog Change Procedures – Erin James, Professor of English, Karen Humes, Earth and Spatial Sciences, Attach. #2.  
Revisions are proposed to include “university-wide interdisciplinary committees” as bodies with authority to initiate and submit curriculum changes to UCC (in addition to units and colleges) for programs that involve multiple colleges. This is necessary for logical and proper faculty control and maintenance of curriculum for interdisciplinary programs delivered by faculty across many colleges. Faculty Senate will be the “gatekeeper” for the establishment and oversight of committees empowered by this addition to the language of FSH 4120. Because university-wide programs are relatively rare, similar requests for the creation of other interdisciplinary curriculum committees will likely be rare as well for the foreseeable future. The proposed additions have been reviewed and contributed to by the policy owner (UI Registrar).  
FSH 4120 and FSH 1640.93 will be considered together.
  - FSH 1640.93 University Committee for Academic Certificates in Sustainability –Erin James, Professor of English, Karen Humes, Earth and Spatial Sciences, Attach. #3.  
In September 2023, the Faculty Senate approved the creation of an Ad-Hoc University-wide Faculty Committee for the Undergraduate Academic Certificate in Sustainability. The purpose of that committee was to serve as the curriculum body for developing the initial curriculum for the university-wide certificate, including the solicitation/review of courses and submission of the proposed curriculum to UCC. The curriculum includes courses from nine colleges. Now that the certificate has been fully approved and students will be able to enroll starting in July 2024, we are requesting that a standing committee be created to maintain, review and assess the university wide undergraduate certificate. The proposed language does refer to the possibility of the standing committee creating another certificate, because there have been requests to develop a similar university-wide certificate at the graduate level.  
There were no questions.  
Vote: 20/21 yes; 1/21 no. Motion passes.
  - FSH 5800 Malign Foreign Talent Recruitment Programs – Kay Dee Holmes, Assistant Director for Research Integrity, Office of Research Assurances, Attach. #4.  
No presenter available. No action taken. [It was discovered that Ms. Holmes was not notified that this policy was to be discussed at this meeting, nor was she sent a meeting invite. This policy will be presented at the next meeting and Ms. Holmes invited to attend.]
  - FSH 3490 General Salary Information – Brandi Terwilliger, Director of Human Resources, Attach. #5.  
Per request from Payroll, they are deleting FSH 3490 and move the appropriate information to APM 55.05. Income Tax withholding and W-2 form requirements are not U of I policy.

Discussion:

There were questions about the reasons for this change. Some senators expressed concerns with the move to APM because APM is not reviewable by Faculty Senate. Motion (Mittelsteadt, Murphy): Send the policy back to HR with the request to have all relevant content in FSH rather than in APM. Vote: 17/18 yes; 1/18 no. Motion passes.

• Proposed changes to the University Catalog (voting)

- UCC 547 Doctorate in Anatomical Sciences – David Pfeiffer, Medical Education Program (WWAMI), Attach. #6.

They are developing a new school of health and medical professions which will house multiple new graduate and professional degree programs, including doctorate in clinical psychology, graduate program in gerontology, two new nursing programs, a PA program, all of which are geared towards meeting the increasing health needs across the State of Idaho. Today, we are proposing an additional program, the doctorate of Anatomical Sciences or DAS program. The focus of this program is to help meet the increasing shortage of highly trained anatomists who are qualified to teach in healthcare and health science programs within Idaho. Across the country, there's an increasing shortage of well-trained anatomists or classically trained anatomists.

Discussion:

Vice Chair Haltinner asked how all the new medical programs being developed will be staffed. David Pfeiffer replied that staffing will be accomplished partially with new hires and partially with existing faculty.

Vote: 20/20 yes. Motion passes.

- UCC 531 Child Feeding Undergraduate Academic Certificate – Trevor White, Family and Consumer Sciences, Attach. #7.

We are proposing an academic certificate called child feeding for those professionals who are currently working in fields such as childcare provider dietitians, therapists, things of that nature to give them a 13 credit kind of experience in nutrition, meal management, and child development.

Discussion:

A senator pointed out the omission of some standardized text that should be included for all certificates and proposes a friendly amendment: *At the beginning of the curricular requirements, include the language "All required coursework must be completed with a grade of 'C' or better, per regulation O-10-a."*

Vote on motion with friendly amendment: 19/19 yes. Motion passes.

• Proposed Changes to the Administrative Procedures Manual (non-voting)

- APM 50.14 Name, Social Security Number and Address Changes – Brandi Terwilliger, Director of Human Resources, Attach. #8.

Updated to reflect correct processes.

Discussion:

There was a brief exchange on consistency of capitalization everywhere.

- APM 50.08 Evaluations for Classified and Exempt Staff – Brandi Terwilliger, Director of Human Resources, Attach. #9.

Revision to provide updated terminology and procedures.

There were no questions.

- **Announcements and Communications**

- Open Discussion on Admission Standards – Jean-Marc Gauthier, Chair of Faculty Senate. Steve Shook, representing UCC, gave a short summary of the meeting of OSBE representatives with UCC and Faculty Senate. He then presented the new UCC admission criteria recommendations, approved at their last meeting the day before. The members of FSL thanked UCC members for their thorough work and thoughtful approach. One of the elements in the decision is the direct admission process, where the State sends a letter to students who meet certain performance metrics to let them know they have been admitted into a set of public universities in Idaho. Another aspect UCC discussed is how to handle the students who are presently in the Vandal Gateway pilot program in the context of new admissions standards. They were provided data on the ISAT from OSBE staff representatives. Initially, UCC did not include the ISAT as part of their considerations because they had not seen data. The final document from UCC will go out next week ready to move forward.

Steve went over the draft:

1. Students with a high school GPA of  $\geq 3.0$  or ISAT Math level  $\geq 3$  and ELA/Literacy level  $\geq 3$  will be directly admitted.
2. Students with a high school GPA of 2.60-2.99 will require a minimum 740 SAT Verbal + Math or 15 ACT scores:
  - The 740 SAT Verbal + Math and 15 ACT thresholds are the same as the 2019 admissions standards.
  - Students with  $< 740$  SAT Verbal + Math or  $< 15$  ACT (or no SAT/ACT scores) can appeal through the Admissions Committee.
3. Students with a high school GPA of 2.30-2.59 will be admitted to the Vandal Gateway Program.
4. Students with a high school GPA of  $< 2.30$  can appeal to the Admissions Committee.

All 4 points above were voted on and unanimously approved by UCC. Students with HS GPA of 2.3 to 2.59 would be admitted to the Vandal Gateway pilot program, while students with HS GPA of 2.3 or lower would appeal to the Admissions Committee. This is a very small number of applicants. The final document from UCC will include rationale for those choices.

Discussion:

A senator noted that a student could be in both categories 1 and 2. If they have the appropriate ISAT scores, they would fall in category 1, but they could also be in category 2 if their GPA is less than 3. Steve concurred, but noted that the top standard is for direct admission only. Those students get a letter from the State Board informing them that they have been directly admitted into the University of Idaho. The Admissions office would automatically admit them. The senator remained confused and wondered whether some clarification should be included in category 2. Provost Lawrence joined the conversation. He suggested that the issue raised by the senator can be easily addressed in the redline document, by clarifying that an Idaho student who has a 3 and 3 is admitted regardless SAT score or GPA. Steve confirmed that this was the intent of UCC. A senator inquired about the 740 (total) score for the SAT. He did some research and learned that the benchmark for considering a student to be college ready is 1010, quite far from 740. Steve recalled this being discussed at UCC meetings. Eventually, they decided to use the previous standard largely because GPA is statistically a better measure of student performance than the SAT score or standardized test scores, as mentioned yesterday by State Board

representatives. The senator reiterated that the benchmark given by the college board is 480 in reading and writing, and 530 in math, while we're asking for a 740 total. That's 250 points less. Perhaps some things may be tweaked in the future, if they're not working well, especially on the retention side. Retention numbers for lower GPA suggest that low GPAs are the main concern on the retention side.

It was argued that we send to the Appeals Committee students with higher GPA than those in the 2.3 to 2.59 group without test scores that go directly to VGP, which seems unfair. The appeal process is cumbersome. At the same time, there are concerns about changing the standards for VGP, which would invalidate the pilot data.

The Provost reported that 50 to 100 students could be impacted by this "double standard." If those students were allowed to go into VGP, we track them as a separate cohort for data purposes. They would get extra support. The Provost will make sure that the VGP team is part of the conversation.

A senator suggested that UI encourages students to submit test scores, even if not required. Provost Lawrence responded that we currently do that. Submitting test scores is highly encouraged, and they are also used for placement. However, OSBE staff shared that the number of students taking the SAT is declining in the state because it's no longer required. Many of the school districts still do it. Also, the SAT contract with the State runs out in one or two years. So, we will see continued decline.

There seems to be some general agreement that, from a statistical point of view, it'd be nice to control for GPA and be able to look at test scores. It may also help to make the appeal process less cumbersome. Are those letters and essays actually useful in evaluating whether or not a student with low GPA can succeed in college? Vice Chair Haltinner displayed a plot of retention rates by GPA. For the 2.6 to 2.99 group, the retention rate 58%. Provost Lawrence noticed that it's not different from the lowest group. Vice Chair Haltinner added that GPAs of 0.0 (not included in the plot) are assigned to home schooled students and those from unaccredited schools. Those people are reviewed by the Admissions Committee, regardless.

- Dependents Benefit Task Force Update – Kristin Haltinner.

At the beginning of the fall semester, we created a task force to look at the possibility of expanding the dependent benefit at the University of Idaho. The members are Charles Tibbals, Rebecca Latshaw from staff affairs, Lyudmyla Baranyk, and me. Brief overview of UI's current policy: We have a 50% tuition rate for eligible dependents of employees – people that you can claim as dependents on your taxes. Only one dependent per household per semester can access that benefit. The benefit does not extend to eligible dependents of retired employees or deceased employees. Kristin proceeded to show data provided by HR about the use of the benefit. At most, 37% of the people who are eligible are using it. Note that this is just an estimate, because the information that can be accessed is limited.

Other universities: Washington State offers free tuition up to 6 credits, with no limit on the number of children who can access it at a time. Idaho State offers 50% tuition for dependents, only one at a time, not transferable to other institutions, like us. Boise State provides employees with free tuition for dependents under 26. The benefit can be extended to other State institutions, and only one child can use it at a time. The task force only looked at public schools because of constraints from operating within a State, and found a huge range in what different institutions were doing. Every state, except for Idaho, allows multiple dependents to access the benefit concurrently. Arizona State University provides this benefit to eligible dependents of people who are retired (after serving at least 5 years) or have passed. The task force wishes to pursue the extension of the dependent tuition benefit to allow multiple dependents to access it

concurrently. We also want to include retirees with eligible dependents and the families of deceased employees. We have no way of knowing with certainty how much this would cost. We are scheduled to talk to President Green about this next week. Once we figure out what we need to do to make this happen, we hope to bring a formal proposal to Faculty Senate to consider based on feedback from President Green. We welcome your feedback.

Discussion:

There was some discussion on the definition of “retiree.” Diane Whitney placed the relevant FSH article in the chat, FSH 3730 C.

There were some questions about the process. The task force tried to assess what other universities are doing. We worked with Brian Foisy, and we are meeting with President Green to make sure this is even possible. From there, we'll work out details and then come to Faculty Senate. It will not be this year.

**New Business:**

- A senator conveyed a message from a constituent. He is very concerned with the way that we're messaging FSH changes. After a UFM, there is a communication listing the approved policies, but people are not able to actually go see a redline of what those changes are. So they have to do it on their own, and it's a very difficult process for people who aren't on Faculty Senate to understand what changes were approved on an ongoing basis. So his request was simply whether we could get come up with a better process for messaging all the changes that happen every year.

Secretary: The UFM binder contains all the redlines and supporting material. The “Policy Reports” sent out by the Secretary are a notification of approved or disapproved policies, with links to the corresponding item in the binder. The binder is available to all.

A senator inquired about APM vs. FSH. Who decides what ends up in one or the other? think Response: Diane Whitney met with FSL in November to talk about this exact issue. We have a folder in teams that has a list of every policy owner. The goal is for us to go through every single policy and think about who else, besides the current owner of that policy, needs to be involved in changes to that policy. It is a lengthy and complicated process. Part of it is to look at what other institutions are doing. This is a huge project that next year Senate really needs to dive into as a priority. Shared governance is about making sure that people who need to be involved in decisions are involved in those decisions. This doesn't solve the broader issue raised by the senator, but we have started the process toward more transparency.

Diane Whitney: We've discussed this at length with leadership. Despite what you might think from the name, FSH doesn't only apply to faculty and staff. We have chapters in there that do deal with some administrative matters, and also an entire chapter dealing with student issues, and despite the name of the APM, it has always contained policies and procedures. The difference is that APM contains items that only pertain to the administrative units of the University, like facilities, auxiliary services, public safety and security, etc. and FSH is kind of a mismatch, because we do have the whole employment Chapter 3, that has a lot of HR policies in there. How the decision was made to put those in the FSH is lost to history. Currently, when something fits in with the FSH, that's where it goes, and if it's an administrative unit item that already exists in the APM, that's where it goes. I can assure you I have never been part of a conversation where there was an attempt to hide something in the APM opposed to the FSH. All FSH and APM items have always come to Senate and they are always presented for a review. Under the existing Policy on Policies FSH 1460, only FSH items go to Faculty Senate for vote.

**Adjournment:**

The agenda being completed, the Chair adjourned the meeting at 5:01pm.

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate

**University of Idaho**  
**2023 – 2024 Faculty Senate Agenda**

Meeting #28

Tuesday, April 9, 2024 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes
  - Minutes of the 2023-24 Faculty Senate Meeting #27 April 2, 2024 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports (voting)
  - Proposed changes to the Faculty Staff Handbook
    - FSH 4120 Catalog Change Procedures – Erin James, Professor of English, Karen Humes, Earth and Spatial Sciences **Attach. #2**
    - FSH 1640.93 University Committee for Academic Certificates in Sustainability – Erin James, Professor of English, Karen Humes, Earth and Spatial Sciences **Attach. #3**
    - FSH 5800 Malign Foreign Talent Recruitment Programs – Kay Dee Holmes, Assistant Director for Research Integrity, Office of Research Assurances **Attach. #4**
    - FSH 3490 General Salary Information – Brandi Terwilliger, Director of Human Resources **Attach. #5**
  - Proposed changes to the University Catalog (voting)
    - UCC 547 Doctorate in Anatomical Sciences – Whitney Vincent, Medical Education Program (WWAMI) **Attach. #6**
    - UCC 531 Child Feeding Undergraduate Academic Certificate – Trevor White, Family and Consumer Sciences **Attach. #7**
  - Proposed Changes to the Administrative Procedures Manual (non-voting)
    - APM 50.14 Name, Social Security Number and Address Changes – Brandi Terwilliger, Director of Human Resources **Attach. #8**
    - APM 50.08 Evaluations for Classified and Exempt Staff – Brandi Terwilliger, Director of Human Resources **Attach. #9**
- VI. Announcements and Communications
  - Open Discussion on Admission Standards – Jean-Marc Gauthier, Chair of Faculty Senate, David Paul, Chair of the University Curriculum Committee
  - Dependents Benefit Task Force Update – Kristin Haltinner, Vice Chair Faculty Senate
- VII. New Business
- VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #27 April 2, 2024
- **Attach. #2** FSH 4120
- **Attach. #3** FSH 1640.93
- **Attach. #4** FSH 5800
- **Attach. #5** FSH 3490
- **Attach. #6** UCC 547
- **Attach. #7** UCC 531
- **Attach. #8** APM 50.14
- **Attach. #9** APM 50.08

**2023 – 2024 Faculty Senate – Pending Approval**

Meeting # 27

Tuesday, April 2, 2024, 3:30 pm – 5:00 pm

Zoom only

**Present:** Barannyk, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Maas, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Pimentel, Ramirez, Raney, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Thaxton, Tibbals.

**Absent:** Blevins, Miller, Mischel.

**Call to Order:** Chair Gauthier called the meeting to order at 3:30 pm.

**Approval of Minutes (vote):**

The minutes of the 2023-24 Meeting #26, March 26, 2024, were approved as distributed.

**Chair’s Report:**

- Important reminder: Senators whose terms end in 2023-24 should ask their units/colleges to conduct elections for AY 24-25 Senate seats. Nominations and elections of officers will take place on 4/23/2024 and 4/30/2024, respectively.
- Artificial Intelligence.
  - The AI steering Team is planning to organize a symposium in the Fall.
  - The AI and Machine Learning Task Force is focusing on AI literacy. They launched an exhibition this week presented in the ISUB.
  - The AI Working Group is proposing new courses which include a 200-level course, “AI for All of Us”, PHIL 361 (a course about AI ethics), and a 400 level Computer Science course.
  - Some ideas shared among the groups: AI is present in all domains of activity and grows at a speed never seen before, AI’s impact on society can be compared to the impact of the internet 25 years ago. AI is mainly driven by the technology industry – hardware and software – and not by traditional academic research.

**Provost’s Report:**

- Vandal Giving Day is today and goes on for 1,189 minutes (about 20 hours). For more information, visit <https://vandalsgive.uidaho.edu/giving-day/80574>.
- Dr. Patrice Buckner Jackson’s workshop: “Disrupting Burnout,” is tomorrow at 1:30-3:00 pm, Whitewater/Clearwater, ISUB. <https://uidaho.edu/events?trumbaEmbed=view%3Devent%26eventid%3D173916644>.
- University of Phoenix: The legislative solution proposed by the Senate to address some of the concerns from the House failed on the floor last week. As President Green communicated on Friday, they are looking at options.
- Updates on legislation impacting U of I will be communicated soon.

Discussion:

A senator asked about the costs already incurred towards the Phoenix transaction, about \$11M, if the deal falls through. Provost Lawrence said that those costs have been paid as negotiations moved along, through reserves. If the transaction does not close and costs are not reimbursed, it will take

longer to reach the State Board reserve requirements. The Provost reiterated that they are still trying to find a path. The Phoenix affiliation is not a closed matter.

#### Committee Reports:

- Proposed changes to the Faculty and Staff Handbook (voting)
  - FSH 3440 Compensation of Classified Employees – Brandi Terwilliger, Director of Human Resources, Attach. #2.  
With the establishment of a market-based compensation system, this revision is necessary to replace the previous language based on the previous pay grade system. The primary compensation principles remain unchanged.  
Discussion:  
In response to a question, Brandi said that the revised policy has already gone through Staff Council.  
Vote: 21/22 yes; 1/22 no. Motion passes.
  - FSH 3420 Faculty Salaries – Alistair Smith, Department Chair, Earth and Spatial Sciences, Attach. #3, to be voted together with FSH 4620 Academic Calendars, Attach. #5.  
FSH 3420 Section E, detailing period of obligation and payroll schedule, has been added to align with the deferred pay scheme.  
No questions.  
Vote: 21/21 yes. Motion passes.
  - FSH 3120 Faculty Obligations During Period of Appointment – Alistair Smith, Department Chair, Earth and Spatial Sciences, Attach. #4.  
Section D-2 has been revised to clarify work and pay schedule for academic year appointments. Sections D-4 has been expanded and revised to clarify summer session obligations of faculty with academic year appointments. Summer contracts can only be issued if the work is for 10 hours or more. The committee wanted to codify that AY faculty asked to do at least 10 h work in the summer need to get a contract for it.  
Discussion:  
Senators noted that some university-level committees meet during the summer. Will this revised policy impact their ability to hold hearings during the summer, and potentially the make-up of those committees? Alistair explained that the spirit of the revisions is to codify what's required and what's optional. People can still volunteer to work without compensation for more than 10 hours.  
The discussion moved to summer teaching appointments, in particular the statement that those "...do not count toward promotion and tenure considerations." Some senators argued that most faculty do research over the summer, which is recognized at P&T – why not teaching? Different points of view were advanced, such as that summer teaching is entirely optional, and only what's in the faculty's PD is considered towards P&T. Alistair noted that the statement under discussion was there prior to FAC's revisions and was not one of the committee's major concerns. Perhaps this is something to reconsider later.  
Vote: 18/19 yes; 1/19 no. Motion passes.
- Proposed changes to the University Catalog (voting)
  - UCC 536 Bioinformatics – Tanya Miura, College of Sciences Attach. #6.

We are proposing to add a BS degree in Bioinformatics to complement existing degrees in Biological Sciences at U of I (Biology, Biochemistry, Microbiology, Medical Sciences). This addition will give students the opportunity for coursework and training relevant to modern fields and careers in biology and medicine. The university has a wealth of world-class faculty with expertise in bioinformatics, especially in evolutionary and computational biology, that will contribute courses to the degree. U of I has excellent MS and PhD programs in Bioinformatics and Computational Biology (BCB) and is developing a non-thesis MS program in BCB. A BS degree in bioinformatics will prepare students well for these graduate programs and will serve as a foundation for a future 4 +1 MS degree in BCB. The BCB graduate programs are housed in the College of Science, and most faculty participants in BCB are faculty in the Department of Biological Sciences, thus we have unparalleled expertise to offer a rigorous bachelor's degree in bioinformatics. The curriculum consists of courses offered in Biological Sciences, Mathematics and Statistical Sciences, and Computer Science at U of I, thus will minimally affect current faculty workloads. The degree will be administered by the Department of Biological Sciences, which has adequate staff to support the degree program and additional students.

Discussion:

There was a brief discussion to clarify how the total number of credits for both of the proposed four-year plans added up to 120. The plan that doesn't require ENG 101 and MATH 143 has more electives.

Vote: 19/19 yes. Motion passes.

- UCC 541 Design for Inclusion and Well-Being Undergraduate Academic Certificate - Rula Awwad-Rafferty, C Chair of Design and Environments Department and professor of Interior Architecture & Design. Attach. #7

The Department of Design and Environments-Interior Architecture & Design program at the University of Idaho proposes to offer an academic certificate in "Design for Inclusion and Wellbeing." The certificate program provides an avenue for students, professionals, and community members to obtain relevant, university-centered training and learning through classroom, workshop, lectures, site visits, and service-learning formats related to access and inclusion, wellbeing, sustainability, and resilience, and capacity building in the built environment. The program requires the completion of 12 credits of study; courses are already part of the BIAD degree, focusing on academic explorations in foundational and advanced topics in social and environmental responsibility, access and inclusion- universal design, materials, and specification, well standards, spatial agency, and area of hands-on application. The courses provide both an academic exploration component and an application component. The participants conclude in the seminar course with a research project they tailor to their specific field of study or interest in relation to the design for inclusion and well-being while acquiring skills and knowledge applicable to any workplace environment. The participants enter their research projects at the University of Idaho Undergraduate Research Expo, culminating in their on-campus capacity building and certificate work. The certificate acknowledges competency in understanding a broad range of diverse social and environmental issues that facilitate and impact inclusion and wellbeing in the built environment and an ability to apply that understanding to the workplace and in social life.

There were no questions.

Vote: 17/18 yes; 1/18 no. Motion passes.

- UCC 113 Update Regulation O-1 – Dean Kahler Vice Provost for Strategic Enrollment Management, Jerry McMurtry, Dean, College of Graduate Studies Attach. #8  
Request updating regulation to consider undergrad students "full time" if they are carrying 6 or more credits during the summer session. This will allow international students to attend classes during the summer session. Also addressing summer credits for the College of Law and College of Graduate Studies.  
Discussion:  
A few questions followed. Jerry clarified that these revisions do not impact financial aid. They have been worked out with the Registrar and IPO. This policy will benefit programs that prefer to have their students come in the summer and start some field work/research.  
Vote: 18/18 yes. Motion passes.
  
- UCC 112 O-10-b Regulation Edit for College of Law Certificates – David Pimentel, College of Law. Attach. #9  
This catalog regulation language edit (see attached document for details) clarifies the grade policy for graduate law certificates.  
There were no questions.  
Vote: 19/19 yes. Motion passes.
  
- Admission Standards – Jean-Marc Gauthier, Faculty Senate Chair  
Chair Gauthier summarized the current status and opened the floor for discussion.  
Discussion:  
Financial impact projections requested by a senator last week are not available. Dean Kahler needs to review the data from Wes McClintick, but he is traveling. The UCC analysis, supported by IR and Wes, showed minimal to no impact on enrollment. Provost Lawrence pointed to the draft of a State Board policy in attachment #10, in particular section **2.a**. Direct Admission. The other seven institutions in the state support the draft. The State Board is not open to another level of standards for direct admission and, therefore, if section **2.a** passes, these will be the state minimums for direct admission that we must meet or exceed. We should know more on Thursday, after the meeting of the IRSA subcommittee. SBOE staff have offered to give a presentation on the ISAT, which would be of interest to Faculty Senate and UCC. Along with the admission criteria, we need to consider VGP, because, depending on how we move forward, that program may be impacted. We should ask UCC to include VGP in their recommendation to Faculty Senate.  
Motion (Mittelsteadt, Tibbals) to:
  - Return the item to UCC for reconsideration due to new information from SBOE.
  - Ask UCC to provide a proposed redline document for the catalog change.
  - Provide the rationale concerning how they came to their recommendation.
  - Ask UCC to make a recommendation about VGP admission criteria.Vote: 18/18 yes. Motion passes.

**Announcements and Communications:**

- Distinguished Scholarships Program (DSP) – Dilshani Sarathchandra, Associate Professor of Sociology and Sandra Reineke, Associate Professor of Political Science.

Sandra introduced the DSP, which is housed in the U of I Honors program. The DSP primarily covers undergraduate opportunities, except that they also sometimes advise students about the National Science Foundation Graduate Research Fellowship program. At many universities, similar programs are referred to as nationally competitive scholarships. Distinguished scholarships are mostly opportunities for UG students to apply for scholarships and fellowships, including undergraduate research opportunities. The funds for those experiences come from various sources, such as federal agencies or private donors. It's open to any U of I student. Eligibility requirements and the amount of money that students receive vary across programs. Oftentimes, programs also require endorsement of an applicant. Sandra presented a selection of the awards over the last five years received by University Idaho students. DSP services include recruiting prospective students to the to the University of Idaho, delivery of information for students who are here, mentoring the students who are applying and assisting them with their application process, and the promotion and publicizing of the awardees. DSP promotes participation in high impact practices. Many selective institutions participate in this. Students also go abroad and, thus, gain international experience and network with future leaders of the country globally and internationally. It's a huge recognition, and the process is highly competitive.

Contact: [dsp@uidaho.edu](mailto:dsp@uidaho.edu) ; [www.uidaho.edu/academics/honors/scholarships](http://www.uidaho.edu/academics/honors/scholarships)

For more information, see the presentation slides attached to these minutes.

**Adjournment:**

The agenda not being completed, the Chair entertained a motion to adjourn. So moved (Tibbals, Mittelsteadt). The meeting was adjourned at 5:03pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate



## POLICY COVER SHEET

For instructions on policy creation and change, please see <https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu).

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title: **FSH 4120 CATALOG CHANGE PROCEDURES**

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title:

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using “track changes.”

**Policy originator:** Erin James (chair) and Karen Humes (member), Ad-Hoc Faculty Committee on Undergraduate Academic Certificate in Sustainability

**Policy sponsor, if different from originator:** Torrey Lawrence, Provost

**Reviewed by General Counsel:** \_\_Yes \_\_x\_No Name & Date:

**Comprehensive review?** \_\_Yes \_\_X No

**1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Revision is proposed to include “university-wide interdisciplinary committees” as bodies with authority to initiate and submit curriculum changes to UCC (in addition to units and colleges) for programs that involve multiple colleges. This is necessary for logical and proper faculty control and maintenance of curriculum for interdisciplinary programs delivered by faculty across many colleges. Faculty Senate will be the “gatekeeper” for the establishment and oversight of committees empowered by this addition to the language of FSH 4120. Because university-wide programs are relatively rare, similar requests for the creation of other interdisciplinary curriculum committees will likely be rare as well for the foreseeable future. The proposed additions have been reviewed and contributed to by the policy owner (UI Registrar).

**2. Fiscal Impact:** What fiscal impact, if any, will this change have? None

**3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

No other policies are impacted, however, the University Committee for General Education has always acted as the defacto curriculum body for general education and this addition to 4120 would codify that authority more clearly as well.

In a companion request, the the Ad-Hoc University-wide Faculty Committee for the Academic Certificate in Sustainability is also proposing changes to FSH 1640 to create and

describe a standing committee to initiate and maintain catalog changes for the Sustainability Certificate.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

# 4120 - Catalog Change Procedures

Last updated: July 2022

**A. PURPOSE.** The purpose of this policy is to provide for appropriate faculty review of catalog changes and to provide for timely processing of those changes so that students have access to accurate catalog information regarding curricular requirements and course offerings.

**B. SCOPE.** This policy applies to all faculty at the University of Idaho.

## **C. DEFINITIONS:**

**C-1. Routine curricular changes.** Changes identified as [Group A changes](#) by the University Curriculum Committee.

**C-2. Substantive curricular changes.** Changes identified as [Group B and C changes](#) by the University Curriculum Committee.

**C-3. UCC.** University Curriculum Committee.

**D. POLICY.** Catalog changes shall be processed with appropriate faculty review in a timely manner in order to provide students with accurate catalog information regarding curricular requirements and course offerings.

## **E. PROCEDURE.**

### **E-1. Routine curricular changes:**

**a.** Each routine curricular change proposal shall be submitted to the relevant unit and college for approval following all notice and approval procedure contained in unit or college bylaws. For inter-college interdisciplinary programs, the proposal shall be submitted to the appropriate university-level interdisciplinary committee for approval following the committee's curricular approval procedures.

**b.** Following ~~unit and college~~ approval by the unit and college or by the interdisciplinary committee, the college or committee shall submit the proposal for review to the UCC. The UCC Secretary will distribute a list of all proposed curricular changes to all university faculty members at least 48 hours before each meeting.

**c.** If approved by the UCC, the UCC Secretary shall send the proposal to the Office of the Registrar for implementation after a waiting period of at least seven days, provided that the UCC Secretary has not received a valid petition signed by at least five faculty members requesting Faculty Senate review.

**di.** If the UCC Secretary ~~timely~~ receives a valid petition as described in E-1.c. by the established deadline, the UCC Secretary shall refer the proposal to Faculty Senate for review, except that a petition concerning courses or curricula in the College of Letters, Arts, and Social Sciences signed by

five members of the college faculty shall be returned to the college for further consideration rather than being sent to Faculty Senate.

**eii.** If approved by Faculty Senate, the proposal will be forwarded to the provost for final approval. If disapproved by Faculty Senate or the provost, the proposal will be sent back to the [unit proposal originator](#) for further consideration.

**iiif.** The Faculty Secretary shall forward all routine curricular changes approved by the provost to the Office of the Registrar for implementation.

## **E-2. Substantive curricular changes.**

**a.** Each substantive curricular change proposal shall be submitted to the relevant unit and college for approval, following all notice and approval procedure contained in unit or college bylaws. For inter-college interdisciplinary programs, the proposal shall be submitted to the appropriate university-level interdisciplinary committee for approval following the committee's curricular approval procedures.

**b.** Following ~~unit and college~~ approval by the unit and college or by the committee, the college or committee shall submit the proposal for review by all appropriate committees. Following such review, the college or committee shall submit the proposal to the provost for approval. The provost shall submit approved proposals to the UCC and return disapproved proposals to the [unit proposal originator](#) for further consideration.

**c.** The UCC Secretary shall distribute a list of all substantive curricular change proposals to all university faculty at least 48 hours prior to each meeting.

**d.** If approved by the UCC, the UCC Secretary shall forward the proposal to Faculty Senate for approval.

**e.** If approved by the Faculty Senate, the Faculty Secretary shall send the proposal to the provost for final approval after a waiting period of at least seven days, provided that the Faculty Secretary has not received a valid petition signed by at least 10 faculty members requesting review at a meeting of the university faculty.

**if.** If the Faculty Secretary ~~timely~~ receives a valid petition as described in E-2.e. by the established deadline, the Faculty Secretary shall place the proposal on the agenda of the next university faculty meeting, except that a petition concerning courses or curricula in the College of Letters, Arts, and Social Sciences signed by five members of the college faculty shall be returned to the college for further consideration rather than being sent to the university faculty meeting.

**gii.** If approved by university faculty, the proposal will be forwarded to the provost for final approval and implementation. If disapproved by university faculty or the provost, the proposal will be sent back to the unit or committee for further consideration.

**hiii.** Any additional required approvals, such as approval by the Board of Regents, shall be managed by the Office of the Provost.

**E-3. Other catalog changes.** Noncurricular catalog changes may be submitted directly to the most relevant standing committee of the university faculty and require approval by

Faculty Senate and the university faculty before being forwarded to the provost for approval.

**E-4. Interim catalog changes.** The provost may approve an interim catalog change (not including curricular changes) to address legal requirements or a significant institutional risk if there is insufficient time to complete the standard review and approval process. A timeline for completing the standard review and approval of the interim catalog change as soon as reasonably practicable must be included in the request to the provost. If approved, the catalog change will go into effect immediately. The standard catalog change review and approval process must be completed during this approved interim period.

### **Version History**

**Amended July 2022.** Moved catalog change procedures into this policy from FSH 1540; simplified approval process.

**Amended 2001. Editorial changes.**

**Adopted 1979.**



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### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title: **FSH 1640.93 UNIVERSITY COMMITTEE FOR ACADEMIC CERTIFICATES IN SUSTAINABILITY**

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using “track changes.”

**Policy originator:** Erin James (chair) and Karen Humes (member), Ad-Hoc Faculty Committee on Undergraduate Academic Certificate in Sustainability

**Policy sponsor, if different from originator:** Torrey Lawrence, Provost

**Reviewed by General Counsel:** \_\_Yes \_\_x\_No Name & Date:

**Comprehensive review?** \_\_Yes \_\_x\_No

**1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

In September 2023, the Faculty Senate approved the creation of an Ad-Hoc University-wide Faculty Committee for the Undergraduate Academic Certificate in Sustainability. The purpose of that committee was to serve as the curriculum body for developing the initial curriculum for the university-wide certificate, including the solicitation/review of courses and submission of the proposed curriculum to UCC. The curriculum includes courses from nine colleges. Now that the certificate has been fully approved and students will be able to enroll starting in July 2024, we are requesting that a standing committee be created to maintain, review and assess the university-wide undergraduate certificate. The proposed language does refer to the possibility of the standing committee creating another certificate, because there have been requests to develop a similar university-wide certificate at the graduate level.

**2. Fiscal Impact:** What fiscal impact, if any, will this change have? None

**3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

The functions, structure and membership of the proposed committee are similar (but not identical) to that of the University Committee on General Education.

As a companion to this request, an accompanying request for revision of FSH 4120 (Catalog Change Procedures) adds the terms “university-level interdisciplinary committee” to the list of

entities empowered to propose curriculum changes to UCC. The proposed edits to FSH 4120 have been reviewed and contributed to by the policy owner.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

**UNIVERSITY COMMITTEE FOR ACADEMIC CERTIFICATES IN SUSTAINABILITY**

**A. FUNCTION**

**A-1.** The University Committee for Academic Certificates in Sustainability (UCACS) serves as the curriculum body for interdisciplinary, university-wide academic certificates pertaining to sustainability. The UCACS develops and maintains the curriculum for the existing university-wide Undergraduate Academic Certificate by soliciting proposals for, reviewing and approving courses to be included in the certificates. The UCACS also decides on the eligibility of courses transferred from other institutions, as well as substitution/waiver requests for the university-wide certificate program. The UCACS also engages in program review and assessment and makes recommendations for the continuous refinement of the certificate. Recommendations for changes will be forwarded to UCC, Faculty Senate, and the university faculty. The UCACS will also be responsible for consideration, development and maintenance of other university-wide certificate programs in sustainability proposed to the committee, such as certificate(s) at other academic levels. In partnership with staff advisors, members will also serve as faculty mentors for students in the academic certificate program(s).

**A-2.** The committee reports periodically (at least once a year) to the Faculty Senate on the status of the university-wide Academic Certificate(s) in Sustainability.

**B. STRUCTURE AND MEMBERSHIP.** One faculty member from each college, appointed by the Committee on Committees for three-year terms, one undergraduate student selected by ASUI and one graduate student selected by GPSA. The chair is selected by the Committee on Committees. The university Sustainability Director and Vice Provost for Academic Initiatives serve as *ex officio*, non-voting committee members.



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### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title: **FSH 5800 MALIGN FOREIGN TALENT RECRUITMENT PROGRAMS**

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title:

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Originator:** Kay Dee Holmes, Assistant Director Research Integrity

**Policy Sponsor, if different from Originator:** Chris Nomura, VPRED

**Reviewed by General Counsel**  Yes  No Name & Date: Manisha Wilson 3/26/2024

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.

Department of Defense policies require universities to have a written policy in place regarding malign foreign talent recruitment programs in order to receive DOD funding.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

Unclear although not likely to have a fiscal impact. The policy requires research security training for individuals on federally funded R&D awards. Training is available for free on the NSF website or through a paid license to CITI Program. ORED is looking into the possibility of incorporating the free training on the NSF website into an internal system.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it. FSH 6240 and FSH 5600

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy. This policy needs to be effective by July 1, 2024 because the DOD requires universities to have a policy in place by August 8, 2024. Starting August 8, 2024, DOD is prohibited from providing funding or making an award to a university that does not have a policy addressing malign foreign talent recruitment programs. NSF will start implementing the disclosures required under this policy in May 2024. NSF does not require a written policy like DOD but the NSF requirements have been incorporated into this policy.

## FSH 5800

### Malign Foreign Talent Recruitment Programs

**A. Purpose.** This policy implements the requirements stated in 42 U.S.C. § 19231 and provides notice that Covered Individuals participating in a Malign Foreign Talent Recruitment Program are prohibited from involvement in certain federally funded awards. This policy reaffirms that a University employee may be required to disclose that employee's involvement in a Foreign Talent Recruitment Program or Malign Foreign Talent Recruitment Program under FSH 6240 or FSH 5600.

**B. Scope.** This policy applies to University employees that are Covered Individuals.

**C. Definitions.**

**C-1. "Covered Individual"** means:

1. A principal investigator and other senior/key personnel seeking or receiving federal research and development funding; or
2. an individual who (a) contributes in a substantive, meaningful way to the scientific development or execution of a research and development project proposed to be carried out with a research and development award from a federal research agency; and (b) is designated as a covered individual by the federal research agency concerned; or
3. an individual on a proposal or award funded in whole or in part by the Department of Defense who (a) contributes significantly to the design or execution of a fundamental research project, and (b) is considered essential to the successful performance of the fundamental research project.

**C-2. "Foreign Government-sponsored Talent Recruitment Program" or "FGTRP"** means an effort organized, managed, or funded by a foreign government, or a foreign government instrumentality or entity, to recruit science and technology professionals or students (regardless of citizenship or national origin, or whether having a full-time or part-time position). See section H for a list of activities that are not a FGTRP.

- a. Some FGTRPs operate with the intent to import or otherwise acquire from abroad, sometimes through illicit means, proprietary technology or software, unpublished data and methods, and intellectual property to further the military modernization goals or economic goals of a foreign government.
- b. Many, but not all, programs aim to incentivize the targeted individual to relocate physically to the foreign state for the above purpose. Some programs allow for or encourage continued employment at United States research facilities or receipt of federal research funds while concurrently working at or receiving compensation from a foreign institution, and some direct participants not to disclose their participation to United States entities.
- c. Compensation could take many forms including cash, research funding, complimentary foreign travel, honorific titles, career advancement opportunities, promised future

compensation, or other types of remuneration or consideration, including in-kind compensation.

**C-3. “Malign Foreign Talent Recruitment Program” or “MFTRP”** means any program, position, or activity that includes one or more of the following:

- a. engaging in the unauthorized transfer of intellectual property, materials, data products, or other nonpublic information
- b. recruitment of trainees or researchers to enroll in such program, position, or activity
- c. establishing a laboratory or entity in violation of the standard terms and conditions of a Federal research award
- d. accepting a faculty position, or undertaking any other employment or appointment in violation of the standard terms and conditions of a Federal research award
- e. being unable to terminate the foreign talent recruitment program contract or agreement except in extraordinary circumstances
- f. being limited in the capacity to carry out a Federal research award
- g. requirement to engage in work that overlaps or duplicates a federal research award
- h. requirement to apply for and successfully receive funding from the sponsoring foreign government’s funding agencies with the sponsoring foreign organization as the recipient
- i. requirement to omit acknowledgment of the US home institution and/or the federal funding agency
- j. requirement not to disclose participation of such individual in such program, position, or activity
- k. having a conflict of interest or conflict of commitment contrary to Federal research award

and is sponsored by one of the following:

- a. a foreign country of concern or entity based in a foreign country of concern as defined in [42 USC §19237](#)(2) and (3)
- b. an academic institution on [the list developed](#) under 1286(c)(8) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019
- c. a foreign talent recruitment program on [the list developed](#) under 1286(c)(9) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019.

#### **D. Policy**

**D-1. Prohibited activity.** A Covered Individual is prohibited from participating in a MFTRP.

**D-2. Certification required in a proposal and annually by covered individuals.** A University employee who is a Covered Individual on a proposal shall certify in the proposal that they are not party to a MFTRP. Covered Individuals shall certify annually for the duration of a qualifying award that they are not party to a MFTRP.

**E. Consequences for false certifications.** False certifications or representations under this policy by a Covered Individual may result in discipline according to University policy or prosecution and liability pursuant to, but not limited to, 18 USC §§ 287, 1001, 1031, and 31 USC §§ 3729-3799 and 38002.

**F. Research security training requirement.**

**F-1. Training before proposal submission.** A Covered Individual submitting a proposal for a fundamental research project from the Department of Defense or a research and development project from another federal agency is required to have complete research security training within one year of the proposal due date. The proposal may not be submitted unless the research security training has been completed.

**F-2. Refresher training.** A Covered Individual may need to repeat research security training if required by the federal funding agency.

**G. Disclosures by non-Covered Individuals**

**G-1. Disclosures required by all University employees.** All University employees must disclose their participation in a FGTRP or MFTRP to the University as required by FSH 6240. Disclosures shall be reviewed and managed as stated in FSH 6240.

**G-2. Disclosures required by investigators as defined in FSH 5600.** In addition to G-1, a University employee who is an “Investigator,” as defined in FSH 5600, must disclose their participation in a FGTRP or MFTRP. Disclosures shall be reviewed and managed as stated in FSH 5600.

**H. Activities that are not FTRP**

**H-1.** The following international collaboration activities do not constitute a FGTP as long as the activity is not funded, organized or managed by an academic institution or foreign talent recruitment program on [the list developed](#) under 1286(c) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019.

**a.** Scholarly presentations and publishing written materials regarding scientific information not otherwise controlled under current law;

**b.** Participating in international conferences or other international exchanges, research projects, or programs that involve open and reciprocal exchange of scientific information, and which are aimed at advancing international scientific understanding and not otherwise controlled under current law;

**c.** Advising a foreign student enrolled at an institution of higher education or writing a recommendation for such a student, at student’s request; and

**d.** Engaging in the following international activities:

1. Activities that are partly sponsored or otherwise supported by the United States such as serving as a government appointee to the board of a joint scientific fund (e.g., the U.S.-Israel Binational Industrial Research and Development Foundation); providing advice to or otherwise participating in international technical organizations, multilateral scientific organizations, and standards setting bodies

(e.g., the International Telecommunications Union, Intergovernmental Panel on Climate Change, etc.); participating in a Fulbright Commission program funded in whole or in part by a host country government; or other routine international scientific exchanges and interactions such as providing invited lectures or participating in international peer review panels.

2. Involvement in national or international academies or professional societies that produce publications in the open scientific literature that are not in conflict with the interests of the federal research agency (e.g., membership in the Pontifical Academy of Sciences or The Royal Society).
3. Taking a sabbatical, serving as a visiting scholar, or engaging in continuing education activities such as receiving a doctorate or professional certification at an institution of higher education (e.g., the University of Oxford, McGill University) that are not in conflict with interests of the federal research agency.
4. Receiving awards for research and development which serve to enhance the prestige of the federal research agency (e.g., the Nobel Prize).
5. Other international activities determined appropriate by the federal research agency head or designee.

#### **I. Contact Information**

**I-1.** Contact the Office of General Counsel with questions about disclosures made by university employees under FSH 6240.

**I-2.** Contact the Research Conflict of Interest Coordinator at [uifcoi@uidaho.edu](mailto:uifcoi@uidaho.edu) with questions about disclosures required by Investigators under FHS 6500.

**I-3.** Contact the Undue Foreign Influence Coordinator at [ored-export@uidaho.edu](mailto:ored-export@uidaho.edu) with questions about disclosures required by Covered Individuals.

#### **J. Related Policies**

- FSH 3170 – University Ethics
- FSH 5600 – Financial Disclosures
- FSH 6240 – Conflicts of Interest or Commitment



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### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title: **FSH 3490 GENERAL SALARY INFORMATION**

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using “track changes.”

**Policy originator: Brandi Terwilliger**

**Policy sponsor, if different from originator: Brian Foisy**

**Reviewed by General Counsel: x\_\_Yes \_\_No** Name & Date: Karl Klein, 12/7/23

**Comprehensive review? \_x\_Yes \_\_No**

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.  
Per request from Payroll - Delete FSH3490 and move appropriate information to APM55.05.
- 2. Fiscal Impact:** What fiscal impact, if any, will this change have?  
None.
- 3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.  
APM 55.05
- 4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

# ~~3490 – General Salary Information~~

## ~~Owner:~~

- ~~• **Name:** Brandi Terwilliger~~
- ~~• **Position:** Director of Human Resources~~
- ~~• **Email:** brandit@uidaho.edu~~

~~Last updated: July 01, 2009~~

~~**A. SALARY INFORMATION IS PUBLIC.** The salaries of UI employees are public information and that information may be obtained through the University Library (Department of Special Collections and Archives).~~

## ~~**B. DISTRIBUTION OF PAYCHECKS.**~~

~~**B-1.** Effective August 1, 2000, newly hired employees will need to designate a bank of their choice to which they authorize direct deposit of their paycheck. Information on procedures is provided at New Employee Orientation and also in the Administrative Procedures Manual 55.05.~~

~~**B-2.** Paychecks for employees are mailed out hired before August 1, 2000 will continue to be available at the cashier's window in Business Systems and Accounting Services on Thursday before the last working day of each biweekly payroll period following the period in which the payroll was earned (i.e. two weeks after the end of the pay period during which the payroll was earned.) If the last day of a payroll period is a holiday, checks will be mailed the day before the pay day.be available on the next working day.~~

~~**C. INCOME TAX WITHHOLDING.** In accordance with federal and state laws, income tax is withheld from the salaries and wages of UI employees. Each employee is responsible for filing a W-4 online in Vandalweb.n exemption certificate at Human Resources.~~

~~**D. W2 forms** Statements of withholdings for income tax (W-2) are available about the third week in January; those for salaried on campus employees are sent to departments for distribution, and temporary help employees and off campus employees will be mailed to the W2 address in the Banner system. pick theirs up at the cashier's window in Business Systems and Accounting Services. When leaving the employ of UI, employees should furnish the Payroll Office the address to which the W-2 form is to be mailed.~~

# 547: DOCTORATE IN ANATOMICAL SCIENCES

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## In Workflow

1. 276 Chair (mcmurtry@uidaho.edu)
2. 20 Curriculum Committee Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
3. 20 Dean (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

## Approval Path

1. Mon, 09 Oct 2023 23:53:55 GMT  
Tyler Bland (tbland): Approved for 471 Chair
2. Mon, 09 Oct 2023 23:55:36 GMT  
Jeffrey Seegmiller (jeffreys): Approved for 22 Curriculum Committee Chair
3. Mon, 09 Oct 2023 23:56:07 GMT  
Jeffrey Seegmiller (jeffreys): Approved for 22 Dean
4. Tue, 10 Oct 2023 23:55:31 GMT  
Linda Lundgren (lindalundgren): Rollback to Initiator
5. Wed, 11 Oct 2023 16:53:11 GMT  
Tyler Bland (tbland): Approved for 471 Chair
6. Wed, 11 Oct 2023 17:38:23 GMT  
Jeffrey Seegmiller (jeffreys): Approved for 22 Curriculum Committee Chair
7. Wed, 11 Oct 2023 17:38:47 GMT  
Jeffrey Seegmiller (jeffreys): Approved for 22 Dean
8. Wed, 18 Oct 2023 00:12:15 GMT  
Linda Lundgren (lindalundgren): Rollback to 471 Chair for Provost's Office
9. Wed, 18 Oct 2023 16:16:27 GMT  
Tyler Bland (tbland): Approved for 471 Chair
10. Mon, 30 Oct 2023 19:20:12 GMT  
Jeffrey Seegmiller (jeffreys): Rollback to 471 Chair for 22 Curriculum Committee Chair
11. Mon, 30 Oct 2023 19:22:30 GMT  
Tyler Bland (tbland): Approved for 471 Chair
12. Mon, 30 Oct 2023 19:24:16 GMT  
Jeffrey Seegmiller (jeffreys): Rollback to 471 Chair for 22 Curriculum Committee Chair
13. Mon, 30 Oct 2023 19:25:37 GMT  
Tyler Bland (tbland): Rollback to Initiator
14. Thu, 14 Dec 2023 23:13:40 GMT  
Jerry McMurtry (mcmurtry): Approved for 276 Chair
15. Thu, 14 Dec 2023 23:53:29 GMT  
Jerry McMurtry (mcmurtry): Approved for 20 Curriculum Committee Chair
16. Thu, 14 Dec 2023 23:54:09 GMT  
Jerry McMurtry (mcmurtry): Approved for 20 Dean
17. Tue, 19 Dec 2023 22:07:58 GMT  
Sydney Beal (sbeal): Approved for V00654458
18. Tue, 19 Dec 2023 22:24:16 GMT  
Brenda Helbling (brendah): Rollback to Initiator
19. Fri, 23 Feb 2024 02:27:17 GMT  
Jerry McMurtry (mcmurtry): Approved for 276 Chair

- 20. Fri, 23 Feb 2024 02:38:19 GMT  
Jerry McMurtry (mcmurtry): Approved for 20 Curriculum Committee Chair
- 21. Fri, 23 Feb 2024 02:38:32 GMT  
Jerry McMurtry (mcmurtry): Approved for 20 Dean
- 22. Thu, 28 Mar 2024 15:32:54 GMT  
Brenda Helbling (brendah): Rollback to Initiator
- 23. Fri, 29 Mar 2024 02:18:01 GMT  
Jerry McMurtry (mcmurtry): Approved for 276 Chair
- 24. Fri, 29 Mar 2024 04:08:00 GMT  
Jerry McMurtry (mcmurtry): Approved for 20 Curriculum Committee Chair
- 25. Fri, 29 Mar 2024 04:10:48 GMT  
Jerry McMurtry (mcmurtry): Approved for 20 Dean
- 26. Fri, 29 Mar 2024 14:11:22 GMT  
Brenda Helbling (brendah): Approved for Provost's Office
- 27. Fri, 29 Mar 2024 15:25:47 GMT  
Sydney Beal (sbeal): Approved for Degree Audit Review
- 28. Fri, 29 Mar 2024 15:26:48 GMT  
Sydney Beal (sbeal): Approved for Graduate Council Chair
- 29. Fri, 29 Mar 2024 15:26:55 GMT  
Sydney Beal (sbeal): Approved for Registrar's Office
- 30. Fri, 29 Mar 2024 15:27:00 GMT  
Sydney Beal (sbeal): Approved for Ready for UCC
- 31. Tue, 02 Apr 2024 18:53:00 GMT  
Sydney Beal (sbeal): Approved for UCC

**New Program Proposal**

Date Submitted: Fri, 29 Mar 2024 01:43:03 GMT

**Viewing: 547 : Doctorate in Anatomical Sciences**

**Last edit: Fri, 29 Mar 2024 22:51:36 GMT**

Changes proposed by: Whitney Vincent

**Faculty Contact**

Faculty Name	Faculty Email
Dave Pfeiffer	dpfeiffer@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

Yes

**Academic Level**

Graduate

**College**

Graduate Studies

**Department/Unit:**

Graduate Studies

**Effective Catalog Year**

2025-2026

**Program Title**

Doctorate in Anatomical Sciences

**Degree Type**

Major

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

**Program Credits**

80

**Attach Program Change**

2024 DAS SBOE Academic\_Degree\_and\_Certificate\_Full-Proposal\_Form (v 032824).pdf

**CIP Code**

26.0499 - Cell/Cellular Biology and Anatomical Sciences, Other.

**Will the program be Self-Support?**

Yes

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information****What is the financial impact of the request?**

Greater than \$250,000 per FY

**Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form**

**Describe the financial impact**

This program is defined as a self-support program and will charge a program fee, in accordance with the policies set forth in Section V.R.3.b.iv of the Idaho State Board of Education Governing Policies and Procedures. For the first three years of the program (FY26, FY27, FY28) we will focus on building our student cohorts, and developing faculty and instructional expertise using institutional support, as committed by policy. Support for the program will include contributions from current faculty. WWAMI faculty who teach in the DAS program will do so during summer months when off contract with the U of I. WWAMI faculty who teach in the DAS program during the academic year will be supported by FTE buyout by the DAS program using students' self-support fees.

We anticipate the program will begin generating a net gain within the second year. Excess funds will be utilized for the following purposes: 1) develop a reserve to support the program in the event of enrollment declines, 2) develop a willied body program for the medical education anatomy lab, 3) develop a scholarship program for students enrolled in the program.

**Curriculum:**

The DAS curriculum requires 80 credit hours of training. Coursework is designed to build knowledge and skills in a stepwise manner. The curriculum utilizes a hybrid mode of course delivery with in-person and online didactic instruction along with practical experience in course development and delivery. Please see Appendix C for descriptions of new courses developed for this program.

**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.

**Can 50% or more of the curricular requirements of this program be completed via distance education?**

Yes

**If Yes, can 100% of the curricular requirements of this program be completed via distance education?**

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 B change and must complete the program proposal formwork before these changes will be processed.

**Geographical Area Availability****In which of the following geographical areas can this program be completed in person?**

Moscow

## Student Learning Outcomes

**List the intended learning outcomes for 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.**

The intended learning outcomes for this program are designed to produce graduates who will succeed in the current academic climate while meeting the education needs for the allied health professions. We have identified three guiding principles for our program outcomes:

First, medical schools have drastically reduced anatomical science (including neuroanatomy, histology, embryology, and gross anatomy) contact hours over the decades, profoundly impacting current and prospective anatomists' duties. A survey in 1931 reported that anatomy instruction in medical schools averaged 780 hours, ranging from 480-1185 (Drake et al., 2009). Recent figures from U.S. medical schools estimate 129 hours of curricular time are devoted to the anatomical sciences (Wilson et al., 2020), a decline of over 80% from 1931. This brings to light two considerations. First, anatomists must be expert educators, able to design and implement innovative curricula to fit a working knowledge of the human form into a shortened course. Second, while expertise in anatomy is still required it may no longer be sufficient for an anatomist to have a robust academic career. To this end, it is recognized that anatomists are well positioned to teach in other areas, including medical imaging, (patho)physiology, kinesiology, and other basic sciences that are related to a wholistic understanding of the human form and function.

Second, over the last century in the U.S., social and economic forces have shaped an academic environment where, excellence in research is valued above excellence in teaching. Most faculty in universities are research scientists first, and educators second. While teaching excellence is required to facilitate the academic success of students, it is often not sufficient for advancement in the current tenure track faculty model. Therefore, our graduates must be able to produce academic research. Together with a need for expertise in teaching methods and theory, this positions anatomists as candidates for educational scholarship. To this end, our curriculum includes courses on research methods and educational theory, as well as an expectation to produce a dissertation capstone project.

Third, while research literacy and productivity is important for any academic professional, we also recognize the need to produce expert practitioners of education in the medical sciences. To this end, we have taken inspiration from discussion of the Professional Practice Doctorate (PPD) model. PPD's include the Doctor of Medicine (MD), Doctor of Education (EdD), Doctor of Nurse Practitioner (DNP), Doctor of Psychology (PsyD) and more. These PPD programs differ from the traditional academic doctorate (PhD) in many ways. Importantly, the outcome goal for a PPD program is to prepare graduates to practice within their profession, rather than establish a research program. Overall, the DAS degree aims to develop professional educators to meet the needs of students in the allied health professions, while possessing the tools required to succeed in our current academic climate.

In summary, the main learning outcomes for our program are outlined below:

Develop foundational knowledge in curriculum design and pedagogical technique to shape and/or improve their teaching practice.

Improve their teaching practice by creating professional knowledge through applied scholarly inquiry (e.g. education research) and/or extensive, hands-on instructional experience.

Develop a critical awareness of educational practices and evaluation procedures. Graduates will be able to design effective courses and valuable content, with formative and summative evaluation strategies for people, programs, and policy. They will understand culturally complex constituents and adhere to ethical, moral, and legal standards.

Expand and reinforce their expertise in the core subjects of the anatomical sciences through rigorous course work, with a focus on dissection-based gross anatomy.

Broaden their scope of expertise in subjects relevant to educating allied health professionals, including anatomy, medical imaging, and (patho)physiology.

Develop professional skills that will prepare them to move into leadership positions in employer, professional, or community organizations at the local/state/national level.

Promote effective communication among students and colleagues.

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

Learning outcomes will be assessed both through formative and summative methods.

Learning outcome 1:

Formative assessment of students' teaching practice is built into the curriculum in several ways. First, students will take formal course work in pedagogy that will engage them in the study and assessment of their own methods. Course grades and assignment portfolios will serve as regular assessment of student pedagogical knowledge.

Second, all students will return in their second summer to mentor incoming students in the intensive summer gross anatomy course. Faculty will oversee their teaching, and incoming students will provide feedback on their student mentors.

Third, course work aimed at developing core subject area knowledge for future teaching roles (e.g. neuroanatomy) will have major assignments aimed at developing future teaching materials. In keeping with the program's goal to produce professional educators, these courses are designed not only to provide competency in the subject matter, but to force students to grapple with the material as an educator, i.e. how and why would they choose to teach what they are learning to their future students.

Finally, we anticipate that many students will be employed as educators in some way while they progress through the DAS curriculum. For these students, we will collect "impact journals" wherein students will chronicle the impact of their DAS studies as it relates to their teaching practices. These journals will contribute to the summative assessment.

Summative assessments of student pedagogical development will be achieved primarily through the journaling component of their DAS experience together with student and mentor feedback of their teaching performance(s).

Assessments of Outcome 1 will be used to monitor the development of students' pedagogical mastery, as well as improve our program and process.

Learning outcome 2:

Formative assessments of students' professional knowledge will occur primarily in pedagogical coursework.

Summative assessments will take the form of research pertaining to their professional practice and/or student and instructor evaluation of their practice.

Learning outcome 3:

Formative assessments pertaining to the anatomical sciences are built into the main coursework components of the curriculum. For example, major assignments, exams, and course outcomes in the gross anatomy summer intensive, the neuroanatomy, histology, and embryology courses, and so on.

Summative assessments in the form of comprehensive exit testing ensure that knowledge is retained and synthesized in a productive way to facilitate professional teaching practice.

Learning outcome 4:

On completion of the DAS, it is important that students do not simply re-learn the core knowledge in anatomical sciences that they may already be proficient in. Students should come away with the ability to teach a wider range of health sciences. As students develop a study plan, novel topics should be identified and included for study. Course outcomes in these areas as in Outcome 3 will serve as formative assessment of outcome 4. Similarly, exit testing will serve as Summative assessment for outcome 4.

### **How will you ensure that the assessment findings will be used to improve the program?**

To ensure rigor in the coursework and curriculum in general, students must maintain at least a 70% average in the gross anatomy intensives and all other core anatomical science courses (neuroanatomy, embryology, and histology) to continue in the program. The Immersion experiences will be vetted and approved under the guidance of faculty mentors and the program director.

Additionally:

1. Faculty Meetings: Regular faculty meetings will involve discussions of assessment results, with a focus on identifying areas of improvement and refining teaching methods and curriculum.
2. Curriculum Review: Assessment data will inform curriculum revisions, ensuring alignment with current healthcare trends and best practices.
3. Faculty Development: Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas where student performance needs improvement.
4. Feedback Loops: Continuous feedback loops will be established with students, incorporating their input to make program enhancements.

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

Direct measures include examinations, skills assessments, case studies, and practical evaluations. Indirect measures include student surveys, feedback from instructors, and analysis of retention and graduation rates.

### **When will assessment activities occur and at what frequency?**

Assessment activities will occur throughout the program at various frequencies:

- Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.
- Summative assessments (midterm, final examinations, term projects, reflection essays) will occur at the end of relevant courses and following at the end of each year. Alumni and industry surveys will be completed two years following graduation.
- Case studies, teaching plans, and projects will be assigned periodically.

## **Student Learning Outcomes**

### **Learning Objectives**

The intended learning outcomes for this program are designed to produce graduates who will succeed in the current academic climate while meeting the education needs for the allied health professions. We have identified three guiding principles for our program outcomes:

First, medical schools have drastically reduced anatomical science (including neuroanatomy, histology, embryology, and gross anatomy) contact hours over the decades, profoundly impacting current and prospective anatomists' duties. A survey in 1931 reported that anatomy instruction in medical schools averaged 780 hours, ranging from 480-1185 (Drake et al., 2009). Recent figures from U.S. medical schools estimate 129 hours of curricular time are devoted to the anatomical sciences (Wilson et al., 2020), a decline of over 80% from 1931. This brings to light two considerations. First, anatomists must be expert educators, able to design and implement innovative curricula to fit a working knowledge of the human form into a shortened course. Second, while expertise in anatomy is still required it may no longer be sufficient for an anatomist to have a robust academic career. To this end, it is recognized that anatomists are well positioned to teach in other areas, including medical imaging, (patho)physiology, kinesiology, and other basic sciences that are related to a wholistic understanding of the human form and function.

Second, over the last century in the U.S., social and economic forces have shaped an academic environment where, excellence in research is valued above excellence in teaching. Most faculty in universities are research scientists first, and educators second. While teaching excellence is required to facilitate the academic success of students, it is often not sufficient for advancement in the current tenure track faculty model. Therefore, our graduates must be able to produce academic research. Together with a need for expertise

in teaching methods and theory, this positions anatomists as candidates for educational scholarship. To this end, our curriculum includes courses on research methods and educational theory, as well as an expectation to produce a dissertation capstone project. Third, while research literacy and productivity is important for any academic professional, we also recognize the need to produce expert practitioners of education in the medical sciences. To this end, we have taken inspiration from discussion of the Professional Practice Doctorate (PPD) model. PPD's include the Doctor of Medicine (MD), Doctor of Education (EdD), Doctor of Nurse Practitioner (DNP), Doctor of Psychology (PsyD) and more. These PPD programs differ from the traditional academic doctorate (PhD) in many ways. Importantly, the outcome goal for a PPD program is to prepare graduates to practice within their profession, rather than establish a research program. Overall, the DAS degree aims to develop professional educators to meet the needs of students in the allied health professions, while possessing the tools required to succeed in our current academic climate.

In summary, the main learning outcomes for our program are outlined below:

- Develop foundational knowledge in curriculum design and pedagogical technique to shape and/or improve their teaching practice.
- Improve their teaching practice by creating professional knowledge through applied scholarly inquiry (e.g. education research) and/or extensive, hands-on instructional experience.
- Develop a critical awareness of educational practices and evaluation procedures. Graduates will be able to design effective courses and valuable content, with formative and summative evaluation strategies for people, programs, and policy. They will understand culturally complex constituents and adhere to ethical, moral, and legal standards.
- Expand and reinforce their expertise in the core subjects of the anatomical sciences through rigorous course work, with a focus on dissection-based gross anatomy.
- Broaden their scope of expertise in subjects relevant to educating allied health professionals, including anatomy, medical imaging, and (patho)physiology.
- Develop professional skills that will prepare them to move into leadership positions in employer, professional, or community organizations at the local/state/national level.
- Promote effective communication among students and colleagues.

**A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.**

Expert knowledge of anatomy is central to diagnosis and treatment of disease and as such in-depth coursework in the anatomical sciences has long been the foundation of health sciences curricula. In fact, the need for robust training in the anatomical sciences in current health sciences programs continues to grow. For example, medical care providers from many different corners of the health care professions (doctors, nurses, physician assistants, etc.) and in many different settings (ER, family practice clinics, sports med clinics, etc.) increasingly rely on non-invasive medical imaging techniques such as point-of-care ultrasound to evaluate patients and diagnosis disease. In all cases, to interpret images and make diagnoses practitioners rely on their detailed knowledge of anatomy acquired during their training.

Student enrollment surges in the health sciences and continued growth of health sciences programs across the U.S. are fueling an increasing need for highly trained anatomy instructors to teach medical education. Despite this, health sciences programs nationwide are facing an increasing shortage of highly trained anatomy educators. This well-documented shortage is due in part to biomedical graduate programs shifting away from providing doctoral students with classical training in the anatomical sciences and focusing instead on training students to become researchers in other fields. For biomedical programs, an underlying driver of this is the pressure to capture a greater share of research funding from NIH and other funding agencies. This is a decades long trend, one that will likely remain on trajectory into the foreseeable future as faculty, programs, and institutions compete for external funding. The decline in trained anatomists was underscored in 2003 reports published in *Science* and the American Association for the Advancement of Science that found that more than 80% of department chairs expressed moderate or great difficulty hiring to meet anatomy teaching needs [1]. More recent studies confirm the continued shortage of trained anatomists, and the difficulty in filling position openings [2]. Additional lines of evidence demonstrating this come from job posting data from the American Association for Anatomy [AAA; 2], the Survey of Earned Doctorates data from the National Science Foundation [3], and faculty retirement data from a survey of AAA members [4]. To reverse the current anatomy educator shortage, which is projected to worsen as populations of anatomists from the Baby Boomer generation begin to retire, additional doctoral programs in the anatomical sciences are needed.

Currently, only eight Anatomy Education doctoral programs exist in the U.S. and none of these programs are affiliated with the state of Idaho [3]. The paucity of doctoral level anatomy training programs is not surprising given that most colleges and university are ill-equipped to house these programs. The development of new doctoral level anatomy training programs is constrained by the need for expensive, highly specialized facilities such as human cadaver labs along with the faculty expertise to teach in the programs. This restricts doctoral level programs to institutions with medical schools.

The College of Graduate Studies is well positioned to house the proposed DAS program. The DAS program will be led by core group of classically trained anatomists. All are faculty in the WWAMI medical education program, and all are highly motivated to teach in the proposed DAS degree. Each brings to the program considerable experience instructing anatomy and related courses to medical students. An additional group of WWAMI faculty with DoE degrees will teach in and help guide educational training components of the DAS degree. The DAS program will utilize the WWAMI anatomy lab facility, a state-of-the-art cadaver lab and teaching facility. Additionally, the overall budget required to run the DAS program will be modest since it will follow a tuition-based self-support model. Access to existing anatomy education PhD programs is often limited due to their competitiveness. The competitiveness of these programs is predominantly a consequence of limited enrollments due to funding and mentor availability. By making the DAS program a tuition-based self-support model, the program itself is less constrained by funding.

The DAS program will recruit students from across the state of Idaho as well as nationally, targeting two groups: 1) students pursuing prerequisite undergraduate and/or graduate degrees, and 2) current instructors in health science related programs who lack a doctoral degree.

The first group represents a very deep pool of potential applicants. Undergraduate degrees in biology represent the fourth most popular degree type with over 120,000 degrees awarded nationally per year. Similarly, the fields of kinesiology and physical therapy produce over 37,000 graduates per year and health professions related degrees over 35,000 graduates per year. For context, our proposed program has the capacity to accept yearly cohorts of 20 students, based on the shared use of our anatomy lab facility with other programs that use the facility. We acknowledge that there exists limited awareness among undergraduates of career opportunities in anatomy. The lack of programs dedicated to training anatomists directly contributes this [5]. However, we are confident that targeted messaging and recruiting will yield a substantial number of interested students. Average anatomy professor salary is over \$93,000.00 per year and there is a clear and present demand for qualified educators in this discipline. Graduates will be qualified to teach a variety of health sciences programs and biology.

The second group of potential students, those currently employed in higher education as anatomy instructors but who lack a doctoral degree, face limited professional opportunities. In health sciences fields at the university level, a terminal degree, i.e. a doctoral degree, is required for a tenure track faculty appointment. In our research regarding development of this program, we found that it is common for Idaho's 2- and 4-year Colleges and Universities to staff anatomy related courses with instructors who lack a doctoral degree, with the lack of better qualified applicants cited as a primary reason. In surveying instructors and department heads in Idaho and among our WWAMI sister sites, we found there was clear demand from instructors to complete a doctoral degree since it would increase their professional opportunities. To maximize student interest and appeal to non-traditional students who are currently employed teaching, our program is designed a hybrid education model with academic year remote learning over academic (spring and fall terms) and intensive on-site learning over summer terms.

This program is a new offering at the University of Idaho. As such, new staff and faculty will need to be recruited and hired; however, the program will also rely on existing WWAMI anatomy faculty to cover teaching. Much of the hands-on, intensive anatomy instruction will occur during summers when WWAMI faculty (9-month academic appointments) are off contract but eager to continue teaching. During the academic year, adjustments to current WWAMI faculty workloads will be made to assist with DAS program instructional needs.

Our vision is to be the premier program for preparing anatomy faculty members who contribute to health care improvements through expert instruction and research. Our graduates will be able to serve in numerous faculty roles to help deliver cutting edge curricula and training, while also meeting unmet needs in the development of health care education infrastructure. Our graduates will help meet the national shortage of anatomy educators, one that directly impacts Idaho's ability to deliver and expand health care related education. All of Idaho's Colleges and Universities have pre-health and health professions programs but often struggle with staffing the programs with qualified instructors, limiting the ability to grow and develop these programs.

#### References

Anatomy Classes Face Gross Shortage. *Science*, 2003. 299(5611):1309-1309.

Wilson, A.B., et al., A Look at the Anatomy Educator Job Market: Anatomists Remain in Short Supply. *Anat Sci Educ*, 2020. 13(1):91-101.

Wilson, A.B., et al., Are Anatomy PhDs Nearing Extinction or Adapting to Change? *United States Graduate Education Trends in the Anatomical Sciences*. *Anat Sci Educ*, 2021. 14(4): 432-439.

Edwards D, Meyer ER, Brooks WS, Wilson AB. Faculty retirements will likely exacerbate the anatomy educator shortage. *Anat Sci Educ*, 2022. 16(4):618-628.

McCuskey, R.S., S.W. Carmichael, and D.G. Kirch, The importance of anatomy in health professions education and the shortage of qualified educators. *Acad Med*, 2005. 80(4):349-51.

#### Supporting Documents

Appendix B- response to external peer review.docx

Appendix A DAS onsite visit report.pdf

Org Chart\_Health Professions\_COGS\_SHAMP.pdf

Appendix D - Letters of Support copy.docx

Appendix C - DAS course descriptions.docx

UI Letter for DAS Program.pdf

2024 (FINAL) DAS Budget - Full Proposal-Form v032824.xlsx

#### Reviewer Comments

**Linda Lundgren (lindalundgren) (Tue, 10 Oct 2023 23:55:31 GMT):** Rollback: Per Jeff Seigmiller's email to Gwen Gorzelsky, Linda Lundgren is rolling back the DAS to the department.

**Linda Lundgren (lindalundgren) (Mon, 16 Oct 2023 20:30:18 GMT):** Attached email from TJ Bliss to Gwen Gorzelsky on October 16 re: external review.

**Linda Lundgren (lindalundgren) (Wed, 18 Oct 2023 00:12:15 GMT):** Rollback: Rolling back to Department. Email with details of reasons for rolling this back sent to Jeff Seegmiller from Linda Lundgren on 10/17/23.

**Jeffrey Seegmiller (jeffreys) (Mon, 30 Oct 2023 19:20:12 GMT):** Rollback: Make suggested changes from provost office

**Jeffrey Seegmiller (jeffreys) (Mon, 30 Oct 2023 19:24:16 GMT):** Rollback: Change

**Tyler Bland (tbland) (Mon, 30 Oct 2023 19:25:37 GMT):** Rollback: Correction

**Brenda Helbling (brendah) (Tue, 19 Dec 2023 22:24:16 GMT):** Rollback: As discussed in 12/19/23 email, ensuring updated version of materials was attached. Whitney requested return to check. Brenda 208-874-2274 if questions.

**Brenda Helbling (brendah) (Thu, 28 Mar 2024 15:32:54 GMT):** Rollback: Rolled back to address consistency and upload the revised SBOE form (as needed) and SBOE budget (that you were working on yesterday). Please do not delete old forms; just ensure the new ones have revision dates in the titles. Thanks!

**Sydney Beal (sbeal) (Fri, 29 Mar 2024 15:26:39 GMT):** Received email approval to approve program through Degree Audit Review and Graduate Council Chair

Key: 547

## Response to External Peer Review of DAS Program Proposal

An external programmatic review of the proposed Doctorate of Anatomical Sciences was completed in August 2022. The external review team was asked to assess the program within the present and projected future contexts, addressing program elements, faculty, need, and resources. The resulting Onsite Visit Report identified program strengths along with potential areas for improvement. We have addressed the team's suggestions for improvement and incorporated the changes into our program as appropriate. Below is a list of the review team's "areas for improvement" (in italics) along with our responses and description of changes we have made to our program:

- 1. The original proposal did not specify a lab component for the neuroanatomy curriculum.*  
Most of the neuroscience curriculum will be completed online, including lab exercises. A subset of neuroscience labs is incorporated into the advanced gross anatomy courses, which are taught in-person during summers.
- 2. The external review team also recommends starting the program in the summer term, instead of the fall term, to lead with the gross anatomy curriculum.*  
We have adjusted our curriculum sequence to begin in the summer term, as suggested.
- 3. Curricula related to qualitative methods and mixed methods research is missing from original proposal. The on-site team recommends adding these missing elements.*  
These topics have been built into the Research Methods course.
- 4. For students with prior or current teaching experiences, the program may consider a waiver of teaching practicum credits.*  
We have adjusted our curriculum to allow students who enter with appropriate prior or current teaching experience to receive a waiver of teaching practicum credits.
- 5. TAships are available for credit or elective. The program should consider making TAships required.*  
We have adjusted our curriculum to make teaching a practicum required, unless students have appropriate prior or current teaching experience (see point 4, above).
- 6. Not clear how all-course level objectives will be assessed.*  
We have better aligned course level objectives with outcomes of course-work, examinations, and Immersion experiences. Course level assessments will include student projects, examinations, reflection essays, teaching performance, peer and instructor evaluation of teaching performance, and an end of program comprehensive exam. Additionally, indirect measures of program performance such as GPA, grades, graduation/attrition rates, and employment placements of graduates will be closely monitored.
- 7. No clear direction of details or timing of the qualifying/preliminary exam were provided.*  
The original DAS proposal included a preliminary exam and dissertation requirement. At the suggestion of the external review team, the dissertation component has been removed. In its place, we have added three terms of Immersion experience. In place of a preliminary exam, a comprehensive exam will be added at the end of fall 3, i.e., prior to the final Immersion term (spring 3 year).

8. *Some ambiguities remain pertaining to the education component of the DAS curriculum and which faculty are most likely to lead teaching and research mentoring roles.*

The original program proposal reviewed by the External Peer Review team lacked syllabi for some of the courses in the education component of the curriculum. These have now been developed, all of which will be new DAS courses tailored specifically to the needs of students in our program. Instruction of these education-related courses will be led by current WWAMI faculty including Rusty Baker, (Research Methods), Joshua Johnson (Philosophical Underpinnings of Medical Education; Teaching Paradigms in Medical Education; History of Educational Philosophy; Seminar: Practice in the Allied Health Professions). Dr. Baker is the Associate Director of Medical Research and currently teaches Research Methods to medical students. Joshua Johnson currently teaches anatomy to medical students and is scheduled to be awarded a DoE degree in 2024. An additional faculty member with expertise in medical education will be hired to help teach the remaining DAS education-related courses.

9. *Syllabi only contained placeholders for assessments and had not been fully fleshed out. More specificity related to course-level assessments, especially formative assessments.*

Syllabi have been developed more fully, including descriptions of assessment plans.

10. *No mention of specific community engagement project opportunities, details about how to increase diversity, or goal for research dissemination noted within the proposal.*

While community engagement projects are encouraged, they are not required in our proposed program. This is due in part to the fact that most of our students will be dispersed and completing coursework remotely throughout the academic year, which makes tracking and monitoring projects difficult. During summers when students are on-site, there may be opportunities for DAS students to work with Moscow-area K-12 students on anatomy-related topics or demonstrations; however, this will not be a major focus of our program.

Student recruitment will take place across the country, including at institutions where 20% or more of the student body are students from underrepresented minority groups. Dr. Pfeiffer served as the PI of five NSF REU Site awards and has considerable experience in recruiting URM students from biology programs and health sciences programs. He maintains connections at several URM-serving institutions across the country and will utilize these contacts during recruiting efforts.

Our original proposal included a dissertation requirement. Based on concerns raised by the external peer review team and others, this requirement has been dropped. As such, research dissemination is not a major goal for our students, although we do anticipate a subset of students will present results and/or publish findings from their Immersion terms.

11. *The proposal did not specify their workload plans or how new faculty may be involved in curriculum development. The proposed summer anatomy courses may be co-taught (according to an interview with P. Fuerst). Workload arrangements will need to be clearly defined prior to starting the program.*

Workload plans will be developed closer to the start of the program. The proposed DAS program is one of multiple new programs being developed by the new School of Health and Medical Professions. Several of these programs will share portions of current faculty FTEs as well as those of new hires. At this point, we will hold off defining exact workload agreements until we have a clear timeline of when and if each proposed program will start. The proposed summer anatomy courses will be co-taught by four current WWAMI anatomy faculty.

12. *There is a need to hire faculty with educational research experience and establish a clear delineation of duties for current and future faculty to ensure workloads are feasible, particularly outside of the summer months. Formal MOUs with colleges/programs outside of WWAMI are crucial and should include agreements regarding coursework, shared costs, and faculty mentorship responsibilities.*

Joshua Johnson, current anatomy instructor in the WWAMI program, is scheduled to be awarded a DoE degree in 2024. He will assume a key role in the DAS program, teaching education-related courses and mentoring those students who choose to pursue education-related research projects during their Immersion terms. Dr. Rusty Baker, Associate Director of Medical Research, will also mentor DAS students who undertake research. Dr. Baker has considerable experience mentoring medical students on research projects, including projects that use qualitative methods and mixed methods approaches. The DAS program will also hire an additional faculty with experience in medical education.

As originally planned, the DAS program would rely on several courses taught by the College of Education, Health, and Human Services. We have revised our program so that all required courses, including education-related courses, will be DAS courses taught by our faculty. This removes the need for formal MOU's with other colleges/programs and enables us to tailor the courses to our students' needs and offer them on a schedule that works best for our students.

13. *Regular course offerings could include more variety of assessments and assignments for monitoring student progress and content mastery. More details concerning dissertation guidelines and parameters are needed. A curriculum plan is also underdeveloped without explicitly addressing the regularity of offerings and their delivery approach (online synchronously, online asynchronously, or in-person). Consider offering tracks of study and part-time enrollment to encourage greater program marketability.*

A greater variety of assessment and assignments, including written reflections, peer evaluations, term papers, capstone projects, and oral presentations, have been built into courses.

The dissertation requirement has been removed from the degree. In its place, the program now includes three Immersion terms during which students complete three immersion tracks selected from the following options (Students may choose to repeat and individual track in more than one Immersion term):

- i. Pedagogical Immersion: Under the guidance of a faculty mentor, students will take the lead on developing and delivering classroom sessions, laboratory demonstrations, learning assessments, and grading.
- ii. Research Immersion: Students will complete a faculty-mentored research project related to instruction, such as an educational intervention, or a project in an area of anatomy.
- iii. Anatomical Prosection Immersion: Students will complete an extensive and detailed dissection in the cadaver lab with the goal of producing an anatomy demonstration (prosection) that will be used for instruction in medical student anatomy courses.

The curricular plan has been fully developed and now details when course offerings will take place and the mode of delivery. All summer courses will be offered in-person and all academic year courses will be offered online asynchronously, with the exception of four electives (Radiology Seminar, Point-of Care Ultrasound, Cognitive Neuroscience, and Sports Biomechanics) which will be offered in-person. At the recommendation of the external review team, we will offer part-time enrollment as an option.

14. *Resource sharing with other departments is unclear and should be further developed prior to finalizing the program's proposal.*

The DAS program will utilize the WWAMI Medical Education Program's anatomy lab teaching facility during summers. The facilities anatomy lab and classroom are not used by medical students during this time. Other resource sharing is not necessary.

15. *It is unclear how proposed research relationships will benefit DAS students as more details about the expectations of the dissertation are needed to fully understand how the joint research projects could meet the needs of the DAS students to fulfill their research requirements in educational research.*

As noted above, the dissertation requirement has been removed from the DAS program.

16. *Future faculty who are hired should have experience and publications in medical education research or a closely related field in education to strengthen the program's expertise in this area. Currently, only two WWAMI faculty have publications in graduate program development and experience mentoring education-focused graduate students. Given the anticipated large cohort size, two faculty alone cannot manage all dissertation research projects.*

As noted above, the dissertation requirement has been removed from the DAS program.

Joshua Johnson, current anatomy instructor, is scheduled to be awarded a DoE degree in 2024, which will increase our WWAMI faculty with doctoral level training in education to three. The DAS program plans to hire an additional faculty member with similar strengths in education training and research.

17. *Currently, the program's greatest limitation is having enough faculty trained in educational practices and methods for research oversight, given the high annual enrollment of 20 students per cohort. At present, the projected student to faculty ratio for research mentorship and oversight does not seem feasible from a quality assurance perspective.*

See response in 16.

18. *One area of concern for the DAS program is the ratio of proposed students to faculty members with experience conducting educational research for the purpose of doctoral committee membership. Faculty are likely to have a significant mentorship burden and be members or chairs on numerous committees.*

See response in 16.

## **APPENDIX D: Letters of Support**

### **Regional Unit Heads/Hiring Officials**

Conley and Roberts	WSU Elison Floyd College of Medicine
Lambert	North Idaho College
Teintze	University of Montana WWAMI Medical Education Program
Schumaker	University of Wyoming WWAMI Medical Education Program

### **Idaho Faculty Interested in the Program**

Bezzerrides	Lewis Clark State College
Johnson	North Idaho College
Leavitt	College of Western Idaho
Moore	College of Western Idaho
Ozeran	North Idaho College
Reeds	North Idaho College
Zenker	University of Idaho/North Idaho College

December 8, 2021

Peter Fuerst, Ph.D. Associate  
Professor  
WWAMI Medical Education Program  
Department of Biological Sciences University of  
Idaho  
Moscow, ID 83844

Dear Peter,

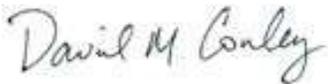
We are writing to express our strong support for the doctoral degree program in Anatomical Sciences that you are proposing to develop at the University of Idaho. As medical school faculty with many years of experience developing and delivering anatomy education at Washington State University and other major university programs (University of Washington and University of Minnesota), we know how difficult it is to find faculty trained in the anatomical sciences, including expertise in cadaveric dissection.

As biomedical research has transitioned to more cellular and molecular approaches to the study of disease, basic science departments that used to train graduate students in anatomical sciences have begun hiring faculty without expertise in anatomy. The downstream effect has been a nearly complete lack of graduate programs that include training in gross anatomy, embryology, histology, and macro- level neuroscience. We now have a situation where it is almost impossible to find trained anatomists, so we often hire applicants without this skill set, who we must then train ourselves, with no guarantee that an anatomy teaching career is a good fit. A well-trained individual with a degree in anatomical sciences would rise to the top of a typical applicant pool and would be highly competitive for positions at most medical schools, including our own. The additional areas of training proposed in your degree program, including histology, neuroanatomy, medical imaging, and kinesiology would further equip the degree holder to succeed in a broad range of programs, beyond medical (MD/DO) education. We could certainly use graduates from your program at our institution.

With the need clearly apparent, we strongly support the development of your proposed program, and we urge the Idaho State Board of Education to approve it, post haste. We stand ready to support your program in any way we can, including providing experiences in anatomy instruction at our institution.

We look forward to hearing of the approval of your program by the Idaho State Board of Education and your successful development and implementation of this program at the University of Idaho.

Sincerely,



David Conley, PhD  
Associate Professor  
Department of Medical Education &  
Clinical Sciences



Ken Roberts, PhD  
Professor and Chair,  
Department of Translational Medicine &  
Physiology



# North Idaho College

1000 West Garden Avenue, Coeur d'Alene, Idaho 83814  
[www.nic.edu](http://www.nic.edu)

**Natural Sciences Division**  
(208) 769-3495 phone  
(208) 769-7839 fax

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. As biomedical research switched to identifying molecular disease mechanism a side effect has been a lack of trained anatomists. It has historically and is currently difficult for us to identify trained anatomists and we often hire underqualified applicants who we must then train with no guarantee that the career is a good fit for the trainee. A well-trained individual with a degree in anatomy would rapidly rise to the top of a typical applicant pool and would be highly compatible for this type of well compensated position. The additional training the University of Idaho anatomy doctoral degree would offer in histology, neuroanatomy, radiology, ultrasound and kinesiology would make the degree holder a highly desirable hire for a broad range of medical education programs beyond the degrees we offer in our program.

Sincerely,

*Paula Lambert*

Natural Sciences Division Chair  
(208) 769-3249  
[paula.lambert@nic.edu](mailto:paula.lambert@nic.edu)



Peter Fuerst, PhD  
Associate Professor, University of Idaho  
Associate Director, WWAMI Medical Education Program  
University of Washington School of Medicine

Dear Peter and State Board of Education,

I enthusiastically support your plan to offer a doctorate in anatomical sciences degree at the University of Idaho. As biomedical research transitioned to identifying molecular disease mechanisms over the past decades, PhD students were no longer being trained in anatomy. I know from our experience at MSU how difficult it has been for us to identify and hire trained anatomy faculty for our medical school and our undergraduate biology programs. At our WWAMI Medical Program, our last anatomy faculty search took three years; we eventually hired a senior faculty member from another medical school. This individual will be retiring soon, requiring us to search again. For the undergraduate program, we have hired underqualified applicants, who must then train on the job with no guarantee that teaching anatomy is a good career. A well-trained individual with a degree in anatomy would rapidly rise to the top of a typical applicant pool and would be highly compatible for these well compensated faculty positions. The additional training the University of Idaho anatomy doctoral degree would offer in histology, neuroanatomy, radiology, ultrasound and kinesiology would make the degree holder a highly desirable hire for a broad range of medical education and allied health programs at universities like ours.

WWAMI Medical  
Education Program

Yours sincerely,

Martin Teintze, Ph.D.  
Director, WWAMI Medical Education Program  
Montana State University  
Assistant Dean, Foundations Phase  
University of Washington School of Medicine



Bozeman Health  
Deaconess Hospital  
937 Highland Blvd.  
Suite 5220  
Bozeman, MT 59715  
[www.montana.edu/wwami](http://www.montana.edu/wwami)

Tel (406) 994-1411  
Fax (406) 994-4308  
Email [wwami@montana.edu](mailto:wwami@montana.edu)

Mountains & Minds



January 11, 2022

RE: Anatomical Sciences Degree Program

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. As biomedical research switched to identifying molecular disease mechanism a side effect has been a lack of trained anatomists. We are currently searching for an anatomist with cadaver-based dissection experience and neuroanatomy expertise. It has historically been difficult for us to identify trained anatomists and we often have worry that our applicant pool will not meet our high medical education standards. A well-trained individual with a degree in anatomy would rapidly rise to the top of a typical applicant pool and would be highly compatible for this type of well compensated position. The additional training the University of Idaho anatomy doctoral degree would offer in histology, neuroanatomy, radiology, ultrasound and kinesiology would make the degree holder a highly desirable hire for a broad range of medical education programs beyond the MD degree we offer in our program.

Sincerely,

A handwritten signature in black ink that reads "Brant A. Schumaker".

—  
**Brant Schumaker DVM, MPVM, PhD**  
Director, Wyoming WWAMI Medical Education Program, University of Wyoming  
Foundations Assistant Dean, University of Washington School of Medicine  
Clinical Associate Professor, University of Washington Department of Comparative Medicine  
Tel: 307-766-2497 • Fax: 307-766-2492 • [bschumak@uwyo.edu](mailto:bschumak@uwyo.edu)  
[Facebook](#) | [Website](#) | [UWYO](#) | [UWSOM](#)



Alex Bezzerides, PhD  
Professor of Biology  
Division of Natural Sciences and Mathematics  
Lewis-Clark State College  
[albezzerides@lsc.edu](mailto:albezzerides@lsc.edu)

January 03, 2022

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. As biomedical research switched to identifying molecular disease mechanism a side effect has been a lack of trained anatomists. It has historically and is currently difficult for us to identify trained anatomists and we often hire underqualified applicants who we must then train with no guarantee that the career is a good fit for the trainee. A well-trained individual with a degree in anatomy would rapidly rise to the top of a typical applicant pool and would be highly compatible for this type of well compensated position. The additional training the University of Idaho anatomy doctoral degree would offer in histology, neuroanatomy, physiology, pathophysiology, radiology, ultrasound, pedagogy, research methods and kinesiology would make the degree holder a highly desirable hire for a broad range of medical education programs beyond the degrees we offer in our program.

Sincerely,

*A. B. Bezzerides*

Alex Bezzerides

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching Anatomy & Physiology as well as Human Cadaver Prosection at my institution, North Idaho College, with a Master's of Science degree in Clinical Anatomy from Creighton University School of Medicine, but lack a dissertation based doctoral degree that would aid in my profession development and expand my teaching portfolio. I work during the academic year and have flexible summers and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working, and to spend two summers to gain an in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4 year Colleges, Universities and Community Colleges who would greatly benefit from the unique program that you are proposing to found.

Sincerely,

Katie Johnson, MS  
Assistant Professor of Biology  
Natural Sciences Department  
North Idaho College  
Email: [kjohnson3@nic.edu](mailto:kjohnson3@nic.edu)

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching Anatomy and Physiology at the College of Western Idaho with a master's degree in biology, and have been actively considering and looking for a doctoral program that would aid in my professional development and allow me to expand my teaching portfolio. I work during the academic year but have flexible summers, and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working, and to spend two summers to gain an in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4-year colleges, universities and community colleges who would greatly benefit from the unique program that you are proposing to found. I have sat on many hiring committees at CWI looking for A&P faculty, and it is very difficult to find highly qualified faculty for this particular subject. I believe that this unique program would help to change that situation.

Sincerely,

Hollie Leavitt, M.S.  
Associate Professor of Biology  
College of Western Idaho

**From:** Hollie Leavitt <hollieleavitt6@cwidi.edu>  
**Sent:** Friday, December 3, 2021 10:15 AM  
**To:** Fuerst, Peter (fuerst@uidaho.edu) <fuerst@uidaho.edu>  
**Subject:** Health Sciences Doctoral Degree

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching Anatomy & Physiology II and Human Structure and Function at the College of Western Idaho with Master's degrees in Plant Science from the University of Idaho and Educational Technology from Boise State University. However, I lack a dissertation-based doctoral degree that would aid in my professional development and expand my teaching portfolio. I work during the academic year and have flexible summers and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working and to spend two summers to gain in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4-year Colleges, Universities, and Community Colleges who would greatly benefit from the unique program that you are proposing to found.

Sincerely,

*Christina Moore*

Christina R. Moore  
Assistant Professor of Biology  
College of Western Idaho  
MS 5300, P.O. Box 3010  
Nampa, Idaho 83653

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching anatomy at my institution, North Idaho College, with a degree in Neuroscience from The Ohio State University, but lack a dissertation based doctoral degree that would aid in my professional development and expand my teaching portfolio. I work during the academic year and have flexible summers and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working, and to spend two summers to gain an in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4 year Colleges, Universities and Community Colleges who would greatly benefit from the unique program that you are proposing to found.

Sincerely,

*Rachel Ozeran*

Rachel Ozeran, M.S.

Assistant Professor of Biology  
Natural Sciences Department  
North Idaho College  
Email: [rozeran@nic.edu](mailto:rozeran@nic.edu)

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching anatomy at my institution, North Idaho College, with a degree in Microbiology, but lack a dissertation based doctoral degree that would aid in my profession development and expand my teaching portfolio. I work during the academic year and have flexible summers and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working, and to spend two summers to gain an in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4 year Colleges, Universities and Community Colleges who would greatly benefit from the unique program that you are proposing to found.

Sincerely,

Karen Reeds  
Human Biology Instructor  
North Idaho College

Lizabeth Zenker, DC  
Instructional Laboratory Manager  
College of Science  
Department of Biological Sciences  
LSS 359  
208 885 6776  
[lzenker@uidaho.edu](mailto:lzenker@uidaho.edu)



DEPARTMENT OF  
BIOLOGICAL SCIENCES  
College of Science  
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Moscow ID 83844-3051  
P: 208 885 6280  
F: 208 885 7905 JAX  
[uidaho.edu/sci/biology](http://uidaho.edu/sci/biology)

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently an Instructional Laboratory Manager at the University of Idaho, with a bachelor's degree in biochemistry and a Doctor of Chiropractic degree. I have worked in the field as a practitioner, and more recently in academia as an Assistant Professor in Anatomy & Physiology (A&P) and Prosection (Human Cadaver Dissection). I have served on several hiring committees at North Idaho College in search of additional A&P professors and adjuncts. In my experience, there have been many Doctors of Physical Therapy & Chiropractic that seek to join academia. Their practical knowledge is valuable, however during the interview process, many lacked the extensive scientific background or experience to properly teach courses in A&P or Prosection. This was also true of many applicants with master's degrees. I have been a member of the Human Anatomy & Physiology Society and have also served on their Cadaver Use Committee. This is a national organization that provides information, continuing education, as well as structure and continuity with Learning Outcomes across the differing levels of A&P from community colleges, four-year institutions & universities, as well as medical and osteopathic colleges. In my experience with this organization, there is a strong need for professors to have the proper background in Anatomy. Many current professors began teaching those courses without any prior experience or structured coursework and are seeking additional education to fulfill their knowledge gap. The Cadaver Use Committee has been trying to organize, unsuccessfully, to help train and fulfill this niche of training professors to teach Prosection courses. However, there is a lack of professors with these skills or background, even in this organization. Having a dedicated degree of this caliber would fulfill this significant need and be available for those educators to gain additional knowledge, experience, and professional development while they work concurrently. This is a very exciting and fantastic opportunity. Being able to complete coursework remotely during a three-year cycle and having the two in-depth summer sessions at the state-of-the-art cadaver lab at the Moscow, Idaho WWAMI Medical facility would be an option not only I am interested in, but that many across the nation or locally could attain.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lizabeth Zenker'.

Dr. Lizabeth Zenker

MOSCOW

BOISE

COLORADALLE

IDAHO FALLS

STATEWIDE RESEARCH AND EXTENSION

To receive education through diversity, the University of Idaho is an equal opportunity/affirmative action employer.

## APPENDIX C: Course Descriptions

### Summer One

Course	Description	Credits
MEDS 539	<p><b>Advanced Gross Anatomy for Teachers I</b></p> <p>This is the first of two graduate courses that will cover the gross anatomy of the human body in depth, using human cadavers. Its goal is to prepare students to become professional Anatomy instructors who can teach this material in Gross Anatomy courses in Medical, Dental, or Physical Therapy Schools. Additionally, they will be able to teach Anatomy or Anatomy &amp; Physiology courses for undergraduate students in Health programs such as nursing, pre-med, pre-dent, pre-physical therapy, exercise science, and pharmacy programs.</p>	8
MEDS0000	<p><b>Embryology for Anatomy Teachers</b></p> <p>This is an online class that will cover the structural development of the human embryo and fetus, mainly by organ systems. Its goal is to prepare Anatomy instructors so they can present this material in Gross Anatomy in Medical Schools, or in Anatomy or Anatomy and Physiology courses for undergraduate students in Health Programs such as nursing, physical therapy, and pharmacy. Along with normal human development, the course cover abnormalities of development, so the students can learn and teach birth defects, the developmental anomalies that are so important in the health fields.</p>	4
MEDS0000	<p><b>Introduction to Medical Imaging</b></p> <p>Today's medical practitioners now require a solid understanding of the principles underlying each of the major biomedical imaging modalities along with expertise in interpreting the digital data and anatomical images generated. As such, medical imaging has become an essential component of Health Sciences curricula. This course will help equip Anatomy instructors with the requisite knowledge to utilize medical imaging in the coursework of Medical Schools or other Health Sciences training programs.</p>	2

### Fall One

Course	Description	Credits
MEDS 542	<p><b>Histology for Anatomy Teachers</b></p> <p>This is an online class that will cover the microscopic anatomy (histology) of the human body. Histology covers the body's cells and subcellular structures, its tissues, and the microscopic structure of its organs. The goal of this course is to prepare Anatomy teachers to present this material in Histology courses in Medical Schools, or in Anatomy or Anatomy &amp; Physiology courses for undergraduate students in Health Programs such as nursing, pre-physical therapy and pre-pharmacy.</p>	4
MEDS0000	<p><b>Philosophical Underpinnings of Medical Education</b></p> <p>Students will grapple with the philosophical foundations of education, including essential topics such as the nature of knowledge, the purposes and goals of medical education, and the social, political, and ethical considerations inherent in healthcare practice and teaching. Moreover,</p>	3

	this course challenges participants to become reflective medical educators capable of developing and articulating their own philosophy of education.	
--	--	--

### Spring One

Course	Description	Credits
MEDS0000	<b>Physiology Elective 1</b> (see below for list of “Physiology Electives”)	4
MEDS0000	<b>Free Elective</b> (see below for list of “Free Electives”)	3-4

### Summer Two

Course	Description	Credits
MEDS 541	<b>Advanced Gross Anatomy for Teachers II</b> This is the second of two graduate courses that will cover the gross anatomy of the human body in depth, using human cadavers. It will directly follow Advanced Anatomy I in each summer session. The goal of these courses is to prepare students to become professional Anatomy instructors who can teach this material in Gross Anatomy courses in Medical, Dental, or Physical Therapy Schools. Additionally, they will be able to teach Anatomy or Anatomy & Physiology courses for undergraduate students in Health programs such as nursing, pre-med, pre-dent, pre-physical therapy, exercise science, and pharmacy programs.	8
MEDS0000	<b>Instructional Practicum</b> Instructional practicum provides students with an opportunity to improve teaching methods and techniques and expand professional skills under the guidance of faculty mentors. Teaching experience will include developing and delivering classroom lectures, learning assessments, and grading schemas, and demonstrations in the anatomy laboratory.	2
MEDS0000	<b>Seminar: Practice in the Allied Health Professions</b> It is essential for educators in the health professions to understand some aspects of the clinical practice that their students are pursuing. Through a blend of lectures, discussions, case studies, and collaborative projects, this seminar fosters interdisciplinary perspectives on contemporary allied health practice for various professions (e.g., RN, CRNA, MD/DO, PA, NP, etc.) within the American medical system.	1
MEDS0000	<b>Curricular Development in Medical Education</b> In an era marked by the rapid evolution of medical science, it is imperative that educators and administrators continuously adapt their curricula to align with the latest best practices and evidence. This course immerses students in the foundational principles of curriculum development tailored specifically for allied health professional training programs. Furthermore, students will be exposed to multiple curriculum development frameworks, equipping them with a versatile toolkit for shaping future curricula that remain responsive to evolving industry standards and educational needs.	3

### Fall Two

Course	Description	Credits
--------	-------------	---------

MEDS0000	<b>Radiology Elective</b> (see below for list of “Radiology Electives”)	1-2
MEDS 546	<b>Neuroanatomy for Anatomy Teachers</b> This is an online course that will cover topics in neuroanatomy. Topics include functional organization of the human nervous system, neurophysiology, supporting structures, and clinical relevance of these topics for health care practitioners.	4
MEDS0000	<b>Measurement and Evaluation in Medical Education</b> This course is designed to survey principles of measurement and evaluation within the context of medical education. Students will delve into the foundations of assessment theories and methods of designing and implementing assessment tools for students in the allied health professions. Topics will encompass formative and summative student assessments, including written exams, question design, clinical evaluations, and other assessment methods such as simulation and portfolio assessment. Course assessments soliciting feedback from students will also be discussed.	3

### Spring Two

Course	Description	Credits
MEDS0000	<b>Physiology Elective 2</b> (see below for list of “Physiology Electives”)	4
MEDS0000	<b>Research Methods</b> This course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research in education. The course will introduce students to qualitative, quantitative, and mixed methods research approaches in education. Students will develop a broad understanding of these methods and how/when they should be employed. Specific topics will include conceptualizing educational research, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, drawing inferences, and writing research proposals. As a depth requirement, students will employ one specific method in the design and possible implementation of a small research study which they will present orally and as a written formal research proposal or article.	3

### Summer Three

Course	Description	Credits
MEDS0000	<b>Immersion 1</b> Students will engage in a project with an in-depth focus on anatomical education thereby giving additional context to their training and career as an educator in health care professions programs. Students will choose one track per Immersion term from the following options (individual tracks may repeated in more than one term): i. Pedagogical Immersion: Under the guidance of a faculty mentor, students will take the lead on developing and delivering classroom sessions, laboratory demonstrations, learning assessments, and grading.	4

	<p>ii. Research Immersion: Students will complete a faculty-mentored research project related to instruction, such as an educational intervention, or a project in an area of anatomy.</p> <p>iii. Anatomical Prosection Immersion: Students will complete an extensive and detailed dissection in the cadaver lab with the goal of producing an anatomy demonstration (prosection) that will be used for instruction in medical student anatomy courses.</p>	
MEDS0000	<p><b>Principles of Online Course Design</b></p> <p>This course explores the skills and knowledge necessary to craft engaging, accessible, and effective online learning environments tailored to the needs of allied health professional students. Participants will dive into key concepts, including learner-centered design, accessibility and inclusivity considerations, multimedia integration, and assessment methods for online contexts.</p>	2
MEDS0000	<b>Free Elective</b> (see below for list of “Free Electives”)	3-4

### Fall Three

Course	Description	Credits
MEDS0000	<p><b>Immersion 2</b></p> <p>Students will engage in a project with an in-depth focus on anatomical education thereby giving additional context to their training and career as an educator in health care professions programs. Students will choose one track per Immersion term from the following options (individual tracks may repeated in more than one term):</p> <p>i. Pedagogical Immersion: Under the guidance of a faculty mentor, students will take the lead on developing and delivering classroom sessions, laboratory demonstrations, learning assessments, and grading.</p> <p>ii. Research Immersion: Students will complete a faculty-mentored research project related to instruction, such as an educational intervention, or a project in an area of anatomy.</p> <p>iii. Anatomical Prosection Immersion: Students will complete an extensive and detailed dissection in the cadaver lab with the goal of producing an anatomy demonstration (prosection) that will be used for instruction in medical student anatomy courses.</p>	4
MEDS0000	<b>Free Elective</b> (see below for list of “Free Electives”)	3-4

### Spring 3

Course	Description	Credits
MEDS0000	<p><b>Immersion 3</b></p> <p>Students will engage in a project with an in-depth focus on anatomical education thereby giving additional context to their training and career as an educator in health care professions programs. Students will choose one track per Immersion term from the following options (individual tracks may repeated in more than one term):</p> <p>i. Pedagogical Immersion: Under the guidance of a faculty mentor,</p>	4

	<p>students will take the lead on developing and delivering classroom sessions, laboratory demonstrations, learning assessments, and grading.</p> <p>ii. Research Immersion: Students will complete a faculty-mentored research project related to instruction, such as an educational intervention, or a project in an area of anatomy.</p> <p>iii. Anatomical Prosection Immersion: Students will complete an extensive and detailed dissection in the cadaver lab with the goal of producing an anatomy demonstration (prosection) that will be used for instruction in medical student anatomy courses.</p>	
MEDS0000	<b>Free Elective</b> (see below for list of “Free Electives”)	3-4

**ELECTIVES:**

**Physiology Electives (2 required)**

Course	Description	Credits
MEDS0000	<p><b>Cell Physiology</b></p> <p>This course is a comprehensive study of underlying concepts common to the major cell physiology processes of the body. The course is designed for those seeking a solid grounding in cell biology and physiology. The course focuses on basic physiology of the cell and builds to understanding electrical activity, muscle physiology and neural physiology.</p>	4
MEDS0000	<p><b>Medical Physiology</b></p> <p>Fundamentals of Medical Physiology is designed to provide students with an in-depth understanding of the function, regulation, and integration of human body organ systems at a level required for clinical medicine and basic research in medical physiology. The physiology of all organ systems will be covered, with emphasis placed on a functional understanding of homeostatic maintenance in health as well as in disease processes. Core concepts of cellular chemistry, function, and signaling mechanisms will also be included. Concepts are taught using a combination of recorded lectures, clinical correlations, and online problem sets. This course is designed to provide critical knowledge for individuals who wish to teach anatomy and physiology at the post-secondary level or to equip those who wish to teach anatomy at the graduate or professional degree level with appropriate foundational knowledge related to “function”.</p>	4
MEDS 544	<p><b>Medical Pathophysiology</b></p> <p>This course is a comprehensive study of underlying concepts common to the major pathophysiological processes of the body. The course is designed for those interested in teaching pathology or pathophysiology or related disciplines or for health and pre-health students. The course adopts a system-based approach to pathology and integrates material across systems using diseases such as cancer.</p>	4

**Radiology Electives (1 required)**

Course	Description	Credits
MEDS0000	<b>Radiology Seminar</b>	1

	This course is designed to strengthen students' understanding of clinical anatomy and of the application of medical imaging techniques in the clinical setting. Students will be required to prepare and present online presentations of clinical radiology cases selected from the primary medical literature. The use of real clinical cases will help students hone their skills in interpreting normal and abnormal anatomy using various medical imaging techniques and will reinforce topics in histology/histopathology and physiology/pathophysiology covered in previous courses. The course will include a focus on the design and delivery of instructional content for online delivery along with discussions surrounding best practices in developing test questions. This course is designed to provide critical knowledge and enhance instructional skills of individuals who wish to teach gross anatomy at the graduate or professional degree level or teach anatomy and physiology at the post-secondary level.	
MEDS0000	<b>Point-of-Care Ultrasound</b> Point-of-Care Ultrasound (POCUS) has been adopted across various medical specialties. This course focuses on imparting students with a strong foundation in ultrasound physics, instrumentation, and image optimization techniques. Through hands-on sessions, learners will acquire essential skills in probe manipulation, setting optimization, and the acquisition of high-quality ultrasound images, relevant to diverse clinical scenarios. These competencies will enable students to effectively contribute to POCUS teaching across various allied health professions, facilitating broader access to this valuable diagnostic tool in healthcare.	2

#### Free Electives (4 required)

Course	Description	Credits
MEDS0000	<b>Teaching Paradigms in Medical Education</b> Students will delve into various teaching paradigms, including but not limited to traditional didactic instruction, problem-based learning, team-based learning, simulation, and technology-enhanced approaches. Emphasis will be placed on critiquing the putative strengths, limitations, best practices, and real-world challenges associated with implementing each paradigm.	3
MEDS0000	<b>History of Educational Philosophy</b> This course extends upon the foundational concepts introduced in MEDS0000 - Philosophical Underpinnings of Medical Education by providing a historical exploration of the philosophy of education both within the realm of medicine and general education. Students will select a topic that resonates with their personal interests and develop a treatise that traces the evolution of teaching within their chosen subject. By immersing themselves in the history of educational practices, students will cultivate a deeper understanding of the ways in which teaching their subject has evolved over time, the driving forces behind these transformations, and the ensuing societal, political, or professional ramifications.	3
MEDS0000	<b>Characteristics of Adult Learners</b>	3

	Recognizing that medical professionals are destined to engage in lifelong learning, this course equips educators, healthcare practitioners, and administrators with the insights and strategies required to effectively educate and engage adult learners in the ever-evolving field of medicine. Participants will explore the foundational principles of andragogy, emphasizing its application in designing curricula, fostering active learning, and cultivating self-directed, motivated, and reflective medical professionals.	
MEDS0000	<b>Biological Basis of Sensation and Perception</b> This course content explores the biological processes that underpin human sensation and perception, including the anatomy and physiology of sensory receptors, neural pathways, and the role of the brain in processing sensory input to derive meaning.	3
PSCH 526	<b>Cognitive Neuroscience</b> Survey and analysis of major topics in field; emphasis on contemporary research and theory; related topics in perception, memory, and information processing and transformation. Additional projects/assignments required for graduate credit.	3
PEP 507	<b>Sports Biomechanics</b> The purpose of this course is to investigate sport performance from an applied mechanical approach. Students will assess sport techniques, injury risk factors and equipment designs incorporating concepts of Newtonian Mechanics.	3

**Program Resource Requirements.**

- 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).

**I. PLANNED STUDENT ENROLLMENT**

	<u>FY 26</u>		<u>FY 27</u>		<u>FY 28</u>		<u>FY 29</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		16		16		16		16 Year 1
				14		14		14 Year 2
B. Shifting enrollments						13		13 Year 3
<b>Total Enrollment</b>	<u>0</u>	<u>16</u>	<u>0</u>	<u>30</u>	<u>0</u>	<u>43</u>	<u>0</u>	<u>43</u>

**II. REVENUE**

	<u>FY 26</u>		<u>FY 27</u>		<u>FY 28</u>		<u>FY 29</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds		\$40,000.00 \$2,500.00						
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees	<u>\$409,530.00</u>		<u>\$779,188.00</u>		<u>\$1,153,946.00</u>		<u>\$1,153,946.00</u>	
6. Other (i.e., Gifts)								
<b>Total Revenue</b>	<u>\$409,530</u>	<u>\$42,500</u>	<u>\$779,188</u>	<u>\$0</u>	<u>\$1,153,946</u>	<u>\$0</u>	<u>\$1,153,946</u>	<u>\$0</u>

*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 26</u>		<u>FY 27</u>		<u>FY 28</u>		<u>FY 29</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE	<u>2.0</u>		<u>3.0</u>		<u>4.0</u>		<u>4.0</u>	
2. Faculty	<u>\$160,000.00</u>		<u>\$240,000.00</u>		<u>\$320,000.00</u>		<u>\$320,000.00</u>	

3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	75000		75000		75000		75000	
7. Administrative Support Personnel	60000		60000		60000		60000	
8. Fringe Benefits	\$97,630.00		\$122,430.00		\$147,230.000		\$147,230.000	
9. Other:								
<b>Total Personnel and Costs</b>	<u>\$392,630</u>	<u>\$0</u>	<u>\$497,430</u>	<u>\$0</u>	<u>\$602,230</u>	<u>\$0</u>	<u>\$602,230</u>	<u>\$0</u>

	<u>FY 26</u>		<u>FY 27</u>		<u>FY 28</u>		<u>FY 29</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>								
1. Travel	\$2,500.00		\$2,500.00		\$4,000.00		\$4,000.00	
2. Professional Services	\$15,000.00		\$15,000.00		\$15,000.00		\$15,000.00	
3. Other Services								
4. Communications			\$40,000.00		\$40,000.00		\$40,000.00	
5. Materials and Supplies	\$35,000.00		\$52,500.00		\$52,500.00		\$52,500.00	
6. Rentals	\$20,000.00		\$20,000.00		\$20,000.00		\$20,000.00	
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
<b>Total Operating Expenditures</b>	<u>\$72,500</u>	<u>\$0</u>	<u>\$130,000</u>	<u>\$0</u>	<u>\$131,500</u>	<u>\$0</u>	<u>\$131,500</u>	<u>\$0</u>

	<u>FY 26</u>		<u>FY 27</u>		<u>FY 28</u>		<u>FY 29</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources			\$3,000.00		\$3,000.00		\$3,000.00	
2. Equipment	\$5,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
<b>Total Capital Outlay</b>	<u>\$5,000</u>	<u>\$0</u>	<u>\$13,000</u>	<u>\$0</u>	<u>\$13,000</u>	<u>\$0</u>	<u>\$13,000</u>	<u>\$0</u>




# **Onsite Visit Report**

## **Doctorate of Anatomical Sciences Program**

The contents of this external programmatic review are intended for the prospective Doctorate in Anatomical Sciences (DAS) Program of the University of Idaho.

### **External Program Reviewers**

Jessica Byram, Ph.D.  
Indiana University

Adam B. Wilson, Ph.D.  
Rush University

Caroline H. Wilson, Ph.D.  
Chapman University

### **Date of Onsite Visit**

August 9, 2022

### **Date of Original Report Submission**

August 18, 2022

### **Date Program Confirmed Accuracy of Report**

November 13, 2023

## Report Guidelines

The panel is asked to assess the program within the present and projected future contexts, addressing program elements, faculty, need, and resources.

### 1. Program

#### 1. Program quality as determined by its curriculum, faculty, infrastructure support, funding, and external partnerships.

A review of the program's quality was determined on the basis of the following five elements:

##### Curricular Offerings and Sequencing

Judgements concerning the quality of course offerings and curriculum sequencing were determined according to: (a) the comprehensiveness of course syllabi, planned content delivery, and assessment practices, (b) faculty qualifications and demonstration of teaching excellence, and (c) the availability of necessary course-level resources.

As proposed and confirmed through interviews, the Doctorate of Anatomical Sciences (DAS) degree requires the successful completion of 81 total credit hours of coursework, including a dissertation, for graduation. The program's plan of study entails coursework in the anatomical sciences, related biomedical sciences, education, and research.

The quality of the biomedical course offerings was deemed appropriate for the program and training level based on classic offerings within the field and the quality and effectiveness of the teaching faculty as determined through CV reviews and interviews.

The original proposal did not specify a lab component for the neuroanatomy curriculum. About three neuroscience labs could be combined with gross anatomy labs in the summer without needing additional course credits. The external review team also recommends starting the program in the summer term, instead of the fall term, to lead with the gross anatomy curriculum and to allow for radiology to follow gross anatomy in sequence.

The quality of the education course offerings was deemed appropriate for the program and training level based on traditional course offerings within the field of education and the general qualifications of the College of Education, Health and Human Sciences (CoEHHS) teaching faculty as determined through their CVs. No interviews were conducted with the proposed education teachers. The review team recommends incorporating the education teaching faculty in the program's next external review.

The syllabus for the required course "EDCI 582 Online Course Design" was not provided for review precluding the review team from making a judgment regarding this course.

Curricula related to educational research design, methods, and analysis consist primarily of quantitative methods and statistics (E.g., Research Methods I and II courses). Curricula

related to qualitative methods and mixed methods research is currently missing from the original proposal and the supporting documents. The on-site review team recommends adding these missing elements to ensure the program's graduates are well-rounded in classic education research approaches.

Across all proposed courses, it remains unclear how the program will assess all course-level objectives, listed in UI's boilerplate format. While it was evident how content knowledge would be formatively or summatively assessed, it was not clear how other objectives would be assessed (e.g., "clarify purpose and perspective" or "Practice citizenship"). All course-level objectives for a given course should be assessed.

All syllabi need a careful review to ensure each has the same general tenets of a typical syllabus including: course description and overview, course objectives, required versus recommended learning materials and resources, learners' roles and responsibilities, learner assessment specifics (formative and summative), grading policies, honor code, school policies related to disability services, and a course schedule and content outline.

Currently, all elective courses are either education, psychology, or athletic training courses. The program may benefit from shifting some of the required biomedical courses (e.g., kinesiology) to elective offerings to allow for other aspects of the program values (e.g., teaching experiences) to be transcribed as part of the required core cognates. For students with prior or current teaching experiences, the program may consider a waiver of teaching practicum credits. Per the supplemental documents, TAships will be available for credit as an elective. The program should consider making TAships for gross anatomy, histology, and neuroanatomy required to further enhance graduates' marketability.

No clear direction regarding the details or timing of the qualifying/preliminary exam were provided. Program faculty discussed options ranging from having no qualifying/preliminary exam to having an exam comparable to that of a Ph.D. candidate. The determination of what this qualifying/preliminary exam will entail is highly dependent upon the type and rigor of the required research project (e.g., dissertation vs. capstone project vs. other). No consensus has been reached by the program concerning the nature and extent of the research project, aside from its focus on education-related research. Once such decisions are made, the related policies and procedures (e.g., student handbook with dissertation committee membership requirements) can be further refined and formed to meet the programs exact needs, pursuant to the College of Graduate Studies' existing policies and expectations.

### **Faculty Qualifications and Workload Distributions**

The current complement of core WWAMI faculty are well suited for delivering and overseeing the biomedical sciences component of the DAS curriculum. The faculty's demonstrated content knowledge, teaching experiences, and teaching quality in the subject matter (as demonstrated through their CVs, teaching observations, and interviews) meets the needs of the DAS program.

Some ambiguities remain pertaining to the education component of the DAS curriculum and which faculty are most likely to assume lead teaching and research mentorship roles. Options for ensuring the program will have enough qualified faculty for teaching education courses and overseeing education-focused research projects include: 1) partnering with faculty from the CoEHHS, 2) partnering with education-focused faculty in the Doctorate of Athletic Training (DAT) program, and/or 3) hiring new program faculty with experience in education research and practice. Upon CV review of core WWAMI faculty who are specialized in the biomedical sciences, only Drs. Baker and Seegmiller have prior experience in conducting educational research.

Dr. Dave Pfeiffer is slated to be the DAS program director. He will receive dedicated administrative time for this role and a release of some of his WWAMI responsibilities for program design and implementation to launch the program.

The program estimates needing 4.0 FTE to sustain the program once it reaches full capacity. Faculty workloads are likely to consist of time dedicated to teaching, student mentorship for research oversight, research, service, and administration. The exact workload allocations have not yet been determined and no labor distribution grid was provided.

### **Infrastructure Support**

The program's facility infrastructure (i.e., primarily the gross anatomy laboratory) is maintained and supported by WWAMI. The anatomy laboratory is a new state-of-the-art facility equipped with the necessary resources for delivering gross anatomy instruction as observed during the campus tour.

The program's resource infrastructure (e.g., models, technology, library resources, etc.) meets or exceeds the program's needs. Resources are easily accessible and not dependent on cohort size. Ideally, DAS students will have access to all of the same resources WWAMI medical students have access to. More clarity on the feasibility of sharing identical resources between these student populations is needed.

The program's human capital is currently insufficient for initiating the program. Additional program faculty will be needed for curriculum development and implementation, committee work (e.g., admissions), advising/mentoring, and overseeing students' research projects. It is estimated that an additional 2.0 FTE will be needed to implement the program once at capacity (for 4.0 FTE total). The program would also benefit from offering their current faculty opportunities for professional development in educational research, andragogical practices, and educational theory.

The program's administrative infrastructure is consistent with that of similar UI graduate programs. Some services (e.g., program coordinators) are likely to be shared between programs and the program director can anticipate protected administrative time for program oversight.

## **Funding**

In the first year, the program will run in deficit due to start-up costs. WWAMI will cover 2-years of teaching costs (totaling \$303,600.00) to establish the program. WWAMI funding has already begun and is likely to expand as early as fiscal year 2024. The year of the first matriculating class is contingent upon internal and external program approval by UI and the Idaho State Board of Education, respectively.

Ideally, funding for curriculum development and program administration would begin at least one year in advance of the first matriculating class to ensure the readiness of the curriculum (e.g., creation of new courses), policies/procedures, etc.

Program funding will not use state appropriated funds, federal grants, special fee arrangements, or contracts.

The program will be funded through student tuition revenue. Per the budget estimates, to sustain program funding for 4 full-time faculty, the program must maintain an annual minimum enrollment of 16 students per cohort. Once the program's proposal moves forward in the University's internal process, a formal market analysis will be conducted. This market analysis will be helpful in determining whether a sufficient annual volume of applications to sustain this high enrollment program is likely. For program marketing, the program plans to dedicate funds for outreach and intentional marketing at conferences and elsewhere.

## **External Partnerships**

To date, no partnerships external to the WWAMI DAS program have been formalized. Future talks and potential partnerships with the UI CoEHHS are pending for the purpose of integrating students in education-focused courses and involving faculty with education research expertise in the mentorship of student research projects.

## **2. The program objectives and requirements; the mechanisms for program administration and assessment.**

### **Student Objectives**

The original proposal contained three global student learning objectives that students are expected to attain prior to graduation. These objectives broadly aligned with the proposed goals of the program.

1. The DAS students will have a broad teaching competency relevant to medical and clinical education.
  - a. This objective is well-established throughout the curriculum and is essential for developing expertise in anatomy education.

2. The DAS students will enter their profession with a combination of teaching experience and a foundation in higher education theory.
  - a. In addition to taking courses in the biomedical sciences, students would take education-related coursework within three major content areas (i.e., curriculum design and assessment, educational and learning theory, and program design and evaluation) to develop their competence in educational pedagogies, theory and practice. Teaching assistantships may be offered as elective credits. However, details about these practical teaching courses were not provided.
3. The DAS students will have experience to develop and assess the outcomes of educational interventions, programs and processes.
  - a. Through the process of writing an original research dissertation, students are likely to critically analyze data related to educational interventions and related outcomes.

The proposal also contained the below learning objectives that are similar to, but different from, those listed above. It is not clear which set of objectives will be used and how these student learning objectives map to the program-level objectives.

1. The DAS students will develop foundational knowledge in curriculum design and pedagogical technique to shape and/or improve their teaching practice.
  - a. The curriculum contains required coursework in curriculum design whereas teaching/pedagogy courses fall in a required and elective list. However, it is unclear whether the proposed elective practicum courses will be required to assess students' improvements in teaching practice.
2. The DAS students will improve their teaching practice by creating professional knowledge through applied scholarly inquiry (e.g. education research).
  - a. The original proposal was unclear on the scope of the dissertation as descriptions ranged from a "dissertation capstone project" to "dissertation-like experience" to dissertation. The project would be original research into instruction or an educational intervention. However, more details about the dissertation are needed to demonstrate it will achieve this outcome of applied scholarly inquiry.
3. The DAS students will expand and reinforce their expertise in the core subjects of the anatomical sciences through rigorous course work, with a focus on dissection-based gross anatomy.
  - a. Biomedical coursework in the areas of anatomical sciences, including dissection-based gross anatomy, histology, and embryology demonstrate the program is likely to meet this objective. Dissection-based neuroanatomy may also be included to further achieve this outcome.
4. The DAS students will broaden their scope of expertise in subjects relevant to

educating allied health professionals, including medical imaging, (patho)physiology, and Kinesiology.

- a. Coursework in physiology, pathophysiology, radiology, and medical imaging indicate the program will meet this objective.

### **Assessment of Student Learning Objectives**

Assessment plans for student learning outcomes in the original proposal included formative and summative assessments. The program's summative assessment plans related primarily to a "dissertation-like" experience and comprehensive testing in the form of a preliminary examination. Formative assessments were proposed to be built into the coursework. However, the syllabi only contained placeholders for assessments and had not been fully fleshed out. The proposal could be strengthened by linking program-level objectives and student learning outcomes to specific assessments within the program and curriculum. More specificity related to course-level assessments, especially formative assessments, is needed.

### **Program-Level Objectives and Assessment**

Program-level objectives were later provided as supplementary materials as "WWAMI's Doctoral Standards and Assessment Strategies" within the Program Practices (4) document and have been adapted from the University of Idaho's Learning Outcomes to provide additional details on graduate-level program evaluation and assessment. Details are provided below:

"WWAMI's standards are assessed at various times during the doctoral student's program, through both direct and indirect means. The intent of the assessment process is to inform the program of strengths and areas for improvement through a continuous and rigorous assessment process and cycle. Graduate students will be asked to complete a survey periodically or participate in a focus group where data will be gathered on the program goals, and doctoral learning outcomes. Regardless of the tool used to collect data for program evaluation and learning assessment, the student's identity will be kept confidential.

- *Learn and Integrate*: University of Idaho WWAMI DAS graduates have a comprehensive understanding of the philosophical foundations, historical developments, and contemporary aspects of their specialization area. They have a deep theoretical and conceptual knowledge of their field and are committed to trans-disciplinary discovery, with the ability to integrate their knowledge into their teaching.
- *Think and Create*: University of WWAMI DAS graduates design, conduct, interpret, evaluate, and disseminate research. Graduates understand research frameworks and can apply research skills to contribute to the expansion of knowledge, address societal problems, or exemplify creative expression. They are critical consumers and producers of research to generate new knowledge for the profession.

- *Practice Citizenship*: University of Idaho WWAMI DAS graduates are effective leaders, teachers, and mentors. Our graduates are about to work with various stakeholders to engage in the creation of informed policy and practice, and identify trends and issues by using sound models and principles.
- *Clarify Purpose and Perspective*: University of Idaho WWAMI DAS graduates have a critical awareness of educational practices and evaluation procedures. Graduates design effective courses and valuable content, with formative and summative evaluation strategies for people, programs, and policy. They understand culturally complex constituents and adhere to ethical, moral, and legal standards.
- *Communicator*: University of Idaho WWAMI DAS graduates disseminate new knowledge through published works, professional presentations, contract and grant activity, teaching, and consulting. Graduates contribute to scholarship and practice at local, national, and international levels, while serving as advocates for social justice, equity, learning, and change.”

**STRENGTHS:** Updated program objectives align with the UI learning outcomes and are appropriate for a doctoral-level program.

**IMPROVEMENTS:** Currently, the program-level objectives are not clearly linked with outcomes of program coursework, examinations, or research requirements. The program would benefit from: 1) specifying the direct measures that will be used to evaluate the program-level objectives, 2) establishing target expectations for each program-level learning objective, and 3) describing processes for the regular review of program outcomes and how this relates to continuous quality improvement. The program would also benefit from closely monitoring indirect measures of program performance such as GPA, grades, and graduation/attrition rates.

### **Program Requirements**

DAS students may be required to complete a preliminary examination (qualifying examination) before advancing to candidacy, and into the research phase of the program. Details of the qualifying examination are yet to be determined (e.g., timing, type [oral/written/both], and whether the examination will be a requirement or not). Furthermore, details of the dissertation and expectations are yet to be determined but may be linked to several program-level objectives.

## **Program Administration**

### **3. The program's alignment with the institution's mission.**

As stated on the [University website](#), the institutional mission emphasizes *innovative thinking, community engagement and transformative education*. The DAS mission statement (described on “1. DAS mission and Vision.doc”) is “to train the next generation of educators who will lead the field in providing expert teaching and research

in anatomical sciences to train the future health care workforce.” The two missions appear to be in alignment, with some improvements noted:

- The proposed hybrid DAS program appears *innovative* in its combination of online and in-person, and science and educational coursework to train future health care professional educators. Students will be asked to develop a dissertation on educational innovations and outcomes, although there are few details on the dissertation project or how the information could be disseminated through public presentations and publications. Collaborations with other departments such as the DAT and possibly the CoEHHS will provide opportunities for interdisciplinary scholarship, further increasing opportunities for innovation. In addition, this innovative curriculum also includes training in radiology and medical imaging, which are increasingly used for medical diagnoses.
- While opportunities for *community engagement* may be feasible through students’ dissertations on educational projects, the proposal did not mention community interventions explicitly. The proposal’s societal goals do include addressing staffing issues related to health care professional education, and a hybrid program will allow accessibility to those in diverse communities who may need training in this field.
- The degree should allow educators with non-terminal degrees new opportunities to *transform* their teaching practice and also address the shortage of anatomy educators in the workforce. According to “1. DAS mission and Vision.doc”, the DAS program hopes to contribute to the reputation of the Department, College, and University with diverse student recruitment, diverse program scholarship, and the development of a national reputation as a program leading in the training of anatomy educators. However, explicit details regarding how this mission may be carried out are largely missing from the proposal.

**STRENGTHS:** Innovative hybrid program with opportunities for interdisciplinary research and long-term job prospects for those who complete the program.

**IMPROVEMENTS:** No mention of specific community engagement project opportunities, details about how to increase diversity, or goal for research dissemination noted within the proposal.

4. **The depth and breadth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and access to support resources within and external to the institution.**

**Faculty availability and expertise:** Three people were identified in the proposal as part of the program team: Dr. Peter Fuerst (WWAMI Associate Director for Curriculum), Dr. Dave Pfeiffer (Director of Anatomy), and Mr. Joshua Johnson (Anatomy Lab Manager). A fourth anatomist was also mentioned but not identified (p.4 of proposal). The final

proposal should consider adding the information for the additional biomedical faculty members identified in “5AandB. Required & elective course list with instructors.xls”, including: Drs. Belinda Sanchez, Jeff Mallatt, Bethany Fehrenkamp, Derrick Phillips, Tyler Bland, and Russel Baker.

All identified biomedical science faculty already have teaching assignments in the WWAMI program, DAT, or both. The program proposal indicates they “have intensive teaching responsibilities during the academic year but flexibility over the summer months,” (p.4), which indicates that at least four already-hired faculty members may not teach the core courses proposed in this program or they will record materials for the core courses during the summer to be delivered asynchronously during the fall and spring. The proposal did not specify their workload plans or how new faculty may be involved in curriculum development. The proposed summer anatomy courses may be co-taught (according to an interview with P. Fuerst). Workload arrangements will need to be clearly defined prior to starting the program.

CVs of all bioscience faculty outline their extensive, award-winning teaching experiences and expertise in anatomy and/or biomedical science education. The proposed director of the program, Dr. Pfeiffer, has taught anatomy for almost twenty-five years, helped develop medical school anatomy curriculum, and has considerable administrative experience as a Director of Anatomy and in Undergraduate Research Program management. All additional faculty have ample experience in teaching courses related to those proposed in “5AandB. Required & elective course list with instructors.xls” with the exception of Tyler Bland who may not have taught a pathophysiology course previously (committee did not meet with Dr. Bland).

Faculty members who teach in existing College of Education courses, planned as part of the requirements for the DAS, also are identified in the “5AandB. Required & elective course list with instructors.xls” file and include: Drs. Krista Soria, Michael Kroth, Rodney McConnell. One faculty member in Movement Sciences, Joshua Bailey, was also identified for teaching a required Sports Biomedicine course. The CVs of the non-WWAMI faculty members all include evidence of expertise in their respective courses and content areas, with many faculty members having taught the same or similar course previously. The course regularity / faculty availability is assumed to be scheduled by their respective colleges or departments and not controlled by the WWAMI program. As such the DAS program should obtain formal agreements with the relevant colleges and departments if the core education courses are to be taught by faculty external to WWAMI.

The program proposal also details plans to hire an additional two full-time non-tenure track faculty in the first year of the program, and may add two additional hires in subsequent years (see budget and p.16 of proposal). More clarity is needed regarding the intended qualifications and experiences of the faculty the program desires to recruit. New faculty were indicated to have a reasonable 2 course teaching load per semester, but it is unclear if they would serve as course directors or co-instructors. When hiring new faculty, consider requiring experience in educational research, as the current biomedical

science faculty have strong biomedical research publications and curriculum development experience, but lack expertise in medical education research approaches.

All core program faculty may need to support and oversee students' dissertation projects, although only the newly proposed FTEs listed education research mentoring for a student cohort as part of their workload (p. 16, proposal). The proposal outlines a total of at least four core faculty, who will supervise up to 20 students per year; this is a ratio of 1 faculty member to 5 students per year, at least initially. A clear expectation of research mentorship (including the role of major professor and committees) for both newly hired and existing faculty should be addressed. It was noted that current faculty may have their workload adjusted, if needed. Faculty in DAT or College of Education, Health and Human Sciences may also be tasked to support dissertation projects through committee work and mentoring. We suggest creating a formal agreement with other UI colleges/departments for mentorship and dissertation oversight.

Additional faculty responsibilities are likely to include the oversight of second-year DAS students teaching first-year DAS students in the summer anatomy laboratories. Students are required to keep "impact journals" relating to their teaching practice, which faculty will need to evaluate (perhaps as part of a capstone course, although no such course was listed in Appendix C). All courses in the program listed in Appendix C are "new", so faculty will also be responsible for course development. One suggestion regarding program development would be to hire faculty prior to the program start date so they could work with the Office of Online Education to develop state-of-the-art online curricula for the students. Innovative curricular approaches could be used in marketing the program as well.

**STRENGTHS:** Current biomedical science faculty members are experienced and capable of teaching and developing curriculum in the biomedical sciences, and all have flexible summer availability.

**IMPROVEMENTS:** There is a need to hire faculty with educational research experience and establish a clear delineation of duties for current and future faculty to ensure workloads are feasible, particularly outside of the summer months. Formal MOUs with colleges/programs outside of WWAMI are crucial and should include agreements regarding coursework, shared costs, and faculty mentorship responsibilities.

***Regular course offerings and directed study:*** The DAS proposal proposed courses offered by both WWAMI and additional departments and colleges (non-WWAMI):

**WWAMI:** Regular courses proposed by the DAS include a breadth of subjects that a trained anatomist should be exposed to in a quality program including anatomy, histology, physiology, pathophysiology, embryology, and neuroanatomy (Appendix C). In addition, this innovative curriculum also includes training in radiology and medical imaging, which are important skills for anatomy educators to teach future health care professionals making diagnoses. While the breadth of subjects may be useful for training future anatomists, consider adding tracks of study within the curriculum with different

required core courses, such as a “physiology” track that includes Neuro, Cell- and Patho-Physiology and a “kinesiology” track that includes Sports Medicine and other identified anatomy-based coursework. Students may also focus their dissertation topics within the same tracks based on their inherent interest.

All DAS biomedical courses are modeled from parts of the WWAMI medical school curriculum, which has a 50-year mature and time-tested approach to learning. Knowledge in most of the core courses will be assessed through summative course-level assessment and writing assignments. One exception to this is included in the Radiology syllabus. This course is an asynchronous self-paced course which requires the review of 24 medical cases followed by a multiple choice question (MCQ) assessment. Students are required to design and deliver two online presentations and take the accompanying set of multiple choice questions developed by their peers. Each student will also be required to critique the design of one presentation and question set developed by a fellow classmate prior to its delivery in the course. This assessment approach meets the objectives of the program to train future anatomy educators. In talking with the director of the DAT program, some of their courses require iterative research projects to assess learning objectives. The DAS program may borrow some of the DAT course assessments and curriculum design to increase alignment of the program’s goals.

Regarding the anatomy content, two core anatomy courses will be taught in a state-of-the-art anatomy lab facility (Anatomy I, Anatomy II) in two 9 credit, in-person, summer courses (18 of the proposed 78 credits). These two courses are the main focus of the core DAS curriculum as the students will go in-depth to learn cadaver-based gross anatomy in a way that could not be offered remotely. Anatomy II credits may also entail teaching the Anatomy I students, but this goal was not directly indicated in the syllabus. Consider adding teaching practicum credits as part of the second summer curriculum to ensure separate learning objectives for this opportunity. The Anatomy I syllabus also notes that medical imaging will be included in the Anatomy I course without explicit reference to how the material may be expanded on in the Medical Imaging core course. Creating links between the courses will be important, as well as ensuring the degree type is maintained (e.g. the Anatomy I syllabus (p. 44) notes the goal of teaching an online course for a PhD program, not the DAS). More information is also needed regarding how the program and University compute course credit hours. A total of 18 credits for the instruction of human gross anatomy is high and nearly double that of comparable anatomy education programs (e.g., at Indiana University “Human Structure” is 9 credits (and also include histology); at the University of Mississippi Medical Center, “Gross Anatomy” is 6 credits; at Lake Erie College of Osteopathic Medicine “Gross Anatomy” is 10 credits). The excess of credit hours for the DAS anatomy course could be reallocated for teaching practica credits to help fill this current gap.

Additional anatomy topics (Neuroanatomy, Embryology, Histology) are scheduled to be taught online (course names abbreviated here; see Appendix C for the full names). Neuroanatomy was listed as an online lecture (*note, this course is missing from p.10 list of proposal and is listed as Neurophysiology on the “5AandB. Required & elective course list with instructors.xls” file*). As the curriculum becomes more concrete, a

neuroanatomy lab opportunity and practical exams in histology and neuroanatomy could be added as additional forms of assessments. If a physiology track is added, Neurophysiology could be added as an elective.

The depth of DAS courses may also depend on the delivery mode. Some of the syllabi include the term “online” while some list “recorded lecture” as the mode of content delivery. Adding more descriptive terms like “synchronous learning” or “asynchronous learning” may be necessary to assist students in understanding the delivery style for each course. Mapping the goals of the curriculum delivery ahead of time may also help to guide faculty workload allocations for current and incoming faculty. Consider working with the Office of Online Education to outline and apply instructional design methods to ensure up-to-date approaches for course delivery.

All DAS syllabi outline learning objectives in line with UI’s standards of learning/integrating, thinking/creating, communicating, clarifying purpose and perspective, and practicing citizenship. As this program emphasizes the need to train future anatomy educators, the program may consider expanding their assessment goals to include the creation of more educational products (e.g., the Radiology course requires students to develop their own MCQs and cases; most other assessments measure content knowledge or ask the learners to write reviews about basic science research). Having students create a team-based learning (TBL), problem-based learning (PBL), and flipped classroom module could easily be incorporated across teaching practica as required deliverables. Currently, it’s not clear how all course-level objectives will be assessed in each course (e.g., clarify purpose and perspective; practicing citizenship) or how course objectives map to program level objectives.

**Non-WWAMI:** Courses in higher education, curriculum design, and educational research methods were also included in the document “5AandB. Required & elective course list with instructors.xls”. The courses fit the educational goals of the DAS curriculum with assessments that require the application of material, rather than purely rote memorization. The courses are appropriate in depth and breadth. Currently, qualitative research methods are not covered in the curriculum, though students need exposure to quantitative, qualitative, and mixed methods designs. Consider working with the education faculty to develop and apply a variety of assessments in the biomedical coursework (e.g., weekly written reflections found in the AOLL 574 syllabus). Ideally, the program will have strong continuity between teaching about educational practices and demonstrating directly how educational practices are applied to biomedical and education courses.

The regularity of course offerings was not directly addressed in the proposal. Presumably the courses would be offered each term as outlined in the “4 DAS POS Schedule Outline.xlsx” file, thereby offering each cohort a yearly offering of each course. The curriculum plan does not indicate plans for remediating students or gaps if students have to take a leave of absence or enroll part-time. The three year plan may be too ambitious for a student who still works as an instructor while completing the degree; one of the program’s target populations. Consider developing an alternate part-time option.

Similarly, the timing and duration of the dissertation phase may vary if a student requires flexibility.

**STRENGTHS:** The core biomedical courses are based on tried and true curricula used in the WWAMI medical program and will be valuable courses for future anatomy educators.

**IMPROVEMENTS:** Regular course offerings could include more variety of assessments and assignments for monitoring student progress and content mastery. More details concerning dissertation guidelines and parameters are needed. A curriculum plan is also underdeveloped without explicitly addressing the regularity of offerings and their delivery approach (online synchronously, online asynchronously, or in-person). Consider offering tracks of study and part-time enrollment to encourage greater program marketability.

**Support resources:** The proposed program is defined as a self-support program and will charge a program fee, in accordance with the policies set forth in Section V.R.3.b.v of the Idaho State Board of Education Governing Policies and Procedures. The proposed program is housed within the WWAMI Medical Education program which reports to the Provost and Executive Vice President ([organizational chart](#)). The [College of Graduate Studies](#) will also support graduate training if teaching assistantships are developed. The proposal also mentions sharing resources with the UI's DAT program, including provisions for a shared curriculum and student recruitment efforts. Further details regarding the nature of this sharing agreement are needed. Program support also relies on high enrollment goals. As the program builds, a possible minor in anatomy for UI undergraduate students may help to ensure the program's success and sustainability.

All core courses recommend "classic" textbooks which may be available online through UI's library services, but their availability was not noted. In most courses, textbooks are listed as course recommendations (not requirements), but p. 4 of the proposal noted the desire to "utilize open educational resources or faculty developed resources when possible. For anatomy content we will utilize existing anatomy curriculum and faculty developed material in addition to textbooks." No examples of faculty-developed materials were provided. It is unclear how much curriculum development is needed. The Office of Online Education may provide support in instructional design for these materials, while the Library may be able to identify open educational resources or subscription services like Clinical Key that the students can use remotely.

No external resources are being requested by the program. It will subscribe to a self-support model utilizing WWAMI's existing facilities and UI's existing education infrastructure. The proposal notes that if the self-support model fails, the program will be discontinued with tenured faculty offered reassignment and non-tenured faculty positions terminated.

**STRENGTHS:** If projected enrollments are met, the program will be self-supported with existing facilities and no external resource requirements. Regular course offerings could

include open educational resources or hyperlinks with support from library and/or Office of Online Education.

**IMPROVEMENTS:** Resource sharing with other departments is unclear and should be further developed prior to finalizing the program's proposal.

- 5. The relationship of this program to undergraduate and other graduate programs at the institution and other institutions in the state, if appropriate. Consider collaborative arrangements, partnerships, interdisciplinary programs, service functions, joint research projects, support programs, etc.**

The DAS program will be a WWAMI program situated within the University of Idaho and subject to oversight by the College of Graduate Studies. DAS students will have access to the same institutional resources as other UI graduate students. However, it is unclear whether they will have access to the same textbooks, library resources, and programs/platforms (e.g., ExamSoft) as WWAMI medical students. This is an important consideration to ensure DAS students have the appropriate resources to be successful in their coursework and exposure to other biomedical and clinical resources available to medical students, whom DAS graduates may one day educate.

This program was not proposed to have direct relationships and partnerships with other institutions in the state of Idaho, but DAS students may be employed at post-secondary institutions across the country and may possibly complete elective teaching practica within these institutions. The proposal could be improved by further elaborating on how teaching objectives can be met through teaching practica while at UI (e.g., in Gross Anatomy II) or through other mechanisms given the majority of the program will be delivered through distance learning.

The proposal includes several College of Education, Health and Human Sciences (CoEHHS) courses within the required and elective program plan of study, yet the details of the relationship with the CoEHHS have not been fully developed. Interviews with Drs. Feurst and Pfeiffer indicate a model outlining the relationship of cost-sharing for tuition for DAS students enrolled in CoEHHS is yet to be determined. There were discussions of using CoEHHS coursework during the initial launch of the program and then moving toward in-house offerings of education coursework by DAS faculty.

The online biomedical science courses will be developed in partnership with the UI Center for Excellence in Teaching and Learning staff in the Office of Online Education. According to Dr. Ken Udas, UI currently has 35 online graduate programs that are undergoing review for viability and sustainability.

During the summer semesters of year 1 and year 2, the program will require DAS students to attend UI in-person for Gross Anatomy I and II. In-person components will allow for connection of DAS students to students in their cohort and the greater UI community. It was proposed by the review team to consider beginning the program in the

summer to allow DAS students to meet their cohort prior to beginning the online components of the program and to allow the curriculum to lead with Gross Anatomy. This approach may facilitate stronger collaborative relationships among students before they transition to fully remote coursework.

The proposal did not discuss joint research projects, but more details on research were requested prior to the site visit (“3. Research Support”) and were further discussed during the interview with Dr. Seegmiller. He discussed several potential collaborative research relationships with local projects and organizations. The Area Health Education Center ([AHEC](#)) Scholars program “brings together students from multiple health disciplines, emphasizing a team-based approach to addressing health disparities.” DAS students would have to receive Health Resources Services Administration (HRSA) approval to take part in the program. A second program that partners with WWAMI Medical Education is [Project Echo](#) (Extension for Community Health Outcomes), which “uses an ‘all teach, all learn’ model that empowers Idaho healthcare professionals to treat complex diseases with specialist-level expertise no matter where they practice.” Finally, the [Office of Underserved and Rural Medical Research](#) falls under WWAMI Medical Education and may provide opportunities for DAS students to conduct joint research projects in the areas of health equity and social determinants of health.

**STRENGTHS:** There are well-established research programs at WWAMI Medical Education in the areas of health education and equity. These existing programs could serve as collaborators for DAS students.

**IMPROVEMENTS:** It is unclear how proposed research relationships will benefit DAS students as more details about the expectations of the dissertation are needed to fully understand how the joint research projects could meet the needs of the DAS students to fulfill their research requirements in educational research.

- 6. The justification in terms of state needs, demand, access, and cost effectiveness (if this program represents a duplication in the state). If there is duplication, provide evidence why duplication is necessary.**

Overall, the justification for initiating this program is sound, reasonable, and supported by published evidence.

According to a 2021 publication (Wilson et al.), only 8 Anatomy Education PhD programs exist in the U.S. and none of these programs are affiliated with the WWAMI system or the state of Idaho. The current demand for skilled anatomy educators in the U.S. is high as demonstrated by a triangulation of data involving the perceptions of chairpersons of anatomy-related departments (Wilson et al, 2020), job posting data from the American Association for Anatomy (AAA; Wilson et al, 2020), Survey of Earned Doctorates data from the National Science Foundation (Wilson et al, 2021), and faculty retirement data from a survey of AAA members (Edwards et al, 2022 - in press). Student enrollment surges and the increased number of health professions programs requiring anatomy instruction are the driving forces yielding an increased demand for anatomy

educators across the U.S. As such, more anatomy PhD programs are needed for the profession to reverse the current anatomy educator shortage, which is projected to worsen as populations of anatomists from the Baby Boomer generation begin to retire.

Access to anatomy education PhD programs is often limited due to their competitiveness. The competitiveness of these programs is predominantly a consequence of limited enrollments due to funding and mentor availability. Many programs provide tuition waivers and stipends to their PhD students through a classic PhD infrastructure model. By making the DAS program a tuition-based self-support model, the program itself is less constrained by funding, though is still constrained by the number of available faculty mentors capable of overseeing students' required research projects.

While the self-support model may be effective for the program, compared to other Anatomy Education track PhD programs, the cost incurred by students for degree completion (\$54,000) is substantially higher. However, DAS program tuition costs are comparable to programs offering professional practice degrees (e.g., DPT and OTD).

## References

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- Wilson AB, Kaza N, Singpurwalla DJ, Brook WS. Are anatomy PhDs nearing extinction or adapting to change? United States graduate education trends in the anatomical sciences. *Anatomical Sciences Education*. 2021; 14(4):432-439.
- Edwards D, Meyer ER, Brooks WS, Wilson AB. Faculty retirements will likely exacerbate the anatomy educator shortage. *Anatomical Sciences Education*. 2022. In Press.

**7. Potential impact of the program on the department or academic unit and college/university, as well as its effect on current programs.**

The DAS program is predominantly online (distance learning) with the exception of the anatomy dissection courses offered during the summer terms. In the summer terms, WWAMI's anatomy laboratory will be fully dedicated to the DAS program and will have no overlap with other competing programs. The program's impact on the college/university is perceived by the Vice Provost for Academic Initiatives and Dean of the College of Graduate Studies to be positive as it may help the university to achieve its goal of reaching R1 research status, depending on whether the program awards a research focused degree.

Starting and sustaining this program is likely to have the greatest impact on UI's local WWAMI academic unit in the form of increased faculty workload (e.g., involvement in admissions, extra teaching, and mentoring research projects). A class size of 20 students per cohort is very large for this type of doctoral program. By comparison, most Anatomy Education track programs admit 5 or fewer students annually. By the third year of implementation, the program plans to enroll a total of 60 students and will have 4 program faculty yielding a student to faculty ratio of 15:1. This suggests that each faculty member would be responsible for at least 5 dissertations on an annual basis, assuming all dissertations can be completed within 1 year. Per the handbook for graduate students within UI's Department of Biological Sciences, "The advisory committee for Ph.D. candidates consists of at least four people: your major professor, two other faculty members from within the department, and a faculty member from outside the department. Half of the members on the advisory committee must be graduate faculty from the department." If these requirements are also applied to the DAS program, then 3 of 4 program faculty at any given time will be on the advisory committee for all dissertation projects. Involvement in as many as 20 different dissertation projects annually, whether as the primary mentor or an advisory committee member, does not seem logistically feasible from a faculty workload perspective.

Faculty labor distributions for the program's core faculty were not provided for review. The program will need to provide this information for the program's next external review to ensure the projected workloads are feasible and equitable across program faculty.

**8. The program's major strengths and potential challenges**

**MAJOR STRENGTHS:** The program's innovative hybrid approach will allow training of many future health care educators with considerable job prospects due to a shortfall of trained anatomists.

**CHALLENGES:** The mentorship and oversight of students' education research projects for such a large annual cohort will be a challenge. Faculty will need clear workload responsibilities and dedicated time for research oversight. The program's short 3-year timeline and the absence of a clear process for defining the scope of research projects may also present a challenge for students to graduate on time.

Because this program plans to target individuals who are current educators, it may be challenging for such individuals to take a full-time course load. While the DAS program is planning for its online courses to be delivered in a hybrid (synchronous and asynchronous) fashion, it remains unclear whether courses will be offered in the evenings and/or on the weekends to best accommodate the intended population of learners.

The marketability of a new type of doctorate (i.e., the DAS degree) is currently unknown. The DAS program director is likely to assume responsibility for marketing the degree to anatomy professionals and prospective students.

9. **Whether there are additional program specialized accreditation requirements and whether the program is prepared to seek and receive this specific accreditation.**

The UI DAS program is not eligible for specialized accreditation.

## 2. Faculty

a. **The quality of the faculty in terms of training, experience, research, scholarly contributions, ability to generate external support, stature in the field, and qualifications to serve as graduate faculty.**

Three key faculty were identified in the original proposal as part of the program team: Dr. Peter Fuerst (WWAMI Associate Director for Curriculum), Dr. Dave Pfeiffer (Director of Anatomy), and Mr. Joshua Johnson (Anatomy Lab Manager, ABD). The CVs of all three faculty outline their notable training, extensive careers, award-winning teaching, and scholarly and research contributions.

Additional WWAMI faculty were identified in "5AandB. Required & elective course list with instructors.xls", including: Drs. Belinda Sanchez, Jeff Mallatt, Bethany Fehrenkamp, Derrick Phillips, Tyler Bland, and Russel Baker. Review of their qualifications also included extensive training, teaching experience, and scholarly contributions.

*Training:* All identified faculty have achieved terminal degrees (PhDs, DATs, etc.) from credentialed graduate programs in the United States, Germany, and Canada. The anatomy lab manager, Joshua Johnson, has an MS in Integrative Physiology and is currently pursuing a doctoral degree.

*Experience:* The DAS Director, Dr. Pfeiffer, has taught anatomy for almost twenty-five years, helped develop medical school, undergraduate, and graduate anatomy curricula, and has considerable administrative experience as a Director of Anatomy. The WWAMI faculty are also a mixture of tenured full or associate professors and clinical (non-tenured) professors who have taught in the WWAMI Medical Education program, Doctorate in Athletic Training (DAT) program, or both for many years. Jon Mallatt, an anatomist, has over 40 years of experience training anatomy and medical students. Belinda Sanchez graduated from the DAT program and may have special insight into how the DAS and DAT programs could align. Russel Baker's background in research methods will be particularly important as the design of the dissertation project evolves.

*Research/scholarly contributions/ ability to generate external support/stature in the field:* The core DAS program faculty are well-published in their respective fields. For instance, Dr. Pfeiffer has published over 40 peer reviewed articles, written book chapters, and received many grants and contracts, including current funding. His work has been cited over 3,500 times and he publishes in a wide variety of topics from human anatomy and physiology to comparative anatomy. Jon Mallatt's co-authored textbook, [\*Human Anatomy\*](#), is the #1 best-selling anatomy textbook on the market today. Russel Baker and Jeff Seegmiller co-authored a series of papers about creating the DAT program in the *Athletic Training Education Journal*. This seminal report can be used as a model for the DAS program. Baker and Seegmiller are the only faculty members in the DAS program who have published in the education research literature, rather than scholarly work in biomedical sciences. The majority of the DAS faculty are well-respected in the biomedical sciences.

*Qualifications:* All identified faculty members are qualified and will serve the graduate program well for instruction in the biomedical sciences. Many of the faculty have served as major professors for graduate level training and almost all have served on committees for graduate students. The only faculty who have served on education-focused dissertation committees are Drs. Seegmiller and Baker. The other identified faculty have completed research in the biomedical or athletic training fields.

Non-WWAMI faculty were also identified in "5AandB. Required & elective course list with instructors.xls". The credentials and qualifications of the CoEHHS faculty are typical of education faculty and fully meet the needs of the program for teaching education courses, assuming a formal partnership is developed between DAS and CoEHHS.

**STRENGTHS:** Several highly-qualified faculty members in the biomedical sciences are part of the core group that will lead the DAS program. The director has experience writing grant proposals for program development and all have award-winning experiences teaching.

**IMPROVEMENTS:** Future faculty who are hired should have experience and publications in medical education research or a closely related field in education to strengthen the program's expertise in this area. Currently, only two WWAMI faculty

have publications in graduate program development and experience mentoring education-focused graduate students. Given the anticipated large cohort size, two faculty alone cannot manage all dissertation research projects.

**b. Alignment of current faculty research agendas and alignment with the proposed program.**

Upon CV review of core WWAMI faculty who are specialized in the biomedical sciences, only Drs. Baker and Seegmiller have prior experience in conducting educational research. Whether these individuals will be closely involved in overseeing DAS student research projects remains unclear. As such, the program will need to either: 1) rely heavily on faculty external to the program (e.g., from the DAT program or from the CoEHHS), 2) hire more specialized faculty with experience in educational practices and research, and/or 3) enrich current faculty through a series of education-focused professional development opportunities.

**c. Alignment of current sources of external funding to support faculty and subsequently doctoral student research**

The DAS program will subscribe to a self-support model and will not rely on any external funding aside from program startup funds allocated by the WWAMI Medical Education Program. Per the proposed budget and as confirmed through interviews, startup funds will be used to reallocate WWAMI faculty time to DAS program development. WWAMI funds totaling \$303,600 will be dispersed over 2 years. On an ongoing annual basis, the UI will contribute \$20,000 to the program. Tuition revenue is the primary source of program funding. The program's operating expenditures have budgeted for annual conference travel (\$2,500-\$4,000). Funding to help cover students' research-related expenditures, publication fees, etc. were not explicitly itemized in the proposed budget. However, an annual amount of \$55,000 was designated for "materials and supplies," a likely source for covering costs incurred for doctoral student research.

**d. The program/department in terms of size (number of faculty), qualifications for area(s) of specialization offered, and the student body served. Include analysis of program sustainability in light of such factors as upcoming retirements, etc.**

*Size:* The original proposal indicates that 4 trained anatomists will be responsible for administering the program (the proposal named 3) and that 4 new non-tenure (clinical) faculty FTEs would be requested. In addition, file "5AandB. Required & elective course list with instructors.xls", listed additional faculty including: Drs. Belinda Sanchez, Jon Mallatt, Bethany Fehrenkamp, Derrick Phillips, Tyler Bland, and Russel Baker. The total number of core faculty who will be directly involved in the program is unclear. Clarity on the number of faculty and the courses they may direct or instruct is important so their workloads within the DAS program can be determined and reviewed by the next onsite team.

*Qualifications for areas of specialization:* Four of the WWAMI faculty are capable of teaching the proposed summer anatomy course based on their qualifications, and the course may be co-taught (P. Fuerst, personal interview). The remaining professors also have experience teaching the additional proposed core biomedical courses, except for pathology. It is unclear how teaching these additional graduate courses will be possible if WWAMI faculty are only available in the summer months.

Research is an important part of the proposed curriculum. Research Methods I and II, taught by Dr. Russel Baker, will include training in quantitative methods, meta analysis, case studies, and diagnostic testing, but the focus of the course may be more on biomedical research than on educational research. Instruction in qualitative and mixed methods research training also needs to be included.

Additional coursework is proposed to educate the DAS participants in adult learning, curriculum, instruction, and assessment design, and developing online course content. These courses are critical for future anatomy educators. Information about how this coursework will inform the program-level learning objectives and dissertation projects should be included in future proposals.

*Student body:* The planned DAS student population will differ from the medical students currently taught by the proposed DAS faculty in the Idaho WWAMI Medical Education Program. The Idaho WWAMI program is a partnership between the University of Washington School of Medicine and four “sister” states (Wyoming, Alaska, Montana, and Idaho) to help educate future physicians. According to the [Idaho WWAMI website](#), the WWAMI program goals include providing medical education, increasing the number of primary care physicians, providing community-based medical education, expanding graduate medical education (residency training) and continuing medical education, and providing it in a cost-effective manner. The current WWAMI goals do not include expanding education to graduate student populations. Thus one suggestion is to revisit the WWAMI goals if WWAMI will house the DAS degree. WWAMI Idaho may also consider aligning their goals with their sister partners and the University of Washington School of Medicine through a formal partnership agreement if required.

The proposed DAS program will serve a student body of future anatomy educators, which are in short supply across the country. Students will be recruited nationally by targeting multiple disciplines (e.g., biological sciences, kinesiology) and individuals with interest in doctoral training. The future student body could also include Master’s trained anatomists with no terminal degree. Considerable documentation from regional unit heads / hiring officials requesting the need for anatomists at Idaho regional campuses was provided in Appendix D of the proposal. Enrollment will begin with 20 students per year, then it increases to 30 students by year 5, which is the maximum reported capacity. These high enrollment numbers would make DAS the largest program of its kind.

*Sustainability:* The program’s sustainability was addressed in the proposal (p.6). The budget additionally includes a 10% attrition rate in the first year and a 25% attrition rate by the third year of the program, but with the goal of filling the program enrollments each

year. If the student body is small, the proposal outlines a reduction to as few as 5 students who would continue the program through online, recorded coursework. If the program were to be reduced or have to close, students may be able to complete their degree with this plan, but the timeline or formal procedures for program closure were not reported in the proposal.

The sustainability of the program also is dependent on the types of students who will be admitted. If the program requires applicants to have teaching experience, the pool of available applicants may be substantially limited. The pool may also decrease if the DAS program is not robustly marketed or advertised.

Regarding faculty retirement, one faculty member indicated there may be upcoming WWAMI retirements but did not elaborate (B. Sanchez, personal interview). The final proposal should create a clear succession plan for any upcoming retirements, unless there is already redundancy built into faculty workloads.

**e. Sufficient faculty to support doctoral committee membership initially and into the future.**

Details of the doctoral dissertation were not provided in the proposal, but were requested and provided prior to the onsite visit. The document “4. Program Practices” outlines the establishment of the doctoral committee and states committees must “consist of a minimum of four members. All members appointed must be UI faculty, affiliate faculty members, or on the graduate faculty at another institution.” It was stated in the proposal that DAS students would complete a dissertation on an educational intervention (or comparable). However, Drs. Baker and Seegmiller are the only two faculty with prior experience in conducting educational research. Joshua Johnson is pursuing a doctoral degree in education and some of the proposed new faculty hires may have a background in educational research. Drs. Krista Soria, Michael Kroth, Rodney McConnell are faculty in the CoEHHS who teach in required courses for the DAS program and have extensive involvement in graduate research committees. Despite this, if the program was to meet the proposal goals of matriculating 20 students per cohort, DAS faculty and affiliates would carry a significant mentorship burden to guide 5 or more students through an educational research project in the proposed 1-year timeline, while presumably completing other teaching and service-related tasks associated with their roles.

Supplementary document “4. Program Practices” highlights the composition of the research committee and indicates that UI allows external or affiliate committee members. “Doctoral committee members outside of the University of Idaho may be an affiliate faculty member or a faculty member at another graduate degree granting institution. They should bring an outside perspective and either represent the student's cognate (support or minor) area or be an active professional in the field.” Further, special permission must be granted if the affiliate faculty is not associated with the graduate school at their institution. Finally, half of the committee must be UI Faculty. This indicates there is support for involvement of external faculty on research committees within the DAS program.

**f. Faculty workload, including availability for student advising, research oversight, mentoring, and teaching effectiveness.**

Specific labor distributions for the program's prospective faculty were not provided for review. This documentation, in the form of a labor distribution grid, will be needed for the program's next external review. The labor distribution grid is critical for understanding faculty workloads and helps the external reviewers to better understand which faculty are core versus supplemental faculty. Aside from Dr. Pfeiffer's direct involvement in the program as the prospective program director, program involvement has not been finalized with other faculty.

During interviews, there was indication that WWAMI is reasonable and effective in its approach to assigning faculty workloads. However, it is not clear if a standard formula or process is used to determine workload allocations. More information on faculty workloads and the feasibility of utilizing WWAMI faculty, athletic training faculty, and/or CoEHHS faculty is needed.

Currently, the program's greatest limitation is having enough faculty trained in educational practices and methods for research oversight, given the high annual enrollment of 20 students per cohort. At present, the projected student to faculty ratio for research mentorship and oversight does not seem feasible from a quality assurance perspective.

**g. The credentials, involvement of, and reliance upon support faculty from other departments within the institutions, from other institutions, and/or adjunct faculty.**

Drs. Krista Soria (Curriculum), Michael Kroth (Adult Learning), Rodney McConnell (Measurement & Evaluation) are faculty in the CoEHHS who have been proposed to teach in required courses for the DAS program. Drs. Kroth and Soria have extensive experience on MS and PhD research committees and actively publish educational research. Dr. McConnell has had experience on MS and doctoral committees but not in the last 6 years. It is unclear as to what extent these faculty may take part in doctoral research committees for DAS students, but all of them have adequate and extensive (Drs. Soria and Kroth) experience mentoring and advising students in educational research.

The DAS program plans to begin collaboration discussions with the CoEHHS related to CoEHHS faculty involvement in DAS's educational efforts and research. The primary collaborative efforts have been with the two self-support programs in the DAT and MSAT programs. This collaboration includes the use of educational spaces, faculty, and research spaces. An established CoEHHS provides evidence that UI values and supports educational research/scholarship and better positions the DAS program to provide its students with educational research experiences and training. Given a formal agreement between the DAS program and CoEHHS has yet to be finalized, it is unclear which CoEHHS faculty would directly support DAS students in their research endeavors.

No other details were provided in the initial proposal or supplementary documents about support faculty from other departments/schools within the institution, or adjunct faculty.

**STRENGTHS:** The DAS faculty have an existing relationship with the DAT and MSAT programs within WWAMI Medical Education at UI. Faculty who may be associated with DAS educational courses, presumably from the CoEHHS, have extensive experience with educational research mentorship.

**IMPROVEMENTS:** It is unclear the extent to which faculty from CoEHHS will mentor DAS students in their educational research projects and whether their involvement in doctoral research committees would be at the chair or membership level. These are important considerations since few WWAMI faculty have experience in educational research.

### 3. Need

**a. The evidence that there is significant student and societal demand for this program with respect to other institutions offering the same or similar program.**

Despite other institutions offering a similar program, a shortage of qualified anatomy educators remains, as outlined above (Wilson et al, 2020; Wilson et al, 2021; Edwards et al, 2022 - in press). As such, there is significant demand for more doctoral anatomy education programs.

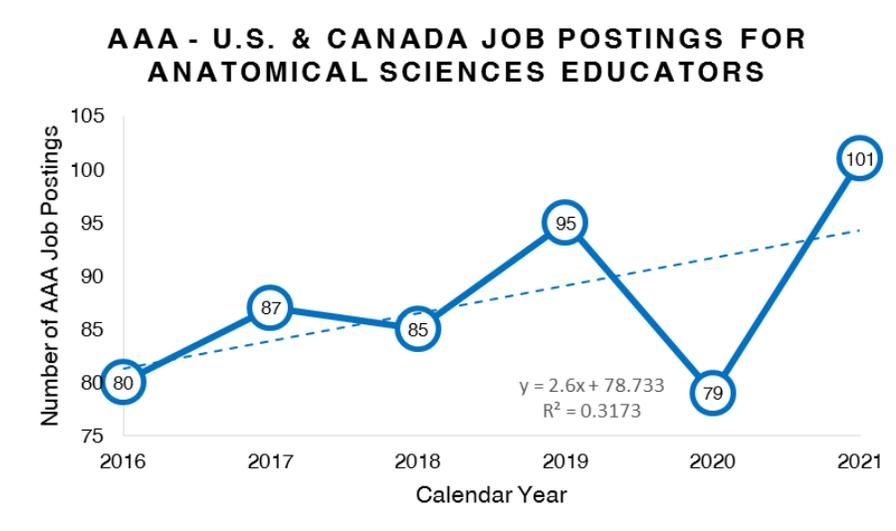
Furthermore, “Each year, anatomy education programs attract a breadth of applicants who are interested in teaching anatomy. However, in the case of IU [Indiana University], an average of 12 applicants are turned away annually (a rejection rate of 71% [2018–2020]) due to a limited availability of slots predetermined by financial and other constraints” (Wilson et al. 2021). The unique flexibility of the DAS hybrid program is likely to attract a number of applicants from across the U.S. including individuals who are working full-time in education and other sectors.

**b. The evidence of sufficient and relevant employment opportunities for graduates of this program.**

In the literature, there is clear and sufficient evidence of relevant employment opportunities for program graduates. For example, from 2018-2020, there were a total of 259 anatomy educator jobs posted on the AAA job board with an alltime high of 101 anatomy educator postings in 2021 (Figure 1).

According to responding department heads from 42 queried schools with job openings, most anatomy educator positions were opened to fill a vacancy due to either faculty retirements (36%, 15 out of 42) or faculty relocating, taking sabbatical, or assuming different responsibilities (31%, 31 out of 42). Twenty-four percent (10 of 42) of positions were brand new positions. An estimated 40% of anatomy educator openings take longer than 6 months to fill or are never filled (Wilson et al., 2022).

**Figure 1:** United States and Canada job postings to the American Association for Anatomy Job Board were quantified and plotted for years 2016-2021 (solid line). Linear correlation was calculated and plotted (dashed line). FROM: Edwards D, Meyer ER, Brooks WS, Wilson AB. Faculty retirements will likely exacerbate the anatomy educator shortage. *Anatomical Sciences Education*. 2022. In Press.



**c. Evidence to student, regional, and statewide needs that are recognized by the profession, business, industry and governmental agencies.**

According to the National Science Foundation’s Survey of Earned Doctorates ([Table 5: State or location of doctorate institution ranked by total number of doctorate recipients, by sex: 2020](#)), Idaho ranks 48th out of 52 states, including District of Columbia and Puerto Rico, for the total number of doctorates awarded by its institutions of higher learning. In 2020, Idaho produced only 9 doctorates in education and 11 doctorates in the biomedical sciences across three institutions including Boise State University (n=3), Idaho State University (n=1), and the University of Idaho (n=7; NSF; [Table 7: Doctorate recipients, by state or location, institution, and major science and engineering fields of study: 2020](#); [Table 8: Doctorate recipients, by state or location, institution, and major non-science and engineering fields of study: 2020](#)). These data suggest there is room for growth within the state of Idaho to produce more individuals with doctorates in the biomedical sciences, including the anatomical sciences with a focus on education.

According to [Idaho’s Department of Labor 2020-2030 projections](#), Idaho anticipates a growth rate of 15.9% and 19.3% for postsecondary teachers in the Biological and Health Sciences, respectively, for individuals with doctoral or professional degrees. The DAS program is one possible mechanism for meeting the state’s projected needs for these occupations.

#### 4. Resources

- a. **The adequacy of library, computer, laboratory, and other research facilities and equipment; offices; classrooms; support services for the program; and, if relevant, the program's utilization of resources outside the institution (e.g., field sites, laboratories, museums, libraries, and cooperative arrangements with other institutions).**

The proposal indicates that the library resources are adequate, especially considering the need for support for the remote curriculum. More detailed information on library resources including example links to online resources such as ebooks, may help strengthen the goals of using open educational resources for the program as outlined on page 4.

The online nature of the program will require students to own a computer, although this requirement was not explicitly stated in the proposal. The Office of Online Education should also be consulted regarding best practices in online curriculum design and administration. The anatomy laboratory is equipped with touch-screen computers. This resource will be useful for digital access to learning and teaching resources while in the lab.

The laboratory, research facilities, and equipment are appropriate and commonplace for anatomical education. Seventeen dissection stations, anatomical teaching models, and a classroom offer opportunities for student learning during the summer months when WWAMI medical students are not present. The large lab should be able to support the cohort sizes indicated in the proposal (e.g. first and second year students at the same time). The lab facility does not currently have technologies that are used by some for anatomy teaching (e.g., Anatomage table, HoloLens, etc.). Ideally, DAS students should have some exposure to these types of anatomy teaching resources.

The WWAMI suite includes faculty offices, classrooms, and a lounge available for student study. Additional facilities include locker rooms for changing in and out of appropriate lab attire. These facilities are adequate for the proposed students.

Additional support services and collaborations with Athletic training (shared courses, mentorship, facilities), the College of Graduate Education (Teaching Assistantships, scholarships, dissertation guidelines), and the CoEHHS (shared courses, mentorship) should also be indicated in future proposals. The Research Outreach and Compliance Office should also be consulted as the dissertation projects are finalized.

No outside university resources are required for the DAS degree program. Cooperative agreements between other institutions would only be necessary if students needed to complete dissertation projects within those institutions.

**STRENGTHS:** The program's access to a modern anatomy lab facility, learning spaces, and student study areas are strengths.

**IMPROVEMENTS:** Additional information on computer and library resources for DAS students is needed. Develop program with assistance from Idaho offices for Graduate Education, Online Education, Research, and Athletic Training.

- b. The proposed budget and any need for new resources to operate the program effectively. Where appropriate, review resources available to support graduate students (e.g., fellowships and other scholarships, teaching and research assistantships).**

The DAS program will use a self-support model to operate the program. While the program eventually intends to allocate funding for scholarships and teaching assistantships to offset room, board, and travel costs for students, it is unclear to what extent this proposed support would cover the costs for all or a subset of students to attend the onsite components of the program in the summer of years 1 and 2. Further, if this support were to be provided to only a subset of students, there was no mention of which criteria would be used to determine eligibility for the award and the number of students who could be supported.

The budget allocated \$2,500-\$4,000 for conference travel, but no other line items were provided for student research or teaching support. No criteria were provided for eligibility for conference travel, which conference costs would be covered, nor the amount that would be allocated per student.

Several highly competitive external funding sources exist to fund medical education research and range from small-scale, organizational grants (e.g., AAMC Group on Educational Affairs, IAMSE, AERA) to large-scale governmental grants (e.g., NIH R25, HRSA, NSF). It is unclear as to what extent DAS students would be encouraged or required to apply for grant funding to support their educational research.

- c. In terms of national standards, the institution's commitment to the program as demonstrated by the number of faculty relative to workload and student numbers, support for faculty by nonacademic personnel (e.g., support, staff, technicians), financial support for students, and funds for faculty research and professional activities (e.g., conferences, visiting lectures).**

Currently, no standards exist for doctoral-level education in the anatomical sciences. If approved, the DAS program would be one of two self-support doctoral programs in anatomy education whereas all other programs provide financial support for their students. The self-support program at Eastern Virginia Medical School (EVMS) demonstrates that the model is a viable option for students seeking a doctoral degree in anatomy education. However, EVMS has yet to graduate a student from the program due to its relative newness, and therefore the long-term viability of the program is yet to be fully realized.

It is unclear what the workload distribution will look like once all core DAS courses are offered. With the addition of non-tenure track clinical professors, it is likely the core

biomedical faculty will have adequate workload distributions across teaching responsibilities in those courses. More clarity of how workloads are assigned is needed.

The DAS program would have significantly more students per cohort than any other PhD program in anatomy education. Small student enrollment numbers in typical anatomy education programs are primarily due to funding (as the majority of programs provide their students with stipends and tuition waivers) and the need to provide appropriate mentorship in research. One area of concern for the DAS program is the ratio of proposed students to faculty members with experience conducting educational research for the purpose of doctoral committee membership. Faculty are likely to have a significant mentorship burden and be members or chairs on numerous committees.

The budget includes support for administrative personnel. Dr. Nasypnay, program director of the DAT program, described his administrative support to involve 0.5 FTE for administrative assistance and 0.25 FTE for financial assistance and this would likely be the comparable model for the DAS program. This would likely be an adequate amount of support for the administration of the program and would reduce the administrative burden on faculty involved in teaching and research mentorship.

**d. Institution leaders' commitment to this program in the long term.**

The external reviewers were supplied a supplemental letter of support from the Director of the WWAMI Idaho program, and also met with him and other leaders at the University of Idaho (Gwen Gorzelsky, Vice Provost for Academic Initiatives; Ken Udas, Director of Online Education; Jerry McMurty, Dean of the College of Graduate Studies). All leaders were enthusiastic about the DAS program proposal, noting the large need for anatomists, the new anatomy training facility, and the success of the Doctorate in Athletic Training (DAT) program, on which the DAS is modeled.

Gwen Gorzelsky indicated a need to hire more non-tenure track faculty, and thus the DAS proposal to hire clinical non-tenured professors is in alignment with the university's goal. As the institution strives to become an R1 Carnegie classified institution, growth of research programs is anticipated as a key factor to success; however, depending on the nature of the DAS degree and program, it may not be counted towards these metrics.

The university has a strong track record of online graduate programs. With the existing UI resources, the DAS program will be uniquely flexible and accessible further strengthening its long-term potential.

**e. The institution's ability to sustain the program in the foreseeable future along with its current and future projected commitments.**

Per the proposal and as confirmed by the WWAMI associate curriculum director, two-years of teaching resources from WWAMI will be allocated to establish the program. Annual expenditures totaling \$40,000 will also be directly allocated for widespread program marketing to attract a diverse learner population and to meet the high enrollment

requirements for program sustainability. Program enrollments will be carefully reviewed on a regular basis to ensure the adequacy of the self-support model. No funding assistance from other external sources is planned, aside from WWAMI's startup funds and the institution's annual \$20,000 contribution. If the program is unable to sustain the required enrollment numbers, non-tenured faculty may be released from their duties.

**STRENGTHS:** All interviewed institutional leaders are supportive of the program and its self-support model. A considerable number of online graduate programs already exist at UI allowing the DAS program to capitalize on UI's existing distance learning infrastructure.

**IMPROVEMENTS:** The DAS program and UI leadership will collaboratively need to determine how best to align/categorize the program to help the University meet its R1 status goal (e.g., counting DAS student publications in the institutional metrics).

## 5. Comments/Recommendations

- a. **Summarize the major strengths and potential gaps/challenges in the proposed program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.**

### Strengths

- The DAS program will be led by a core group of classically trained anatomists who are highly motivated and have considerable experience instructing anatomy and related courses to medical students.
- The DAS program will utilize the WWAMI anatomy lab, a new, state-of-the-art anatomy teaching facility that is equipped with common resources for instruction in the anatomical sciences.
- Due to the anatomy educator shortage, more doctoral programs in anatomy education are needed; hence the timeliness of this proposal.
- The proposed hybrid DAS program is innovative in its combination of distance and in-person learning and science and educational coursework to train future health science educators.

### Gaps and Challenges

- The implementation of a successful and high quality DAS program requires three primary components: 1) quality coursework and experiences in the anatomical sciences and education (including theory, psychology, pedagogies, and research); 2) ample opportunities to practice and apply what is learned from the coursework (e.g., through teaching practica), and 3) strong mentorship/oversight of students' education-focused research dissertations. Upon reviewing the program, many gaps remain including: formalizing who will lead the education coursework, ensuring student teaching experiences in histology and neuroanatomy, and ensuring the quantity and qualifications of faculty who will lead and oversee students' education-focused dissertations.

- The program has to be careful about balancing the quality of the educational experience with the need for high enrollment numbers to sustain its self-support funding model. Typically, anatomy education PhD programs are four years in duration and equip learners for successful careers in tenure-track medical school level positions. By comparison, the DAS program is 3 years in duration with much ambiguity surrounding the expectations for students' qualifying exams and research dissertations. Until these ambiguities are resolved and clarified, by comparison, the DAS degree appears to be an inferior degree to the existing PhD degrees offered in the field of anatomy education. As such, graduates of the DAS program may have difficulty attaining tenure-track faculty positions at allopathic and osteopathic medical schools. Unless the program is significantly altered, DAS graduates will likely be better equipped to attain faculty positions at liberal arts and community colleges.
- Given that no doctorate of anatomical sciences (DAS) degree currently exists, the program is taking a risk in hoping this degree will be accepted in the field by future employers. Before offering this new DAS degree, a market analysis should be performed to better forecast the degree's employability. Other degree options include an Ed.D. or a Ph.D. in the anatomical sciences. While an Ed.D. in anatomical sciences currently does not exist either, the Ed.D. degree is well established as an accepted and valued degree in higher education, including within medical and health sciences education.

**b. Describe ways this program makes a unique contribution to the field.**

Currently, there are only 8 anatomy education Ph.D. programs in the United States. Geographically, these programs are located in the Midwest, South, and Northeast. No programs are located in the Western half of the United States. The University of Nebraska Medical Center represents the Westernmost program in the Midwest region. Developing the first doctoral anatomy education program in the Western U.S. is very strategic and will help UI capitalize on the potential of the Western market.

**c. Include any further observations important to the evaluation of this doctoral program proposal and provide any recommendations for the proposed program.**

**Major Recommendations**

For program development to move forward, several key decisions must be made. The external review committee recommends the following major steps be taken:

1. Define the scope and nature of the dissertation research project and the qualifying/preliminary exam. Deciding on these key elements should help the program to determine how to classify the degree (e.g., as an Ed.D., Ph.D., Doctor of Anatomical Sciences, Doctor of Applied Science, etc.). Once the degree is classified, it will become clear whether existing policies and procedures (and student handbooks) from the College of Graduate Studies can be used or whether new policies, procedures, and handbooks will need to be written.

2. Determine which education-focused faculty to engage in the program (e.g., athletic training faculty and/or CoEHHS faculty) and work toward developing formal partnership agreements to fill the program's existing faculty gaps related to directing education courses and overseeing education-focused research dissertations.
3. Determine how to transcript and provide well-defined opportunities for teaching practica in gross anatomy, histology, and neuroanatomy. Consider credit waivers for those students who serve as active faculty at other institutions of higher learning for courses in the anatomical sciences they currently teach. One potential solution is providing opportunities for students to guest lecture/guest TA in summer allied health science courses offered at Lewis & Clark State College and/or Washington State University. Other curriculum gaps worth filling include offering an in-person neuroscience lab and offering instruction in qualitative and mixed methods research.
4. Determine the program's total time duration, optimal course sequencing, and matriculation timing. For example, consider matriculating each class in the summer to start the curriculum sequence with gross anatomy.

If the program's total duration remains at 3 years, consider revamping the application materials to require applicants to have a research project topic and primary mentor in place prior to program acceptance. Also consider developing research methods courses with assignments that require students to incrementally work on their research projects within each class as the curriculum progresses. In theory, this will help to keep dissertations on track for timely graduations.

5. Either hire more faculty or reallocate existing faculty time to fully develop the program's policies, procedures, and curricula prior to submitting the final proposal to the Idaho State Board of Education. There is a need for clear succession planning and to ensure balanced workloads among faculty. Given the potential opportunity for WWAMI to develop a PsychD program simultaneous to the development of the DAS program (interview, Dr. Seemiller), there may be additional program or curriculum design responsibilities assigned to WWAMI faculty that need to be accounted for.
6. The program needs to think more critically about program evaluation and how the success of the program and its many elements will be reported as measurable outcomes.
7. Overall, for this proposal to be successful, there must be stronger continuity between the proposal, all program specific documents, and the areas to be reviewed by the next onsite review team. Be certain to provide the Idaho State Board of Education (ISBoE) with the following information:

- a. Fully comprehensive program proposal that has been professionally copy edited.
- b. All supplemental program documents (e.g., CVs, syllabi, faculty labor distributions, student and faculty handbooks, committee policies and procedures, etc.)
- c. Include all information from ISBoE's external review template, even though several sections of ISBoE's external review template do not appear in ISBoEs program proposal template. We found the discontinuity between ISBoE's program proposal template and the required external review content to be striking and unexpected.

### **Minor Recommendations**

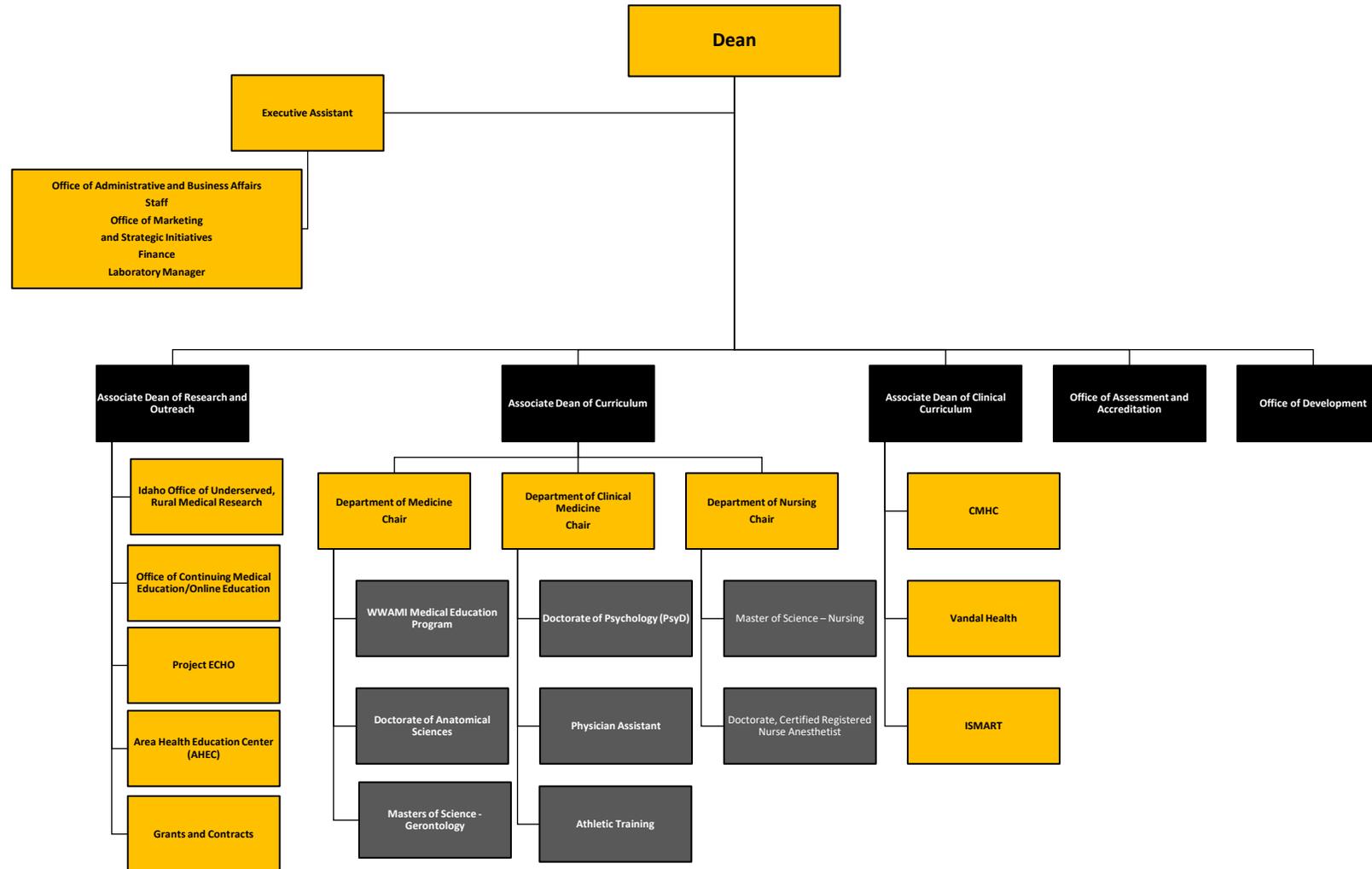
The following additional recommendations are likely to enhance the quality and marketability of the program and its graduates.

- For DAS graduates to meet the needs of modern learners in the health sciences, some exposure to a breadth of technologies used for anatomy instruction (e.g., Anatomage tables, HoloLens, etc.) is required. It is not clear how DAS students will gain exposure to such technologies. Work with the Office of Online Education to identify tools that may already be available.
- Whenever possible (e.g., on transcripts) use the WWAMI Medical Education name and logo to further enhance the program's marketability. Anatomy education programs that are affiliated with reputable medical schools are more desirable and credible from a future employability perspective. Ideally, the DAS program would be housed within a department, as opposed to being housed under the current WWAMI program. The external reviewers support the idea of creating a WWAMI Department of Medical Education under one of UI's existing colleges (e.g., College of Graduate Studies), assuming this type of organizational structure is feasible. The degree awarding unit, college, and university must be made explicitly clear to all program applicants and graduates.
- Even though the degree would be awarded through UI, it is critical for the DAS students to have access to the same medical-level resources afforded to the WWAMI medical students. It would also be ideal for WWAMI faculty to use the same resources between the medical and DAS programs (e.g., ExamSoft) to significantly reduce workload redundancies.
- The program would benefit from applying a standardized grading policy across all courses (whether P/F or graded). Such a grading policy should specify all required minimum achievement levels for content mastery. Given the review team received different versions of various policies from different units (e.g., Department of Biological Sciences, the Colleges of Graduate Studies, etc.), more clarity is needed on exactly which policies and student handbooks the program will use.

- The program may benefit from additional alignment with the mission of the university to achieve R1 status (e.g., developing research goals to align with program objectives).
- Lastly, we recommend that at least 0.50 FTE be hired to support the administration of the DAS program, rather than relying on WWAMI staff who already support the medical education program.

[End of Report]

# School of Health and Medical Professions





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DEPARTMENT OF ANATOMY & CELL BIOLOGY  
RUSH MEDICAL COLLEGE

March 20, 2024

David R. Paul, Ph.D.  
Chair, University Curriculum Committee  
Professor, Department of Movement Sciences  
University of Idaho  
P.O. Box 442401 Moscow, ID 83844-2401

**Regarding:** Proposed Doctor of Anatomy Program at the University of Idaho

Dear Curriculum Committee,

I am writing as the lead external programmatic reviewer for the proposed Doctor of Anatomy program at the University of Idaho. The onsite review for this proposed program was conducted by an external three-member team in August of 2022.

Firstly, I would like to confirm that the comprehensive programmatic review, as previously submitted, remains valid. At this time, the review team has no further updates or revisions to add to the report.

Secondly, I have been informed by the University of Idaho WWAMI Medical Education Program that they have revised their program proposal based on the recommendations outlined in the review committee's report. Their revisions aim to address the raised concerns and strengthen the proposal.

On behalf of the review team, thank you for your consideration of this matter. Please let me know if you require any additional information or clarification.

Sincerely,

A handwritten signature in black ink, appearing to read "Adam Wilson".

**Adam B. Wilson, Ph.D.**  
Associate Professor  
Director of Anatomy Education  
Department of Anatomy and Cell Biology  
Rush University  
600 S. Paulina St., Suite AAC 505A  
Chicago, IL 60612  
Adam\_Wilson@rush.edu

# 531: CHILD FEEDING UNDERGRADUATE ACADEMIC CERTIFICATE

## In Workflow

1. 063 Chair (smcguire@uidaho.edu)
2. CALS Review (bschroeder@uidaho.edu)
3. 07 Curriculum Committee Chair (bschroeder@uidaho.edu)
4. 07 Dean (mdoumit@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

## Approval Path

1. Tue, 19 Sep 2023 23:01:29 GMT  
Michelle McGuire (smcguire): Approved for 063 Chair
2. Tue, 26 Sep 2023 20:02:07 GMT  
Brenda Schroeder (bschroeder): Rollback to Initiator
3. Sat, 30 Sep 2023 00:40:41 GMT  
Michelle McGuire (smcguire): Approved for 063 Chair
4. Tue, 03 Oct 2023 19:36:49 GMT  
Brenda Schroeder (bschroeder): Approved for CALS Review
5. Tue, 03 Oct 2023 20:15:04 GMT  
Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
6. Tue, 06 Feb 2024 14:04:51 GMT  
Matthew Doumit (mdoumit): Approved for 07 Dean
7. Tue, 26 Mar 2024 19:50:40 GMT  
Mary Stout (mstout): Approved for Provost's Office
8. Wed, 27 Mar 2024 15:52:16 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Wed, 27 Mar 2024 20:49:09 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
10. Wed, 27 Mar 2024 21:18:13 GMT  
Sydney Beal (sbeal): Approved for Ready for UCC
11. Tue, 02 Apr 2024 19:46:11 GMT  
Sydney Beal (sbeal): Approved for UCC

## New Program Proposal

Date Submitted: Fri, 29 Sep 2023 21:29:45 GMT

**Viewing: 531 : Child Feeding Undergraduate Academic Certificate**

**Last edit: Wed, 27 Mar 2024 21:33:15 GMT**

Changes proposed by: Trevor White

### Faculty Contact

Faculty Name	Faculty Email
Trevor White	Trevorw@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Undergraduate

**College**

Agricultural &amp; Life Sciences

**Department/Unit:**

Family and Consumer Sciences

**Effective Catalog Year**

2024-2025

**Program Title**

Child Feeding Undergraduate Academic Certificate

**Degree Type**

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

**Program Credits**

13

**CIP Code**

19.0706 - Child Development.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information****What is the financial impact of the request?**

Less than \$250,000 per FY

**Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form**

**Curriculum:**

The Certificate in Child Feeding is tailored for professionals seeking a comprehensive understanding of child development from prenatal stages through age 12, coupled with essential knowledge in basic human nutrition and practical feeding practices. Geared towards childcare providers, program administrators, therapists, nutritionists, and various professionals in related fields, this program emphasizes the value of individualized developmental approaches and contextual learning environments. Participants will gain knowledge in managing meals, implementing developmentally-supportive feeding practices, and an understanding of child nutrition. With a focus on evidence-based strategies, the curriculum aims to address the critical need for enhanced nutrition knowledge and feeding practices among early childhood educators and professionals in related sectors.

Code	Title	Hours
ECDE 210	Introduction to Early Childhood Education	3
ECDE 254	Middle Childhood Development	3
ECDE 435	Feeding Young Children in Group Settings	1
FN 205	Concepts in Human Nutrition	3

FN 370 Meal Management

3

**Total Hours****13****Courses to total 13 credits for this certificate****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.

**Can 50% or more of the curricular requirements of this program be completed via distance education?**

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 B change and must complete the program proposal formwork before these changes will be processed.

**Geographical Area Availability****In which of the following geographical areas can this program be completed in person?**

Moscow

**Student Learning Outcomes**

**List the intended learning outcomes for 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.**

University Learning Outcome 1: Learn and Integrate. After completing the program, students will understand the developmental period from birth through age 12, value each child as an individual with unique developmental variations, and the ways that child development and the learning process occur in multiple contexts. In addition, students will know basic concepts of human nutrition, learn to manage meals and learn developmentally-supportive feeding practices.

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

Each course offered through the certificate will continue to be assessed as it has been historically; we will continue to use current assessment tools to verify the quality of affiliated courses. These are completed at the department level and include feedback from students. Some of the examples may include but not limit to: in class activities and mini-assignments (ECDE 234) journal article discussion, exams/quizzes (ECDE 234, ECDE 254, FN 205), online assignments (ECDE 435).

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

Program faculty will meet each semester to discuss the program and implement needed improvements. Changes will be implemented as weaknesses become evident.

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

Program faculty will use rubric-based evaluation to assess student learning throughout the program.

**When will assessment activities occur and at what frequency?**

Program assessments will be conducted annually.

**Student Learning Outcomes****Learning Objectives**

University Learning Outcome 1: Learn and Integrate. After completing the program, students will understand the developmental period from birth through age 12, value each child as an individual with unique developmental variations, and the ways that child development and the learning process occur in multiple contexts. In addition, students will know basic concepts of human nutrition, learn to manage meals and learn developmentally-supportive feeding practices.

**A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.**

There is a strong need to enhance early childhood educators' nutrition knowledge and developmentally-supportive feeding practices. The certificate curriculum will provide systematic training on evidence-based child feeding practices to preservice and in-service teachers, professionals in the food and nutrition fields, early childhood program administrators and other professionals in the field. There will be no added workload other than requesting this new certificate.

Per Sara Matthews, FCS Faculty: "Child feeding is the commonly used term in the nutrition and child development fields. It is designed for a specific group of professionals who may seek to have deeper knowledge in child development from prenatal through 12 years old, basic human nutrition knowledge, and practical knowledge in feeding practices, health and safety, and meal prep.

Examples of the professionals this academic certificate will appeal to are childcare providers and directors, Head Start program administrators and nutrition directors, developmental specialists, occupational and physical therapists, school nutrition directors, afterschool program providers, nutritionists, and others."

#### **Reviewer Comments**

**Brenda Schroeder (bschroeder) (Tue, 26 Sep 2023 20:02:07 GMT):** Rollback: title or name of the certificate should be addressed please.

**Brenda Helbling (brendah) (Thu, 22 Feb 2024 23:18:24 GMT):** Requested program description and changed (per Trevor White) to a "no" on self-support fee. BRH

**Mary Stout (mstout) (Tue, 26 Mar 2024 19:50:37 GMT):** Program description is on file. Moving forward for consideration.

**Sydney Beal (sbeal) (Tue, 26 Mar 2024 21:38:59 GMT):** Added certificate description sent by Brenda Helbling

Key: 531



# POLICY COVER SHEET

For instructions on policy creation and change, please see <https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu).

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title: **APM50.14 Name, Social Security Number; and Address Changes**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

Comprehensive Review was Conducted

**Originator: Brandi Terwilliger, Direct or of Human Resources**

**Policy Sponsor, if different from Originator: Brian Foisy, VP Finance and Administration**

**Reviewed by General Counsel**     Yes \_\_\_ No    Name & Date: Karl Klein 12-7-23

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.  
Updating to reflect correct process
2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
None
3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

ASAP

# 50.14 - Name, Social Security Number, and Address Changes

Last updated: November 07, 2006

**A. Purpose.** This policy addresses changes to an employee's name, address, and Social Security number in the University's Human Resources Information System.

**B. Scope.** This policy applies to all employees.

**C. General Policy.** Information in the University's Human Resources Information System regarding an employee's name, address and ~~social~~ Social security ~~Security~~ number (SSN) may be changed upon the request of the employee and submittal of appropriate documentation, if necessary.

## **DB. Procedureess:**

**D-1. In general.** Changes to an employee's name, ~~social security number (SSN,)~~ and address are entered into the Human Resources Information System (HRIS) only by Human Resources (HR) and the Payroll Departments. Changes are effective with the next available payroll cycle.

## **C. Procedure:**

**ED-21. Address Changeschanges.** -An employee may request a change of address by ;

u updating the address in the electronic system under employee tab (Refund Address, Campus Mail Address, Payroll Check Address and Mailing/Local Address) or by submitting a written request (all other address updates) to HR. Include name, ~~Vandal#SSN~~ and new or corrected ~~type of address or the employee may update their own address via the employee web using their PIN.~~ The change will be updated effective with the next available payroll cycle. The web change will not update the W2 address ~~or check mailing address.~~ -Please submit an address change request on Payroll's website to update that address type.

**C-2D-3. Name or SSN Changeschanges.** An employee may request a name change, for reasons including but not limited to marriage, divorce, ~~and/or~~ change of legal name.

You An employee may also provide ~~you~~a preferred name that will be used for email; or other communications that don't require the legal name to be used.

;)a. An employee's name in the HRIS must match the employee's legal name as it appears on ~~his or her~~ their ~~social~~ Social security ~~Security~~ card. Therefore, to process a name change, a ~~social~~ Social security ~~Security~~ card in the name desired must be presented to HR with the request.

ii)b. When requesting the change, completion of new benefit and tax forms may be required.

ii)c. An employee's SSN in the HRIS must match the employee's SSN as it appears on ~~his or her~~their ~~social~~Social ~~S~~security card. Therefore, to process an SSN change, a ~~S~~social ~~S~~security card must be presented that accurately reflects the desired change.

**ED. Information.** Contact HR at (208) 885-3638, (208) 885-3602 (by fax) or Payroll Services at (208) 885-0284 or online at [HR Website](#).



## POLICY COVER SHEET

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### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title: **APM 50.08 EVALUATIONS FOR CLASSIFIED AND EXEMPT STAFF**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Policy originator: Brandi Terwilliger**

**Policy sponsor, if different from originator: Brian Foisy**

**Reviewed by General Counsel:**  Yes  No Name & Date: Kim Rytter, 8/17/23

**Comprehensive review?**  Yes  No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Revision to provide updated terminology and procedure.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

# 50.08 - Evaluations for Classified and Exempt Staff

Last updated: November 20, 2006

**A. Purpose.** This policy addresses annual performance evaluations and probationary performance evaluations for staff.

**B. Scope.** This policy applies to performance evaluations for all classified and exempt staff.

**AC. General Policy.** Performance evaluation provides an opportunity for mutual goal setting, reinforcement, direction and communication. Evaluation based on the employee's current job description is a justified expectation of employees, ~~provided for authorized by in the~~ [FSH 3340] and Idaho Code 67-5309. The University of Idaho Staff ~~Performance~~-Evaluation form (see section E) [~~See 50.08 (E)~~] was designed to encourage all non-faculty staff members to grow professionally and to reach full potential in their work.

**AC-1. Annual performance evaluations.** Annual performance evaluations provide the basis for merit pay increase, career development, advancement, and ~~or~~ performance-related probation and termination of employment.

**AC-2. Probationary performance evaluations.** Probationary performance evaluations document the performance of classified employees (1) during entrance probation at the time of initial hire or promotion or transfer to a new position in which the employee has not been previously certified, [~~See FSH 3340 A-2~~], or (2) during the course of a performance-related probationary period [~~See FSH 3340 A-2.a. and See FSSH 3340 and APM 50.21.H3340 A-43340 A-4.~~] [~~See APM 50.21~~].

**DB. Procedures.**

**D-1. Timelines**

**Ba-1. Annual pPerformance eEvaluations.** Annual performance evaluations are completed during December-February for staff. Instructions and due dates are circulated annually by Human Resources (HR) to deans and directors, and subsequently forwarded by them to managers and supervisors according to college or administrative unit procedures. Staff are afforded the opportunity to provide written comments on their evaluations. Evaluations are signed by the staff member being evaluated and, the supervisor performing the evaluation. In some situations, -and the departmental administrator or designee may also sign. The evaluation procedure is designed to be interactive and include a conference between the employee being evaluated and ~~his or her~~ their supervisor where performance during the evaluation period and performance plans for the following year are discussed.

**Bb-2. Entrance Probationary Performance Evaluations.** Entrance probationary performance evaluations for classified employees are performed twice--one after three months and one just prior to the conclusion of the six-month (13 bi-week) entrance probationary period. Upon successful completion of the entrance probationary period, the employee is certified in the classification.

**Bc-3. Performance-related Probationary Performance Evaluations.** Performance-related probation performance development plans/probation extensions evaluations for classified employees are generally performed three times--one at 30 days following placement on performance-related probation development plan/probation extension, one at 60 days and one at the conclusion of the 90-day performance-related development plan/probationary period extension. Upon successful completion of the performance-related development plans/-extended probation, the employee is restored to certified status. In some cases, the performance-related probationary period may be extended. If performance-related extended probation is not completed successfully, employment is generally terminated. [See FSH 3340 A-9 FSH 3340 A-9].

**D-2c. Departmental Procedure.** In early January/December, HR sends mails current instructions and due dates to each college or division. Completed evaluations are returned to HR by the date specified in the distribution memo. Original evaluations for classified and exempt employees are logged-in and filed in HR. Departmental procedures are as follows:

**C-1a. Review the Employee's Job Description.** Refer to the current job description for the employee being evaluated. Draft answers to evaluation form questions and rate the employee's performance based upon the expectations and guidelines stated within the job description in effect for the period during which performance is being evaluated. Factors that are also considered include, but are not limited to, quality and quantity of work, job knowledge, initiative, dependability, customer service, teamwork, attendance, communications, task management, budget management, safety, decision making, supervision, accountability, civility, judgment, leadership, problem solving, training/development, or other dimensions appropriate for review.

+) If there is no job description, or if the job description is outdated, a results-oriented University of Idaho Job Description (ROJDIJD) should be created for the next segment of employment. See [APM 50.55](#) for information on writing results-oriented job descriptions.

**C-2b. Request Self-evaluations Employee Input.** Supervisors may provide the employee with an opportunity to provide input. Sample input forms for this purpose can be found on the HR webpage under Forms and Documents. The input form will not be included with the annual evaluation, though the supervisor may use the input to assist in the creating of the actual annual evaluation. blank evaluation form and ask him or her to complete a self-evaluation. Review the self-

~~evaluation and make any desired changes to the performance evaluation prior to meeting with the employee.~~

**C-3c. Gather Information.** Refer to observations of performance and/or collect information on performance throughout the evaluation period from co-workers, other supervisors, and/or clients of the employee. ~~Provide comments and specific examples~~Specific examples during the discussion can be helpful to share with the employee. Please work with HR prior to sharing the source for any feedback. Many supervisors find that maintaining a desk file for each employee for the evaluation period helps them focus their ratings and comments, and provide examples to illustrate or justify ratings.

**C-4d. Meet with the Employee.** Schedule a private time to meet and discuss the supervisor's ~~draft~~ evaluation and the employee's ~~self-evaluation~~input form. Review the job description with the employee, discuss performance plans for the next evaluation period; inquire of the employee regarding ~~his or her~~their plans or objectives for professional or skills improvement.

**C-5e. Complete Final Evaluation.** Complete the final evaluation form using input from the employee, yourself, your supervisor if appropriate, and other appropriate sources, and provide an overall rating of the employee's performance during the evaluation period. Please work with HR prior to sharing the source for specific feedback.

~~i) If a particular rating category does not apply to the employee—for example "Human Resource Management"—will not apply to an employee who does not supervise other employees—check NA and proceed to the next category.~~

~~ii) Ratings often vary from category to category. This is normal and reflects the employee's strengths and weaknesses.~~

~~iii) Decide how the employee's performance ranks overall and check the appropriate block under~~ Supervisor's Overall RatingsPerformance Level. The overall rating should reflect total performance; however, the overall rating may or may not be a precise average of all the individual ratings because the different ~~rating categories~~functions may have differing levels of importance for the position being evaluated.

**C-6f. Discuss Evaluation with Employee.** Schedule and conduct a private review with the employee to discuss the evaluation. The three primary goals of the evaluation discussion are:

1.i) To review what is expected of the employee (goals, standards and objectives).

ii)2. To communicate the supervisor's evaluations ~~and receive the employee's input.~~

ii)3. To identify corrective or development activities for the future ~~which are documented in the (revised) job description, a copy of which is also attached to the evaluation in addition to the job description which was in effect during the evaluation period.~~

**C-7g. Evaluation Signature and Distribution**~~Obtain signatures and distribute.~~

i)1. The employee signs and dates the form as receipt of the evaluation, and adds any comments desired. If comments exceed the space provided, the employee should sign or initial the extra page(s). Employees are not required to provide additional comments to the evaluation, although they may choose to do so. An employee may choose to add comments at the time of evaluation or later. If comments are added at the time of evaluation, they will be submitted submit them as part of the evaluation. If comments are added later, they will be attached submit them to HR to be added to the evaluation to the evaluation at that time. Employee comments become a permanent part of the review document.

ii)2. The supervisor completes the evaluation by signing the form and forwards it to the departmental administrator, if required, for review and signature.

ii)3. If required, ~~T~~the departmental administrator reviews and signs the evaluation and sends it electronically; together with a current (and revised, if applicable) job description, to HR. Depending on procedures of each department, college or administrative unit, the departmental administrator may be the dean, director, or the person supervising the manager who completed the evaluation. Copies of the evaluation (with the current and revised job description, if applicable) should be distributed to the employee and the supervisor, and a copy retained by the departmental administrator.

~~a) Depending on procedures of each department, college or administrative unit, the departmental administrator may be the dean, director, or the person supervising the manager who completed the evaluation. A second supervisory or administrative signature is required to ensure the evaluation has been reviewed by someone other than the supervisor who prepared it.~~

**D. Information.**

**D-31. Due Dates and Effect of Failure to Complete Evaluation.** Evaluation due dates vary according to the type and purpose of evaluation.

**a.i) Annual Evaluations.** Annual evaluations are typically due in ~~January-February~~ March for staff. Regents' policy requires a completed performance evaluation as documentation of satisfactory-or-better performance to support annual salary increases.

**ii)b. Entrance Probationary Evaluations:**

~~a)1.~~ Entrance probationary evaluations are due in HR at both the three- and six-month employment anniversary for newly hired or promoted classified staff (by the seventh and thirteenth pay periods of probationary employment, respectively).

~~b)2.~~ Six-month evaluations ~~which that~~ document successful completion of the entrance probationary period certify the employee into that classification.

~~c)3.~~ Entrance probationary periods may be extended with HR approval beyond ~~six6 months13 pay periods~~ for ~~50% time~~-employees, or employees taking Leave Without Pay (LWOP), or for up to another 90 days by the supervisor with information regarding the reason for the extension and the effective dates provided both to the employee and to HR.

~~d)4.~~ In cases where entrance probation is extended, due dates for subsequent performance evaluations will be as specified in the written notice to the employee. Extension of entrance probation is at the discretion of the University.

~~e)5.~~ Both three- and six-month evaluations must be completed and placed in the employee's personnel file in HR as legal documentation of performance. If the six-month probationary evaluation is not received within 30 days of the end of the probationary period, the employee is legally considered to have satisfactorily completed probation and is certified into the classification de facto.

**iii)c. Performance-Related Probation Evaluations:**

~~1.a)~~ Classified employees may be placed on a development plan/performance-related extended probation for unsatisfactory performance. [See [APM 50.21.](#)]

~~b)2.~~ Performance-related probation Documentation of development plan milestones -evaluations are due in HR at 30 days, 60 days and 90 days

following placement on performance-related development plan or extended probation.

e)3. A ~~Ninety~~90-day evaluations ~~which that~~ documents successful completion of a development plan or extended performance-related probationary period re-certifies the employee into that classification.

d)4. ~~Performance-related probation~~Development plans periods may be extended beyond 90 days for ~~50% time employees, or employees~~ taking Leave Without Pay (LWOP), or by the supervisor, with information provided to the employee and to HR regarding the reason for the extension, and effective dates. Additionally, a shortened development plan period may be appropriate.

e)5. All of the 30-, 60- and 90-day evaluations must be completed and placed in the employee's personnel file in HR as legal documentation of performance. If the 90-day performance-related development plan or extended probation evaluation is not received within 30 days of the end of the ~~probationary~~ period, the employee is legally considered to have satisfactorily completed ~~performance-related probation~~the development plan or extended probationary period and is re-certified into the classification.

f)6. Extension of performance-related probation is at the discretion of the University.

g)7. ~~Less than~~Unsatisfactory completion of ~~of performance-related~~development plan or extended probation may results in demotion or disciplinary action up to and including termination of employment. ~~See~~ APM 50.21.

**E. Evaluation Forms** ~~forms~~. Evaluation forms are aavailable from Human Resources, (208) 885-3638. Forms can be downloaded from HR Website.