

MEMORANDUM

TO: Liz Brandt, Faculty Secretary
Patrick Hrdlicka, Chair

FROM: Chuck Staben, President



DATE: March 9, 2018

SUBJECT: General Policy Report #66

In response to your memo of March 7, 2018, and pursuant to *Faculty-Staff Handbook* (FSH) section 1420, I hereby approve the items presented in the policy report attached to your memo as follows:

APPROVED WITHOUT COMMENT:

UCC Catalog Changes:

- **FS-18-039** (UCC-18-016): Law – Natural Resources and Environmental Law Grad Certificate
- **FS-18-040** (UCC-18-036a & b): CALS – New M.S. Plant Pathology
- **FS-18-041** (UCC-18-031c & d): CLASS – New Communication Major
- **FS-18-044** (UCC-18-038a): Catalog Change Regulation J-3-c
- **FS-18-045** (UCC-18-038b): Catalog Change Regulation J-3-f
- **FS-18-046** (UCC-18-038c): Catalog Change Regulation J-3-g
- **FS-18-047** (UCC-18-014a): Family Consumer Science Restructure
- **FS-18-048** (UCC-18-014b): Plant Sciences – New Crop Management Minor

GENERAL POLICY REPORT #66

February 20, 2018

The items listed below (approved by Faculty Senate) will be considered to have the necessary faculty approval unless a petition requesting further consideration of these items is signed by five faculty members and submitted to the chair of the Faculty Senate by **March 6, 2018**. As a rule, if no petition is received within 14 days, the report will be submitted to the president for approval and transmittal to the regents, if regents' action is required. If a petition is received, the report will be referred to the Faculty Senate. On referred items, Faculty Senate may: (1) affirm the action and report it to a meeting of the university faculty, (2) amend the action and report it to a meeting of the university faculty, or (3) rescind the action.

The following catalog changes will be presented in the policy report that begins immediately below:

- **FS-18-039** (UCC-18-016): Law - Natural Resources and Environmental Law Grad Certificate
- **FS-18-040** (UCC-18-036a&b): CALS - New M.S. Plant Pathology
- **FS-18-041** (UCC-18-031,c&d): CLASS - New Communication Major
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- **FS-18-047** (UCC-18-014a): Family Consumer Science Restructure
- **FS-18-048** (UCC-18-014b): Plant Sciences – new Crop Management minor

***FSH 1540 C-3**. Actions of the University Curriculum Committee and of the Faculty Senate that are circulated in general curriculum-policy reports (C-1 and C-2) are considered to have the necessary faculty approvals unless a petition requesting further consideration of specific items is signed by five faculty members and submitted to the chair of the Faculty Senate within 14 calendar days after the date of circulation. If no petition is received within 14 days, the entire report is submitted to the president for approval and transmittal to the regents, if regents' action is required.

Questions can be directed to Liz Brandt, Faculty Secretary, at ebrandt@uidaho.edu 885-6151 or Patrick Hrdlicka, Faculty Senate Chair, hrdlicka@uidaho.edu.

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

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

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

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

Submission Information

This section must be completed

Dept Chair Name:	Jerrold Long; Lee Dillion	Email:	jlong@uidaho.edu dillion@uidaho.edu
College:	Law		
Department/Unit:	N/A		
Dept/Unit Approval Date:	N/A	Vote Record:	N/A
College Approval Date:	Sept. 6, 2017	Vote Record:	30-0
Primary Point of Contact:	Jerrold Long	Email:	jlong@uidaho.edu
Briefly describe the change you are requesting:	Creation of a graduate certificate in Natural Resources and Environmental Law for non-law graduate students.		

What is the financial impact of the requested change?

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

Describe the financial impact: There will be limited financial impact. Certificate courses are already offered by existing faculty. In many cases, non-law graduate students are already taking these courses. There is the potential from some additional tuition revenue due to the twelve additional credits required for a certificate, but that impact is likely to be minimal.

Rationale for Program Component Request or Name Change

This section must be completed

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

Proposal will create a 12-credit graduate certificate in Natural Resources and Environmental Law for non-law graduate students. Many professionals working in natural resources related fields regularly interact with a wide array of legal regimes that regulate or protect the natural environment. In many cases, the day-to-day compliance activities are performed by non-lawyers who may have received no prior training in the legal regimes that regulate their activities. This certificate will introduce graduate students to those legal regimes, better preparing them to work as resource managers, agency scientists, ranchers, foresters, or other professions that extract, allocate, manage, or conserve natural resources.

Name or Degree Change Only Requests

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

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

Current Name:	
New Name:	
Current Degree:	

New Degree:	
Other Details:	
Effective Date:	

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

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

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

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

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

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

Program Component Request

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

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

X	Create New		Discontinue	Implementation Date:	Fall 2018
X	Graduate Level		Undergraduate Level	Law Level	Credit Requirement: 12
Are new courses being created: (circle your response)				No	Yes
				If yes, how many courses will be created:	

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

Major:		030201:		Degree:	
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	Natural Resources and Environmental Law
Teaching Endorsement (Major/Minor):	

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

The Natural Resources and Environmental Law Graduate Certificate provides natural resources professionals with an understanding of the wide array of laws and policies that affect the use, allocation, and protection of the natural environment, facilitating compliance with those laws and policies and improving communication with lawyers and policy makers.

Learning Outcomes and Assessment Information

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

<p>1. List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:</p>
<p>Students will develop a basic understanding of the state and federal laws that regulate natural resources and the environment. Students will be able to identify the potential legal implications of various resource management, allocation, conservation, or protection decisions. Students will be able to explain the proper role of licensed attorneys and resource managers and users in navigating legal issues.</p>
<p>2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:</p>
<p>This program is offered by a small group of faculty at the College's Moscow location, all of who participate in the College's Natural Resources and Environmental Law Emphasis. Faculty will meet annually to discuss student performance in the Graduate Certificate and identify mechanisms to improve non-law graduate student learning. Because all classes in this certificate are currently offered in the College of Law, the classes will also be part of the College's broader assessment process.</p>
<p>3. How will you ensure that the assessment findings will be used to improve the program?</p>
<p>Faculty will incorporate assessment findings into both teaching and grading practices for non-law students, as determined and discussed by the program faculty at meetings held each semester.</p>
<p>4. What direct and indirect measures will be used to assess student learning?</p>
<p>Direct measures:</p> <ul style="list-style-type: none"> • Short essays and in-depth written works explaining, analyzing, and applying legal rules and principles. Writing assignments will be designed to address all three learning outcomes, although they will focus primarily on the first two. For example, a typical essay assignment would present a case study and require the student to both identify the appropriate legal regime and explain how that legal regime would affect the activities described in that case study (i.e., the second and first learning outcomes, respectively). For non-law students, writing assignments could address the different role for resource managers, compared to lawyers, thus focusing on the third outcome. Longer writing assignments would require in-depth explanations and analyses of specific legal regimes (the first learning outcome). • Exams and quizzes focused on knowledge of relevant legal rules. Exams and quizzes focus primarily on the first learning outcome, and require the student to demonstrate their knowledge of the relevant laws and rules. Essay exams questions would address the second learning outcome, by requiring the students to first identify the potential legal problems before explaining the impacts or functioning of the law in the context of the given problem. • Group projects. Several of the classes use group projects to address the second and third learning outcomes. These group projects create interdisciplinary teams that require the students to identify both the potential problems and legal solutions for various natural resource management scenarios. <p>Indirect measures:</p> <ul style="list-style-type: none"> • Course grades
<p>5. When will assessment activities occur and at what frequency?</p>
<p>Student assessment will occur each semester during the individual classes. Program assessment will occur continually, both informally and more formally at meetings held by participating faculty each semester.</p>

Distance Education Availability

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

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

completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

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

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

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

Geographical Area Availability

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

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

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

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

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

Natural Resources and Environmental Law Graduate Academic Certificate

Required Courses (12 cr):

Law 907	Administrative Law	3 cr
Law 942	Water Law I	1 cr
Law 947	Environmental Law	3 cr
Law 948	Public Lands and Resources Law	3 cr
Law 969	Water Law II	2 cr

Courses to total 12 credits for this certificate

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	9/29/2017
	Pending Graduate Council Approval
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Agricultural and Life Sciences
Name of Department(s) or Area(s):	Department of Entomology, Plant Pathology and Nematology

Program Identification for Proposed New or Modified Program:

Program Title:	Plant Pathology				
Degree:	MS	Degree Designation	Undergraduate	X	Graduate
Indicate if Online Program:	Yes	X	No		
CIP code (consult IR /Registrar):	26.0305 Plant Pathology/Phytopathology				
Proposed Starting Date:	July 1, 2019				
Geographical Delivery:	Location(s)		Region(s)		
Indicate (X) if the program is/has:	Self-Support		Professional Fee		
Indicate (X) if the program is:	x	Regional Responsibility		Statewide Responsibility	

Indicate whether this request is either of the following:

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

College Dean (Institution) Date

Vice President for Research (Institution; as applicable) Date

Graduate Dean or other official (Institution; as applicable) Date

Academic Affairs Program Manager, OSBE Date

FVP/Chief Fiscal Officer (Institution) Date

Chief Academic Officer, OSBE Date

Provost/VP for Instruction (Institution) Date

SBOE/Executive Director Approval Date

President Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

- 1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

This is a request to create a new M.S. degree Program in the newly established (July 2017) Department of Entomology, Plant Pathology and Nematology (EPPN). This degree existed previously in CALS prior to the consolidation of Plant Pathology and Entomology into Plant, Soil and Entomological Sciences (PSES) in 1982. Eight faculty who disciplinarily align with Plant Pathology were part of the Department of Plant, Soil and Entomological Sciences and chose to move their programs into the newly establishment EPPN in July, 2017. Traditionally in PSES, the graduate students working with Plant Pathology faculty received M.S. degrees in Plant Science. Since faculty who complete Plant Pathology research are now members of EPPN and will continue to train graduate students who study Plant Pathology, it is logical that their degree should reflect this discipline. Finally, we are requesting that Plant Pathology be made a state-wide designation.

- 2. Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

Currently the eight Plant Pathology faculty within EPPN supervise 11 M.S. students. During the 2005-2016 time period they graduated 14 M.S. students. The M.S. students supported by these faculty prior to the establishment of the new EPPN department received degrees in Plant Science, whom, if the option had been available would have received graduate degrees in Plant Pathology. The Plant Pathology faculty within EPPN now have the opportunity to deliver degrees to their students that more closely reflects the disciplinal nature of their research. The establishment of the EPPN provides name recognition to the department to help potential students identify research projects focused on plant disease problems. It also provides disciplinal name recognition to the degrees conferred to students by the department.

The market analysis completed by the Hanover Research states that plant pathology programs are not widely available in Idaho. Considering the large agricultural emphasis throughout the state, this is the exact reason why the University of Idaho, as the land grant institute for the state, should be providing education to support individuals with emphasis in plant pathology. In the past, were potential graduate students to look for opportunities to study plant pathology at UI, they would have had a difficult time finding these because "Plant Pathology" was not included in any established program at the university. This situation has been changed with the establishment of the new EPPN department.

In addition, with the newly established EPPN department and the establishment of a M.S. in Plant Pathology we believe that Plant Pathology should be added to the Idaho State Board as a statewide responsibility. There are currently eight Plant Pathology faculty in the state of Idaho, with at least one Plant Pathologist at each Research and Extension Center across the state we are strongly suited to

serve agriculture throughout the state of Idaho.

Workforce need: Provide verification of state workforce needs that will be met by this program. Include [State](#) and [National Department of Labor](#) research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

NATIONAL EMPLOYMENT PROJECTION TRENDS

National labor projections suggest slightly slower than average growth for plant sciences professions. Figure below presents national employment projection data for the four selected occupations. Except for Natural Sciences Managers, all occupations are projected to grow about as fast as the national average for all occupations.

National Employment Projections for Plant Sciences Occupations

SOC TITLES	EMPLOYMENT		CHANGE		AVERAGE ANNUAL OPENINGS
	2014	2024	NUMBER	PERCENT CHANGE	
Total, All Occupations	150,539,900	160,328,800	9,788,900	6.5%	4,650,690
Total, Selected Occupations	104,500	109,600	5,200	5.0%	3,520
Natural Sciences Managers	55,100	56,900	1,800	3.3%	1,330
Soil and Plant Scientists	17,700	18,900	1,200	6.8%	730
Conservation Scientists	21,100	22,500	1,400	6.6%	1,060
Life Scientists, All Other	10,600	11,300	800	7.5%	400

"Projections Central - State Occupational Projections." Projections Central. <http://www.projectionscentral.com/>

Aside from the Idaho data, all state-level projections derive from Projections Central, which compiles employment data from state departments of labor.

"Long Term Occupational Projections." Projections Central – State Occupational Projections.

<http://www.projectionscentral.com/Projections/LongTerm>

"Occupational & Industry Projections." Idaho Department of Labor. <http://lmi.idaho.gov/projections>

Source: Market Analysis MS and PHD Degrees in Plant Pathology: Hanover Research April 2017

REGIONAL EMPLOYMENT PROJECTION TRENDS

The figure below presents regional employment projections for the selected occupations. Overall, employment projections for the selected occupations keep pace with average regional growth rates, suggesting average demand for plant science-related occupations in the region. While growth rates are average, Soil and Plant Scientists are only anticipated to see about 78 job openings per year. Conservation Scientists and Natural Sciences Managers anticipate the highest volume of annual openings.

Regional Employment Projections for Plant Sciences Occupations

SOC TITLES	EMPLOYMENT		CHANGE		AVERAGE ANNUAL OPENINGS
	2014	2024	NUMBER CHANGE	PERCENT	
Total, All Occupations	9,519,180	11,250,400	1,731,220	18.2%	405,920
Total, Selected Occupations	9,124	10,697	1,573	17.2%	458
Natural Sciences Managers	4,173	4,878	705	16.9%	155
Soil and Plant Scientists	1,529	1,783	254	16.6%	78
Conservation Scientists	2,975	3,539	564	19.0%	203
Life Scientists, All Other	447	497	50	11.2%	22

Source: Market Analysis MS and PHD Degrees in Plant Pathology: Hanover Research April 2017

IDAHO EMPLOYMENT PROJECTION TRENDS

Overall, state employment projections predict much faster than average growth for plant science occupations. At 35.1 percent, projected growth for aggregated occupations is nearly 40 percent higher than average. However, it should be noted that these occupations employ a small number of people, with a total of only 68 average annual job openings. **Notably, the Idaho Department of Labor projects an average of only 8 job openings every year for soil and plant scientists.** Therefore, if the eight state conferrals in Plant Sciences during 2015 are maintained, graduates could saturate these annual offerings.

State Employment Projections for Plant Sciences Occupations

SOC TITLES	EMPLOYMENT		CHANGE		AVERAGE ANNUAL OPENINGS
	2014	2024	NUMBER	PERCENT CHANGE	
Total, All Occupations	687,784	824,644	136,860	19.9%	29,865
Total, Selected Occupations	1,064	1,437	373	35.1%	68
Natural Sciences Managers	543	688	145	26.7%	25
Soil and Plant Scientists	149	183	34	22.8%	8
Conservation Scientists	335	519	184	54.9%	33
Life Scientists, All Other	37	47	10	27.0%	2

Source: Idaho Department of Labor

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

a. Student need. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

No graduate degree-awarding institution in Idaho currently offers a M.S. in Plant Pathology. With Plant Pathology faculty at each research and extension center as well as on the Moscow campus, no other graduate degree-awarding institution in Idaho, other than University of Idaho, is better poised to deliver a M.S. in Plant Pathology. Currently, all students in Idaho who wish to complete a degree that will confer a degree in Plant Pathology must attend institutions of higher education outside the state. In addition, out of state students who are attracted to the diverse agricultural opportunities in

Idaho have not had the option to come to Idaho to pursue those interests and attain a degree in Plant Pathology. The fact that 14 students during the 2005-2016 time period completed research focused on plant pathology projects indicates that there is significant student interest and commitment to this discipline.

b. Economic Need: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Agricultural production is an important component of Idaho’s economy and plant pathogens are a major management concern. This program will produce graduates that understand the role of plant pathogens in food production and have the knowledge to apply integrated pest management tools to control plant pathogens and reduce the impact of disease on agriculture in Idaho.

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

Production of graduates trained in Plant Pathology will translate to increased food security in Idaho and nationwide.

d. If Associate’s degree, transferability:

Not applicable.

3. Similar Programs. Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

There are no similar programs offered within Idaho.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
BSU	No program	
ISU	No program	
LCSC	No program	
UI	M.S. Plant Pathology	Per this petition

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Washington State University	Plant Pathology M.S.	Department of Plant Pathology
Oregon State University	Plant Pathology M.S.	Department of Botany and Plant Pathology
Montana State University	Plant Pathology M.S.	Department of Plant Sciences and Plant Pathology
Utah State University	Biology M.S. Emphasis area: Plant Pathology	Department of Biology

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Not applicable

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

This request will allow the new Department EPPN to offer a new M.S. graduate program in Plant Pathology. The additional program in Plant Pathology will enhance our ability to recruit additional graduate students and help to grow the EPPN department. The increased number of Plant Pathology M.S. students in EPPN will serve as the foundation for the establishment of a Ph.D. program in Plant Pathology in the near future. This increased number of graduate students will contribute to the University’s goal of becoming a Carnegie R1 school.

Goal	Objective	EPPN’s Contribution
Scholarly and creative products of the highest quality	Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional,	The proposal to develop a Plant Pathology M. S. program will enable EPPN to <i>Expand graduate enrollment</i> by increasing program visibility to prospective students. In an era where

and scope, resulting in significant positive impact for the region and the world.	national and global partnerships	every student counts, offering a formal Plant Pathology program will enable the faculty to efficiently recruit graduate students. They can recruit based on the area of study offered by faculty within EPPN which will be more readily obvious with a formal Plant Pathology program. The science of Plant Pathology is interdisciplinary in nature involving an investigation of the plant pathogen (microbiology, molecular biology), plant (botany, genetic, breeding) and the impact of the environment on these over time. Graduate students will have the opportunity to conduct research in faculty laboratories and produce scholarly works. This will increase the productivity of the laboratories and increase the reputation of the students, faculty and University of Idaho.
	Create, validate and apply knowledge through the coproduction of scholarly and creative works by students, staff, faculty and diverse external partners	
	Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.	
Increase our educational impact.	Provide greater access to educational opportunities to meet the evolving needs of society	The proposal will create a new degree program that will serve students who would have previously gone out of state to receive this degree. Faculty responsible for Plant Pathology courses will assess and revise as needed to improve the quality of the Plant Pathology program as a whole. Attention will be made to the incorporation of integrated curricula and pedagogies.
	Foster educational excellence via curricular innovation and evolution	
	Create an inclusive learning environment that encourages students to take an active role in their student experience	
Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale	Build an inclusive, diverse community that welcomes multicultural and international perspectives	The Plant Pathology Faculty in EPPN represent 5 different countries and are 50% female. Currently, there are over 8 different countries represented by our graduate students. Continuing to embrace this diversity will enhance the experiences of our graduate students and provides a global perspective to the Plant Pathology curricula.
	Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff	
	Improve efficiency, transparency and communication	

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

Specialized accreditation is not required to offer a M.S. in Plant Pathology. It is our intention to annually evaluate the program using established protocols and metrics posted on the UI Provost Student Learning Assessment page. These UI approved Learning Outcomes, Assessment tools and Procedures will serve as our guide to ensure the delivery of quality courses and subsequently an excellent M.S. Program in Plant Pathology.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B.**

Not applicable to this request.

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?
 Yes _____ No X

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

Not applicable to this request.

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

Yes X No _____

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. Describe why the proposed program is not on the institution's five year plan.

When did consideration of and planning for the new program begin?

b. Describe the immediacy of need for the program. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution’s regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	15
Credit hours in required courses offered by other departments:	
Credit hours in institutional general education curriculum	
Credit hours in free electives	15
Total credit hours required for degree program:	30

M.S. requirements include a formal program of at least 30 semester hours, with a minimum of 12 PLP credit hours and at least 2 credits of ENT. The rest of the courses will be chosen in consultation with the major professor and approved by the student's graduate committee. Of the minimum 30 credits required for the degree, at least 18 credits must be at the 500 level; the remainder may include 400 level courses in the major, and 300 or 400 level courses in supporting areas. Credit in course 500 (Master's Research and Thesis) cannot be counted toward the minimum of 30 credits for a non-thesis master's degree. Although no limit is imposed on the number of credits that may be earned in course 500 for degrees with thesis, only a maximum of 10 credits in course 500 can be used to fulfill master's degree requirements. Two credits of Seminar (501) are required. Three credits of PLP Directed Study (PLP 502) are required and can be delivered by any member of the EPPN faculty.

Credits earned in other Plant Pathology courses earned in another school or through correspondence study may be substituted for directed study credits. No more than a combined total of 12 credits earned in another school, through correspondence study, or while in non-matriculated status at the University of Idaho, may be included in a master's program. Transfer and correspondence courses must be from schools that offer a graduate degree in the area of the course.

The proposed courses are listed in **Appendix A**.

- b. Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Submission of a thesis is required for graduation.

11. Program Intended Learning Outcomes and Connection to Curriculum.

Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1. Plant Pathology graduate degree students will learn to recognize, define and differentiate the causes and types of plant diseases and apply this information using diverse thinking strategies to address real-world issues.
2. Plant Pathology graduate students will be able to integrate information across the scientific disciplines including Plant Pathology, Entomology, and Plant Sciences to implement disease control practices, solve problems, and make decisions that impact agriculture.
3. Plant Pathology graduate students will be able to convey knowledge using verbal and non-verbal methods of communication in a respectful manner that reflects our complex society.

12. Assessment plans

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

Direct Measure Process (per our current protocols and metrics): All of the above listed Learning Outcomes will be assessed using a variety of metrics including having students demonstrate an ability to apply academic knowledge to real-world problems and controversies using case studies and complete standardized exams that assess ability to integrate and synthesize various concepts. The students will be assessed on their ability to complete disciplinary research, write a thesis, give a seminar on their thesis and defend the thesis. Faculty agree that these measures cover each of the student learning outcomes and that 80% of the students will need to attain an 80% proficiency on all assessments that address learning outcomes.

Indirect Measure Process (per our current protocols and metrics): Student graduate reporting, including feedback from both student and advisor; student evaluations of teaching; student grades in core courses, including performance on lecture exams, laboratory exams, class projects, and term papers. The numbers of students participating in clubs/organizations and service learning will reflect students who strive to excel above their academic education and endeavor to be leaders.

Face-to-Face Measures (per our current protocols and metrics): Exit interviews with graduates, including overall assessment of degree program, and opportunities for service learning activities.

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

The Department of Entomology, Plant Pathology and Nematology includes a departmental faculty Curriculum Committee that will be charged with interpretation of annual Learning Outcome metrics for all EPPN instructional programs and that will recommend specific policies for consideration and implementation at the yearly faculty meeting and one on one with instructors as needed. One focus will be to reconsider current Learning Outcomes, Assessments and Metrics as we create a second departmental Major that spans entomology, plant pathology, nematology; focus also will be on curricular and co-curricular changes. An underpinning objective will be to contribute to UI Strategic Plan Goals for graduate enrollment.

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

Direct Benchmarks:

We will determine how the students in the program demonstrate the ability to critically analyze and report on disease case studies. We will determine how satisfied employers are with our graduates.

Indirect Benchmarks:

We will correlate how are students are performing academically with their overall satisfaction.

At least 80% of advisors and students report overall satisfaction with graduate experience; student evaluations of course and instructor quality in courses required by major and emphasis areas are 3 or higher; students receive a grade of C or higher in all courses required by major and emphasis areas.

Timing and frequency. When will assessment activities occur and at what frequency? Learning Outcomes Assessment as outlined in Q-12.a and Q-12.c will occur throughout the academic year. Metrics will be reported annually during September for the prior Academic Year. New or adjusted procedures and metrics will be developed by the Plant Pathology faculty during FY18 and beyond as needed.

Enrollments and Graduates

13. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

There are no similar programs at BSU, ISU or LCSC.

Existing Similar Programs: Historical enrollments and graduate numbers						
Institution and Program Name	Fall Headcount Enrollment in Program			Number of Graduates From Program (Summer, Fall, Spring)		
	FY2014-15	FY2015-16	FY2016-17	FY2014-15	FY2015-16	FY2016-17
BSU	0	0	0	0	0	0
ISU	0	0	0	0	0	0
UI*	3	6	6	1	2	2
LCSC	0	0	0	0	0	0

*Numbers reflect students who were in the PSES department and received M.S. degrees in the Plant Science program.

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

The establishment of the new EPPN department raises the profile of Plant Pathology. In turn, we expect an increase in student numbers.

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name:											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY18-19 (first year)	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24	FY18-19 (first year)	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
10	11	11	12	12	13	2	3	3	3	4	4

- 15. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 “Need” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The methods for determining enrollment and graduation projections were based on historical data. Previously, students who were trained by Plant Pathology faculty received degrees in Plant Sciences, we looked at recent and past enrollment and graduation data. We anticipate that having curricula in which these students will receive Plant Pathology degrees will provide better visibility for our academic programs and should help to increase our graduate enrollments.

- 16. Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

The minimum enrollment for the Plant Pathology M.S. program is 5 students. The average number of M. S. students supervised by Plant Pathology faculty over the past 5 years in PSES is 8 students, and has not dropped below the proposed number of 5 during the past 5 years. This is comparable with the average for Entomology, the other M.S. graduate program delivered by EPPN.

The sunset clause by which the program will be considered for discontinuance is an enrollment for the M.S. that averages below 5 students for more than 3 years in a row during a 5 year moving window. This will be evaluated every 5 years after the establishment of the Plant Pathology M.S Program. If the average number drops below 5, the EPPN Department Head will begin discussions with the CALS Dean to determine a course of action which will include increased recruitment efforts.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

- a. **Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

It is anticipated that this program will share existing teaching space with the Plant Sciences and Soil and Water Systems and ASM programs in the Iddings Agricultural Sciences building. Teaching budgets supplied by CALS for all programs will be utilized to cover the cost of regular laboratory supplies.

- b. **Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

Since new courses are being proposed to be added for the new major we will work with CALS and the University to identify space as needed. Since we are proposing graduate programs we expect the impact to be minimal.

- c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

No additional resources are required to support this new major since laboratory fees are being requested.

18. Library resources

- a. **Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Since students already complete Plant Pathology research programs students are already utilizing the UI library so we expect minimal requests to increase access to Plant Pathology-related journals. Due to the interdisciplinary nature of Plant Pathology research, journals and other resources adequate for the graduate students in the Plant Sciences and MMBB programs should be suitable for students in the new M.S. Plant Pathology degree program. A faculty member associated with the new EPPN will work with the library director to ensure that all needs are met.

- b. **Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

None should be required above those currently being requested by the Plant Sciences and SWS programs.

19. Personnel resources

- a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

New courses are currently not necessary within the first 3-5 years of the program. Should enrollment for PLP 416/516 exceed 30 students, an additional section of will be required.

- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

The general mechanisms used to fund academic programs within CALS will be suitable to support this new program. Classroom space is currently available in Ag. Sciences. One faculty member and one instructor are available and currently teaching Plant Pathology courses.

- c. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Since students have been completing Plant Pathology research within CALS many of the courses required by these students to complete their degree program have always been required within the former PSES department. Therefore, we do not anticipate a negative impact on any existing program. It was understood by the members of the Plant Sciences Department that with the bifurcation of PSES that the students trained by the Plant Pathology faculty would temporarily be working toward Plant Science degrees until the EPPN Department was able to request the establishment of a Plant Pathology M.S. (this proposal) and Ph. D. (proposal in preparation) degree programs.

Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The proposed new graduate program does not require additional courses. If student numbers exceed our projections, a graduate student teaching assistantship may be required. Any open/opening faculty positions will need to be replaced to cover the existing courses.

20. Revenue Sources

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

The Department of Entomology, Plant Pathology and Nematology is a new stand-alone department, complete with adequate funding and plans to hire. The faculty that are within this department were members of PSES previously. The funding to support this new department was from within CALS. The faculty in EPPN are already training graduate students. The establishment of the Plant Pathology M.S. Program in EPPN enables the students to obtain their degree in the new department. We do expect that the establishment of a Plant Pathology M.S. Program will enable us to effectively recruit more students and that is represented in the budget sheet. The support for this program is a reallocation of Institutional and Federal Funds within CALS. The Federal Budget funds were a pull of all the faculty that were doing research in the respective areas in PSES because that was part of the calculations for the expenses. This action was a result of a direct question asking the SBOE if they really wanted to include the research including subcontracts. Anything that was labeled Federal according to OSP was included. The intutional funds included in the budget were calculated from local service, general education and gift/endowments.

- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.
- c) **Non-ongoing sources:**
- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?
 - ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?
- d) **Student Fees:**
- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

The lab fees requested are for students to offset the costs of materials for the course.
 - ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new

resources.

- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Appendix A

M.S. Plant Pathology Curriculum

Minimum of 12 PLP Credits Required

PLP 415/515	Plant Pathology	3 credits
PLP 416/516	Plant Pathology Laboratory	1 credit
PLP 511	Plant Virology	4 credits
PLP 522	Plant Bacteriology	3 credits
PLP 501	Seminar	2 credits
PLP 502	Directed Study	3 credits*

In addition, a course in applied entomology is required. Any one of the following would satisfy this requirement:

ENT 547 Fundamentals of Biological Control (2 credits)
 ENT 591 Principles of Insect Pest Management (3 credits)
 ENT 546 Host Plant Resistance to Insects and Pathogens (3 credits)
 ENT 549 Insect-Plant Interactions (3 credits)

2-3 credits

*Three credits of PLP Directed Study (PLP 502) are required and can be delivered by any member of the EPPN faculty. Credits earned in other Plant Pathology courses earned in another school or through correspondence study may be substituted for directed study credits.

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments			11	11	11	11	12	12
B. Shifting enrollments	10	10						
Total Enrollment	10	10	11	11	11	11	12	12

II. REVENUE

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds*	\$221,584.00	\$0.00	\$226,015.68	\$0.00	\$230,535.99	\$0.00	\$235,146.71	\$0.00
3. Federal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New Tuition Revenues from Increased Enrollments	\$88,640.00		\$97,504.00		\$97,504.00		\$106,368.00	
5. Student Fees	\$0.00		\$0.00		\$0.00		\$0.00	
6. Other (i.e., Gifts)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
Total Revenue	\$310,224	\$0	\$323,520	\$0	\$328,040	\$0	\$341,515	\$0

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 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	<u>0.0</u>	<u>0.00</u>	<u>0.0</u>	<u>0.00</u>	<u>0.0</u>	<u>0.00</u>	<u>0.0</u>	<u>0.00</u>
2. Faculty	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
3. Adjunct Faculty	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>
4. Graduate/Undergrad Assist	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
5. Research Personnel	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
6. Directors/Administrators	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>
7. Administrative Support Pers	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>
8. Fringe Benefits	<u>\$0.00</u>		<u>\$0.00</u>		<u>\$0.00</u>		<u>\$0.00</u>	
9. Other:	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>
Total Personnel and Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditure								
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	\$0.00	\$0.00	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment	\$0.00	\$1,113.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Capital Outlay	<u>\$0</u>	<u>\$1,113</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilities								
Maintenance & Repairs								
Other								
Total Other Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL EXPENDITURES:	<u>\$0</u>	<u>\$1,113</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Net Income (De	<u>\$310,224</u>	<u>-\$1,113</u>	<u>\$323,520</u>	<u>\$0</u>	<u>\$328,040</u>	<u>\$0</u>	<u>\$341,515</u>	<u>\$0</u>

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

II.2	Currently allocated funds, no additional support requested.

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Letters, Arts, and Social Sciences
Name of Department(s) or Area(s):	Psychology and Communication Studies

Program Identification for Proposed New or Modified Program:

Program Title:	Communication				
Degree:	BA / BS	Degree Designation	X	Undergraduate	Graduate
Indicate if Online Program:	X	Yes		No	
CIP code (consult IR /Registrar):	09.0101				
Proposed Starting Date:	Fall 2019				
Geographical Delivery:	Location(s)	Moscow	Region(s)	II	
Indicate (X) if the program is/has:		Self-Support		Professional Fee	
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility	

Indicate whether this request is either of the following:

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

College Dean (Institution)	Date
Graduate Dean or other official (Institution; as applicable)	Date
FVP/Chief Fiscal Officer (Institution)	Date
Provost/VP for Instruction (Institution)	Date
President	Date

Vice President for Research (Institution; as applicable)	Date
Academic Affairs Program Manager, OSBE	Date
Chief Academic Officer, OSBE	Date
SBOE/Executive Director Approval	Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

We are requesting to offer a BA/BS degree in communication, offered face-to-face on the Moscow campus and online. The degree would be housed in the Department of Psychology and Communication Studies.

Our department currently offers a minor in communication studies. This proposal would expand our current minor to a major. Most of the resources necessary for the major are already present in support of the minor, so costs to expand the program are relatively small. This program will not replace any current programs. It will expand the degree options for students.

2. **Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

- a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

In April 2017, Hanover Research conducted a market analysis for a bachelor's degree in communication. The report indicated that there is strong student demand for a bachelor's degree in communication and projects strong growth in occupations related to communication.

Hanover Research found that management and sales are the two most common occupations for graduates in communication. As graduates in communication are typically employed in a variety of occupations, the projections in the tables that follow are collapsed across communication-related occupations.

Employment Projections for Idaho

Idaho	2014	2024	% change
Communication Total	6,821	8,745	28.2

Source: Hanover Research (2017, April). *Market Analysis: Bachelor's Degree in Communication*. Prepared for the University of Idaho.

Employment Projections for Region (Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming)

Region	2014	2024	% change
Communication Total	167,431	201,965	20.6

Source: Hanover Research (2017, April). *Market Analysis: Bachelor's Degree in Communication*. Prepared for the University of Idaho.

Employment Projections for Nation

Nation	2014	2024	% change
Communication Total	2,739,600	2,914,300	6.4

Source: Hanover Research (2017, April). *Market Analysis: Bachelor's Degree in Communication*. Prepared for the University of Idaho.

These employment projections indicate strong growth in openings, especially in Idaho and the region.

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

A BA/BS degree in communication provides students with a broad liberal arts training and strong communication skills. Students obtaining a degree in communication are able to:

- Create oral and written messages appropriate to the audience, purpose, and context
- Critically analyze messages
- Identify and overcome impediments to successful communication
- Apply ethical communication principles and practices to their work
- Utilize communication to embrace differences
- Influence public discourse

(National Communication Association; www.natcom.org/loc)

These skills are highly relevant to employers. Communication skills are frequently cited by employers as one of the most important attributes that they look for in employees. Persuading, negotiating, listening, and other communication skills are important components of numerous jobs, such as sales and management.

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

We expect the student demand will be from full-time on-campus students and part-time distance students. We plan to establish 2+2 agreements with interested community colleges to facilitate this transition. In addition, we currently have about 60 students pursuing a minor in communication studies. We expect a number of these students to switch to the major.

Student interest in the major is strong, as evidenced by the following:

- (1) The major was offered until 2008 and had around 140 majors at that time
- (2) The major is popular at other institutions across the state (e.g., around 800 majors at

Boise State and 200 at Idaho State), suggesting that the major has considerable appeal to Idaho residents.

(3) The major is popular nationwide, as it combines a broad liberal arts training with a focus on important job skills. Communication is frequently mentioned as one of the top skills sought by employers.

- c. **Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The economic benefits of higher education has been widely reported. As of July 2017, the unemployment rate for those with a bachelor's degree or higher was 2.6% compared to an unemployment rate of 4.5% for high school graduates with no college. <http://www.bls.gov/news.release/empsit.t04.htm>

Median weekly earnings for individuals with bachelor's degrees was considerably higher (\$1,156) compared to those with a high school degree (\$692) in 2016. http://www.bls.gov/emp/ep_chart_001.htm

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

Increased numbers of educated individuals not only has positive economic benefits, but helps improve the quality of life. The degree will provide a broad liberal arts training with a focus on communication skills, which can be used to benefit one's personal and professional life.

- e. **If Associate's degree, transferability:**

Not applicable. The proposal is for a bachelor's degree.

3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Boise State University	BA, MA	Communication
Idaho State University	BA/BS	Communication
Lewis-Clark State College	BA/BS	Communication Arts
University of Idaho	BA/BS	Communication

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
BYU-Idaho	BS	Communication
Northwest Nazarene University	BA	Communication Studies

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Similar programs are offered in southern Idaho. Northern Idaho is underserved. Students seeking a communication degree in northern Idaho have few options if they would like to remain in the area.

In addition, the cost of starting this major is relatively low. Most of the faculty members needed to support the program are already employed at the university to serve the communication studies minor. Offering the major will require a relatively small investment to supplement existing resources.

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

The University of Idaho is attempting to grow undergraduate enrollment and improve Idaho’s “go-on” rate. Adding a major that is popular with students should greatly enhance the institution’s efforts to attract more students.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The program will be assessed on an annual basis to ensure the quality of the program. A mix of methods (e.g., surveys, focus groups) and a mix of measures (e.g., self-report, outcome data) will be used to evaluate and improve the program.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B.**

Not applicable. The proposal is for an undergraduate program.

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes _____ No X _____

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

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

Yes X No _____

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

- a. **Describe why the proposed program is not on the institution's five year plan.**

When did consideration of and planning for the new program begin?

- b. **Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. **Curriculum for the proposed program and its delivery.**

- a. **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	41
Credit hours in required courses offered by other departments:	3
Credit hours in institutional general education curriculum	36
Credit hours in free electives	40
Total credit hours required for degree program:	120

- b. Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

No additional requirements have been added. Assessment results will be used to determine if additional requirements are needed.

11. Program Intended Learning Outcomes and Connection to Curriculum.

- a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

The learning outcomes for the degree are based on learning outcomes established by the National Communication Association (NCA). The five learning outcomes are:

1. Students will understand Communication theories, perspectives, principles, and concepts.
2. Students will be able to engage in Communication inquiry.
3. Students will be able to create and critically analyze messages appropriate to communication contexts.
4. Students will demonstrate the ability to ethically accomplish communicative goals.
5. Students will respect diverse perspectives and the ways they influence communication.

12. Assessment plans

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

Each year, focus groups with graduating seniors will be held to gather feedback from students as to the achievement of each learning outcome. In addition, key assignments from select courses will be identified that are tied to learning outcomes. We will track the pass rates on these assignments to determine whether learning outcomes have been met. Finally, we will add an alumni survey to collect data on employment outcomes for our graduates. Alumni will also provide feedback about the program that helped them succeed and areas that could use improvement.

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

Results of the annual assessment process will be shared with faculty for a discussion of the strengths and weaknesses of the program. These discussions will be based on the assessment data and changes will be made to address weaknesses.

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

Direct measures: Key assignments tied to learning outcomes will be identified. Faculty members will evaluate these key assignments for a sample of graduating seniors.

Indirect measures: Alumni survey of employment outcomes; graduating senior survey, and focus groups with graduating seniors.

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

Assessment activities will occur every year in the spring.

Enrollments and Graduates

13. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	Fall 13	Fall 14	Fall 15	Fall 16	13-14	14-15	15-16	16-17
BSU	721	768	763	720	184	217	208	202
ISU	177	181	167	165	54	33	38	47
UI	8	0	0	0	0	0	0	0
LCSC	47	42	45	50	11	10	7	6

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Communication											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY20 (first year)	FY21	FY22	FY23	FY24	FY25	FY20 (first year)	FY21	FY22	FY23	FY24	FY25
15	40	60	80	100	120	0	0	15	20	25	30

15. Describe the methodology for determining enrollment and graduation projections.

Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

With two additional faculty members, the program should be able to accommodate 100 to 120 majors. Recruitment efforts will focus on increasing on-campus enrollment through new students from high school and transfer students from two-year schools in the state and nearby regions. With the online option, we will be able to recruit more aggressively and pursue non-traditional students who want to complete their degree at a distance.

The projections are based on (1) previous enrollment numbers for the communication studies major at the University of Idaho and (2) enrollments at other institutions in Idaho. The proposed communication major will be very similar to the previous communication studies major. The major difference is condensing the title by dropping "studies." The curriculum will remain largely the same with the addition of a few more options for electives. The communication studies major was in existence from 2003 to 2008. As shown in the table below, the major grew rapidly and had healthy enrollments when it was discontinued after AY 2008-09.

Fall	Majors	Spring	Majors
2003	42	2004	55
2004	84	2005	93
2005	100	2006	119
2006	140	2007	147
2007	149	2008	145
2008	133	2009	130

The communication studies major was eliminated as a result of the economic downturn in 2008. At that time, the program had an open faculty position. The college elected to eliminate the open faculty position, as opposed to cutting an existing position, in order to cut costs. The loss of the open faculty position and the uncertain economic times, which made it unclear whether the position would ever be returned, led to the closure of the major. The minor was retained and has been very successful. We have around 60 minors currently. The success of the minor suggests that there is considerable interest in the degree, so we anticipate many of the students currently pursuing a minor in communication studies to switch to a major in communication.

We believe now is an appropriate time to bring back the major. Offering the program both face-to-face in Moscow and online should facilitate enrollment growth and bring in additional tuition revenue to the university. The additional revenues are sufficient to support two additional positions. A projected enrollment of 120 students within six years is a reasonable projection based on (1) the past major count (see table above) and (2) the large enrollments found at other universities in the state for similar degrees. The major has around 800 students at Boise State University and 150 to 200 at Idaho State University. Northern Idaho is currently underserved for this degree, so reaching 100 or more majors in five to six years is very likely.

16. Minimum Enrollments and Graduates. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

Most of the resources required for the major are present in service to the communication

studies minor. To expand the major so that it can be offered both on-campus and online, we are requesting two additional clinical assistant professors to start FY20. A minimum enrollment of 60 majors within five years should be sufficient to establish the viability of the major. Since 2011, COMM courses have produced 35,311 credits hours for an average of 5,885 credit hours a year and is staffed by three full-time faculty members. Given our already high credit hour production, even modest enrollment growth should be sufficient to justify two additional faculty lines. Tuition revenue for a major with 60 students would generate more than \$300,000, which would cover the cost of two new positions.

If a minimum enrollment of 60 majors is not met within five years, a reevaluation of the degree would occur. We would evaluate market trends to determine if the program should be (a) modified to appeal to a wider audience of students or (b) discontinued.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

Faculty members involved in the communication studies minor are currently housed in the Student Health Center. Our current space is all being utilized. We would need office space for our new hires.

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

The expansion of the program to a major would have a relatively small impact on existing programs. We would need additional office space (two rooms).

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

The only needed resource is office space. Faculty start-up costs, such as computers and office furniture, can be covered with departmental funds.

18. Library resources

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

The existing library resources should cover most of the needs of the program. The library currently offers the necessary journals and databases. In particular, the library carries a number of subject-specific databases (e.g., Communication and Mass Media Complete, Communications & Mass Media Collection) and multidisciplinary databases

(e.g., Business Source Premier, Social Services Abstracts) that provides appropriate coverage for the major. In addition, all but two of the top 20 communication journals (as identified by Journal Impact Factor) are available in the library.

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

We are requesting an annual budget of \$4,000 to cover one-time purchases such as books, DVDs, etc. In 2008, the last year for the communication studies major, we had a budget of \$3,500. We have added \$500 to the budget to account for increased costs.

19. Personnel resources

- a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

We have three faculty members that serve a minor in communication studies, with assistance from a temporary faculty member who typically teaches one to two classes a year. The required courses offered for the minor are the foundation for the major. The addition of two faculty members should be sufficient to meet the instructional needs of the major, so that it can be offered on-campus and via distance.

- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

The program will be housed in the Department of Psychology and Communication Studies which has a department chair and 1.5 staff members (a full-time administrative assistant and a 0.5 financial technician). The program currently exists as a minor, so some tasks (e.g., course scheduling) are already incorporated in the workload. Some additional administrative work will be required in terms of program assessment and student recruitment. The department has an internal committee system to assist with the workload and minimize the overall impact.

- c. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

We anticipate minimal impact on existing programs. The courses required for the major are currently being taught to support the minor in communication studies. We may have to increase our course offerings, but that can be managed with the two additional faculty members that we are requesting.

- d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

We propose to hire two clinical assistant professors in communication starting in FY 2020. Cost is approximately \$166,498 (salary of \$63,500 + benefits of \$19,749 for each new hire).

20. Revenue Sources

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

The department anticipates requesting funds from the University. These funds are reallocations for priority initiatives. Annual funding of \$167,393 is requested to deliver the major. Most of the funds will be used to cover two new faculty lines (\$127,000 in salaries + \$32,893 in fringe). The remaining funds will be used for operating expenditures (\$2,500 for travel and \$1,000 for materials and supplies) focused on the recruitment of students and library resources (\$4,000) for one-time purchases (e.g., books, DVDs).

- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

A new appropriation is not requested.

- c) **Non-ongoing sources:**

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

Funding for the program is not based on one-time sources.

- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

No federal grants or special fee arrangements are planned for the program.

- d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

No additional local fees will be collected for the program.

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

Not applicable. It is not a self-support or professional program.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.

- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Major in Communication (B.S. or B.A.):

A minimum gpa of 2.50 is required to graduate with a degree in Communication.

Required coursework includes the university requirements (see regulation J-3), the general requirements for either the B.A. or B.S. degree, and:

Comm 111	Introduction to Communication Studies	3 cr
Comm 233	Interpersonal Communication	3 cr
Comm 335	Intercultural Communication	3 cr
Comm 355	Organizational Communication	3 cr
Comm 410	Conflict Management	3 cr
Comm 450	Communication Theory	3 cr
Comm 455	Communication Research Methods	3 cr

One of the following (2 or 3 cr):

Comm 101	Fundamentals of Public Speaking	2 cr
Comm 150	Online Oral Communication	3 cr

One of the following (3 cr):

Psyc 215	Quantitative Methods in Psychology	3 cr
Stat 251	Statistical Methods	3 cr

At least 18 additional upper-division Communication credits

Up to 6 of these credits may be earned by taking:

Engl 313	Business Writing	3 cr
Engl 317	Technical Writing	3 cr
OrgS 415	Planning Professional Conferences and Events	3 cr
OrgS 441	Human Relations in the Workplace	3 cr
Psyc 310	Psychology of Personality	3 cr
Psyc 320	Introduction to Social Psychology	3 cr
Psyc 416	Industrial/Organizational Psychology	3 cr

Only 3 of these credits may come from:

Comm 400	Seminar	cr arr
Comm 403	Workshop	cr arr

Comm 494	Research Experience	cr arr
Comm 497	Practicum in Instruction	1-3 cr, max 6
Comm 498	Internship	1-3 cr, max arr
Comm 499	Directed Study	cr arr

Courses to total 120 credits for this degree

UCC-18-031- College of Letters, Arts and Social Sciences

Proposed Catalog Changes
Effective Summer 2018

PSYCHOLOGY AND COMMUNICATION STUDIES

1. Add the following courses:

Comm 150 Online Oral Communication (3 cr)

This course provides the skills, techniques, and knowledge needed to engage in effective oral communication in online contexts.

Available via distance: Yes

Geographical Area: Moscow, Online

Rationale: In the modern era, we encounter public communication through online channels. This course is an introduction to the best practices for online public communication and the communication theories that explain and guide those practices. By studying the foundations of spoken communication, including the principles of delivery and persuasion, this course will empower students to more effectively evaluate, create, and distribute public discourse in online contexts.

This course will allow students to complete their Oral Communication General Education requirement online as well as learning best practices of oral presentation skills that are needed in the online environment.

This course will be part of our regular rotation of courses, so it will not increase faculty workload.

Comm 453 Communication Theory (3 cr)

A survey of established theories and theoretical traditions in the Communication discipline, with an emphasis on understanding how theory is developed and applied to solve real world problems.

Prereq: Communication major, Junior standing

Available via distance: Yes

Geographical Area: Moscow, Online

Rationale: This course will enable upper-division communication majors to synthesize theoretical information presented in various lower-division communication courses into a comprehensive theoretical framework that will prepare them to engage in empirical communication inquiry.

This course will be part of our regular rotation of courses, so it will not increase faculty workload.

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	<u>FY 20</u>		<u>FY 21</u>		<u>FY 22</u>		<u>FY 23</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	17	20	34	40	51	60	68	80
B. Shifting enrollments								
Total Enrollment	<u>17</u>	<u>20</u>	<u>34</u>	<u>40</u>	<u>51</u>	<u>60</u>	<u>68</u>	<u>80</u>

II. REVENUE

	<u>FY 20</u>		<u>FY 21</u>		<u>FY 22</u>		<u>FY 23</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								
3. Federal								
4. New Tuition Revenues from Increased Enrollments	<u>\$100,455.90</u>		<u>\$200,911.80</u>		<u>\$301,367.70</u>		<u>\$401,823.60</u>	
5. Student Fees								
6. Other: L&C & Outreach/web fees,	<u>\$1,296.00</u>		<u>\$2,592.00</u>		<u>\$3,888.00</u>		<u>\$5,184.00</u>	
Total Revenue	<u>\$101,752</u>	<u>\$0</u>	<u>\$203,504</u>	<u>\$0</u>	<u>\$305,256</u>	<u>\$0</u>	<u>\$407,008</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 20</u>	<u>FY 21</u>	<u>FY 22</u>	<u>FY 23</u>
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	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	2.0		2.0		2.0		2.0	
2. Faculty	\$127,000.00		\$127,000.00		\$127,000.00		\$127,000.00	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel								
8. Fringe Benefits	\$32,893.00		\$32,893.00		\$32,893.00		\$32,893.00	
9. Other:								
Total Personnel and Costs	\$159,893	\$0	\$159,893	\$0	\$159,893	\$0	\$159,893	\$0

	FY 20		FY 21		FY 22		FY 23	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$2,500.00		\$2,500.00		\$2,500.00		\$2,500.00	
2. Professional Services								

3. Other Services								
4. Communications								
5. Materials and Supplies	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	\$3,500	\$0	\$3,500	\$0	\$3,500	\$0	\$3,500	\$0

	<u>FY 20</u>		<u>FY 21</u>		<u>FY 22</u>		<u>FY 23</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	\$4,000.00		\$4,000.00		\$4,000.00		\$4,000.00	
2. Equipment								
Total Capital Outlay	\$4,000	\$0	\$4,000	\$0	\$4,000	\$0	\$4,000	\$0

	<u>FY 20</u>		<u>FY 21</u>		<u>FY 22</u>		<u>FY 23</u>	
D. Capital Facilities Construction or Major Renovation								

E. Other Costs								
Utilities								
Maintenance & Repairs								
Other								

Total Other Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL EXPENDITURES:	<u>\$167,393</u>	<u>\$0</u>	<u>\$167,393</u>	<u>\$0</u>	<u>\$167,393</u>	<u>\$0</u>	<u>\$167,393</u>	<u>\$0</u>
Net Income (Deficit)	<u>-\$65,641</u>	<u>\$0</u>	<u>\$36,111</u>	<u>\$0</u>	<u>\$137,863</u>	<u>\$0</u>	<u>\$239,615</u>	<u>\$0</u>

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

I. A.	FTE is calculated by multiplying number of part-time students by 0.4
II. 4.	Assumed that full-time students would attend classes in Moscow
II. 4.	Assumed that distance students would attend part-time; 12 credits per year (6 credits per semester)
II. 4.	Tuition revenue was based on the assumption that all students would be in state
II. 5.	Student fees were not included as those fees would not support academic programs. Total cost of the program to students would be higher if it would include student fees. On campus students would be assessed an additional fee of \$1,070.93 per semester and distance students would be assessed an additional fee of \$362.70 per semester based on the approved fees for 2017-18.
II. 6.	Other Fees include a \$21.60 web fee per distance student. The fee is \$35 per student of which \$21.60 is returned to the department.
III. A. 2.	Two clinical assistant professors at an estimated salary of \$63,500 each beginning in FY20
III. B. 1.	Travel as it relates to the program
III. B 5.	Miscellaneous class materials and supplies
III. C. 1.	Books, DVD's

J-3-c. Natural and Applied Science (8 cr , from two different disciplines, which include two accompanying labs OR 7 cr which includes a Core Science (CORS) course and one course with lab).

The purpose of this requirement is to develop a better understanding of the physical and biological world by learning some of the principles that explain the natural phenomena of the universe, the experimental method used to derive those principles, and their applications.

Study in this area is undertaken as part of the general education requirements in order to promote scientific literacy, that is, the ability to read and understand the science issues being debated in society. Scientific literacy is essential if citizens are to make informed judgments on the wide range of issues that affect their everyday lives. Students receiving passing grades in the natural and applied science courses of the general education curriculum will demonstrate competency in the following areas: (1) knowledge of scientific principles; (2) the ability to write clearly and concisely using the style appropriate to the sciences; (3) the ability to interpret scientific data; (4) the ability to analyze experimental design critically; and (5) the development of laboratory skills.

BIOL 102	Biology and Society AND	3 cr	EPPN 154	Microbiology & the World Around Us AND	3 cr
BIOL 102L	Biology and Society Lab	1 cr	EPPN 155	Microbiology & the World Around Us Lab	1 cr
BIOL 114	Organisms and Environments	4 cr			
BIOL 115	Cells & the Evolution of Life AND	3 cr			
BIOL 115L	Cells and the Evolution of Life Laboratory	1 cr			
BIOL 154	Introductory Microbiology AND	3 cr			
BIOL 155	Introductory Microbiology Laboratory	1 cr			
BIOL 250	General Microbiology AND	3 cr			
BIOL 255	General Microbiology Lab	2 cr			
CHEM 101	Introduction to Chemistry I	4 cr			
CHEM 111	Principles of Chemistry I	4 cr			
CHEM 112	Principles of Chemistry II	5 cr			
CORS 205-297	Integrated Science	3 cr			
ENVS 101	Introduction to Environmental Science AND	3 cr			
ENVS 102	Field Activities in Environmental Sciences	1 cr			
			GEOG 100	Physical Geography AND	3 cr
			GEOG 100L	Physical Geography Lab	1 cr
			GEO 101	Physical Geology AND	3 cr
			GEO 101L	Physical Geology Lab	1 cr
			GEO 102	Historical Geology AND	3 cr
			GEO 102L	Historical Geology Lab	1 cr
			PHYS 100	Fundamentals of Physics AND	3 cr
			PHYS 100L	Fundamentals of Physics Lab	1 cr
			PHYS 103	General Astronomy AND	3 cr
			PHYS 104	Astronomy Lab	1 cr
			PHYS 111	General Physics I AND	3 cr
			PHYS 111L	General Physics I Lab	1 cr
			PHYS 112	General Physics II AND	3 cr
			PHYS 112L	General Physics II Lab	1 cr
			PHYS 211	Engineering Physics I AND	3 cr
			PHYS 211L	Laboratory Physics I	1 cr
			PHYS 212	Engineering Physics II AND	3 cr
			PHYS 212L	Laboratory Physics II	1 cr
			SOIL 205	The Soil Ecosystem AND	3 cr
			SOIL 206	The Soil Ecosystem Lab	1 cr

J-3-f. American Diversity (One course) and International (One course or an approved study abroad experience). As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate and collaborate with those from diverse communities within the United States and throughout the world.

The American diversity courses seek to increase awareness of contemporary and historical issues surrounding the social and cultural diversity in the U.S. Students engage in critical thinking and inquiry into the issues, complexities, and implications of diversity, and how social, economic, and/or political forces have shaped American communities. Diversity includes such characteristics as ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status

*One course chosen from the approved American diversity courses listed below. If a student takes a General Education course in another category that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.

The international courses seek to develop an understanding of international values, belief systems and social issues that have contributed to current balances of power and cultural relations. Students develop an understanding of the roles that the United States and other countries have played in global relations and the ways cultures have interacted and influenced each other.

*One course chosen from the approved international courses listed below. If a student takes a General Education course in another category that also appears on the list of approved International courses, then this requirement is considered to be completed. The international requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring term abroad through the International Programs Office.

Approved American Diversity Courses:

AIST 320	Native American & Indigenous Film	3 cr
AIST 401	Contemporary American Indian Issues	3 cr
AIST 420	Native American Law	3 cr
AIST 422	Plateau Indians	3 cr
AIST 478	Tribal Nation Economics and Law	3 cr
AIST 484	American Indian Literature	3 cr
AMST 301	Studies in American Culture	3 cr
ANTH 329	North American Indians	3 cr
ANTH 350	Food, Culture, and Society	3 cr
ARCH 411	Native American Architecture	3 cr
COMM 432	Gender and Communication	3 cr
COMM 491	Communication and Aging	3 cr
EDCI 302	Teaching Culturally Diverse Learners	4 cr
ENGL 380	Introduction to U.S. Ethnic Literatures	3 cr
HIST 111	Introduction to U.S. History	3 cr
HIST 112	Introduction to U.S. History	3 cr
HIST 315	Comparative African-American Cultures	3 cr
HIST 462	History of the American West	3 cr
HIST 461	Idaho and the Pacific Northwest	3 cr
HIST 412	Revolutionary North America and Early National Period	3 cr
HIST 414	History and Film	3 cr - Max 6 cr
HIST 419	Topics in the American West	3 cr
HIST 420	History of Women in American Society	3 cr
HIST 424	American Environmental History	3 cr
HIST 426	Red Earth White Lies: American Indian History 1840-Present	3 cr

HIST 431	Stolen Continents, The Indian Story: Indian History to 1840	3 cr
ID 443	Universal Design	3 cr
JAMM 340	Cultural Diversity and the Media	3 cr
JAMM 445	History of Mass Media	3 cr
MUSH 410	Studies in Jazz History	3 cr
POLS 101	Introduction to Political Science and American Government	3 cr
POLS 333	American Political Culture	3 cr
POLS 335	American Interest Groups & Social Movements	3 cr
POLS 360	Law and Society	3 cr
POLS 468	Civil Liberties	3 cr
PSYC 315	Psychology of Women	3 cr
PSYC 419	Adult Development and Aging	3 cr
SOC 101	Introduction to Sociology	3 cr
SOC 230	Social Problems	3 cr
SOC 301	Introduction to Diversity and Stratification	3 cr
SOC 423	Sociology of Prosperity: Social Class and Economics in the 21st Century	3 cr
SOC 424	Sociology of Gender	3 cr
SOC 427	Racial and Ethnic Relations	3 cr
SOC 431	Personal and Social Issues in Aging	3 cr
SOC 439	Inequalities in the Justice System	3 cr
SOC 450	Dynamics of Social Protest	3 cr
SPAN 306	Culture and Institutions of Latin America	3 cr
SPAN 411	Chicano and Latino Literature	3
SPAN 413	Spanish American Short Fiction	3 cr
WMST 201	Introduction to Women's and Gender Studies	3 cr

**CORS 232 Science on Your Plate: Food Safety, Risks and Technology (3 cr) is also designated as an American Diversity Course.*

Approved International Courses:

AGEC 481	Agricultural Markets in a Global Economy	3 cr
AGED 406	Exploring International Agriculture	3 cr
ANTH 220	Peoples of the World	3 cr
ANTH 261	Language and Culture	3 cr
ANTH 462	Human Issues in International Development	3 cr
ARBC 101	Elementary Modern Standard Arabic I	4 cr
ARBC 102	Elementary Modern Standard Arabic II	4 cr
ART 100	World Art and Culture	3 cr
ART 213	History and Theory of Modern Design	3 cr
ART 302	Modern Art and Theory	3 cr
ART 303	Contemporary Art and Theory	3 cr
ART 313	History and Theory of Modern Design	3 cr
CHIN 110	Elementary Chinese I	4 cr
CHIN 112	Elementary Chinese II	4 cr
CHIN 210	Intermediate Chinese I	4 cr
CHIN 212	Intermediate Chinese II	4 cr
COMM 335	Intercultural Communication	3 cr
ECON 446	International Economics	3 cr

ECON 447	International Development Economics	3 cr
ENGL 221	History of Film 1895-1945	3 cr
ENGL 222	History of Film 1945-Present	3 cr
ENVS 225	International Environmental Issues Seminar	3 cr
FCS 411	Global Nutrition	3 cr
FCS 419	Dress and Culture	3 cr
FLEN 307	Institutions of the European Union	3 cr
FLEN 308	European Immigration and Integration	3 cr
FLEN 313	French/Francophone Literature in Translation	3 cr
<u>FLEN 315</u>	<u>French/Francophone Cinema in Translation</u>	<u>3 cr</u>
FLEN 324	Topics in German Literature in Translation	3 cr - Max 6 cr
FLEN 331	Japanese Anime	3 cr
FLEN 391	Hispanic Film	3 cr
FLEN 394	Latin American Literature in Translation	3 cr
FREN 101	Elementary French I	4 cr
FREN 102	Elementary French II	4 cr
FREN 201	Intermediate French I	4 cr
FREN 202	Intermediate French II	4 cr
FREN 301	Advanced French Grammar	3 cr
FREN 302	Advanced French Writing Skills	3 cr
FREN 304	Connecting French Language and Culture	3 cr
FREN 307	French Phonetics	3 cr
FREN 308	Advanced French Conversation	3 cr
FREN 407	French & Francophone Literatures	3 cr - Max 9 cr
FREN 408	French and Francophone Culture and Institutions	3 cr - Max 9 cr
FREN 410	French and Francophone Arts	3 cr
GEOG 165	Human Geography	3 cr
GEOG 200	World Regional Geography	3 cr
GEOG 350	Geography of Development	3-4 cr - Max 4 cr
GEOG 360	Population Dynamics and Distribution	3-4 cr - Max 4 cr
GEOG 365	Political Geography	3 cr
GERM 101	Elementary German I	4 cr
GERM 102	Elementary German II	4 cr
GERM 201	Intermediate German I	4 cr
GERM 202	Intermediate German II	4 cr
GERM 301	Advanced German Grammar	3 cr
GERM 302	Advanced German Speaking and Writing	3 cr
GERM 420	Topics in German Culture & Literature - Themes	3 cr - Max 6 cr
GERM 440	German Media through the Internet	3 cr
HIST 101	History of Civilization	3 cr
HIST 102	History of Civilization	3 cr
HIST 180	Introduction to East Asian History	3 cr
HIST 270	Introduction to Greek and Roman Civilization	3 cr
HIST 315	Comparative African-American Cultures	3 cr
HIST 331	The Age of African Empires	3 cr
HIST 340	Modern India, 1757-1947	3 cr
HIST 350	The Age of Enlightenment: European Culture & Ideas, 1680-1800	3 cr
HIST 357	Women in Pre-Modern European History	3 cr

HIST 366	Modern European Cultural and Intellectual History, 1880-1980	3 cr
HIST 371	History of England	3 cr
HIST 372	History of England	3 cr
HIST 378	History of Science I: Antiquity to 1700	3 cr
HIST 379	History of Science II: 1700-Present	3 cr
HIST 380	Disease and Culture:History of Western Medicine	3 cr
HIST 382	History of Biology: Conflicts and Controversies	3 cr
HIST 388	History of Mathematics	3 cr
HIST 414	History and Film	3 cr - Max 6 cr
HIST 430	U.S. Diplomatic History	3 cr
HIST 438	Modern Mexico and the Americas	3 cr
HIST 439	Modern Latin America	3 cr
HIST 440	Social Revolution in Latin America	3 cr
HIST 441	Slavery and Freedom in the Americas	3 cr
HIST 442	The Medieval Church: Europe in the Early and High Middle Ages	3 cr
HIST 443	The Medieval State: Europe in the High and Late Middle Ages	3 cr
HIST 445	Medieval English Constitutional and Legal History: 1066-1485	3 cr
HIST 447	The Renaissance	3 cr
HIST 448	The Reformation	3 cr
HIST 449	Tudor-Stuart Britian 1485-1660	3 cr
HIST 452	Europe in the Age of the Revolution, 1770-1880	3 cr
HIST 455	Modern Europe	3 cr
HIST 456	Anti-Semitism and the Holocaust	3 cr
HIST 457	History of the Middle East	3 cr
HIST 460	Conspiracies and Secret Societies in History	3 cr
HIST 466	Eastern Europe Since 1774	3 cr
HIST 467	Russia to 1894	3 cr
HIST 468	Russia and Soviet Union Since 1894	3 cr
HIST 481	America's Wars in Asia	3 cr
HIST 482	Japan, 1600 to Present	3 cr
HIST 484	Modern China, 1840s to Present	3 cr
HIST 485	Chinese Social and Cultural History	3 cr
ID 281	History of the Interior I	3 cr
ID 282	History of the Interior II	3 cr
IS 325	The Contemporary Muslim World	3 cr
IS 326	Africa Today	3 cr
IS 350	Sports and International Affairs	3 cr
IS 370	African Community, Culture, and Music	1-3 cr - Max 3 cr
JAMM 490	Global Media	3 cr
JAPN 101	Elementary Japanese I	4 cr
JAPN 102	Elementary Japanese II	4 cr
JAPN 201	Intermediate Japanese I	4 cr
JAPN 202	Intermediate Japanese II	4 cr
JAPN 301	Japanese Reading	3 cr
JAPN 303	Japanese Speaking	3 cr
LARC 390	Italian Hill Towns and Urban Centers	3 cr
<u>LAS 409</u>	<u>Modern Latin American Society</u>	<u>3 cr</u>
<u>LAS 422</u>	<u>Mexican Culture through Cinema</u>	<u>3 cr</u>

MUSH 420	Studies in World Music	3 cr
PHIL 367	Global Justice	3 cr
POLS 205	Introduction to Comparative Politics	3 cr
POLS 237	Introduction to International Politics	3 cr
POLS 338	American Foreign Policy	3 cr
POLS 381	European Politics	3 cr
POLS 385	Political Psychology	3 cr
POLS 420	Introduction to Asian Politics	3 cr
POLS 441	Genes and Justice: Comparative Biotechnology Policy Formation	3 cr
POLS 449	World Politics and War	3 cr
POLS 480	Politics of Development	3 cr
POLS 487	Political Violence and Revolution	3 cr
SOC 336	Comparative Criminal Justice Systems	3 cr
SOC 340	Social Change & Globalization	3 cr
SOC 343	Power, Politics, and Society	3 cr
SPAN 101	Elementary Spanish I	4 cr
SPAN 102	Elementary Spanish II	4 cr
SPAN 104	Elementary Spanish Transition	4 cr
SPAN 201	Intermediate Spanish I	4 cr
SPAN 202	Intermediate Spanish II	4 cr
SPAN 301	Advanced Grammar	3 cr
SPAN 302	Advanced Composition	3 cr
SPAN 303	Spanish Conversation	3 cr
SPAN 305	Culture and Institutions of Spain	3 cr
SPAN 306	Culture and Institutions of Latin America	3 cr
SPAN 308	Proficiency in Reading	3 cr
SPAN 310	Spanish for the Professions I	3 cr
SPAN 401	Readings: Spanish Literature	3 cr
SPAN 402	Readings: Spanish American Literature	3 cr
<u>SPAN 409</u>	<u>Modern Latin American Society</u>	<u>3 cr</u>
SPAN 411	Chicano and Latino Literature	3
SPAN 412	Spanish Short Fiction	3 cr
SPAN 413	Spanish American Short Fiction	3 cr
SPAN 419	Latin America Theatre Through Literature	3 cr
SPAN 420	Modern Spanish Theatre Through Literature	3 cr
<u>SPAN 421</u>	<u>Bilingual and Bicultural Literature</u>	<u>3 cr</u>
<u>SPAN 422</u>	<u>Mexican Culture through Cinema</u>	<u>3 cr</u>
<u>SPAN 423</u>	<u>Gender and Identity in Spanish Cinema</u>	<u>3 cr</u>
THE 468	Theatre History I	3 cr
THE 469	Theatre History II	3 cr

J-3-g. Integrated Studies - ISEM 101 Integrative Seminar (3 cr), ISEM 301 Great Issues (1 cr), and Senior Experience. The purpose of these courses is to provide students with the tools of integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization (to think divergently, distinguishing different perspectives), and to incorporate information across disciplines and perspectives (to think convergently, re-connecting diverse perspectives in novel ways). It is a cumulative learning competency, initiated as a first-year student and culminating as reflected in a graduating senior.

One course from ISEM 101 (open to first-year students only). One credit of ISEM 301. One course chosen from the approved Senior Experience courses listed below.*

Approved Senior Experience Courses:

AGEC 478	Advanced Agribusiness Management	3 cr
AGED 471	Senior Capstone in Agricultural Education	1 cr
AGED 498	Internship	1-10 cr - Max 10 cr
ANTH 410	Research Methods in Anthropology	3
ARCH 454	Architectural Design: Vertical Studio	6 cr - Max 12 cr
ART 410	Professional Practices	2 cr
ART 490	BFA Art/Design Studio	6 cr - Max 12 cr
ART 491	Information Design	3 cr
ART 495	BFA Senior Thesis	2 cr - Max 4 cr
AVS 450	Issues in Animal Agriculture	1 cr
BE 478	Engineering Design I	3 cr
BE 479	Engineering Design II	3 cr
BE 491	Senior Seminar	1 cr
BIOL 401	Undergraduate Research	1-4 cr - Max 8 cr
BIOL 405	Practicum in Anatomy Laboratory Teaching	2-4 cr - Max 8 cr
BIOL 407	Practicum in Biology Laboratory Teaching	2-6 cr - Max 12 cr
BIOL 408	Practicum in Human Physiology Laboratory Teaching	2-4 cr - Max 8 cr
BIOL 411	Senior Capstone	2 cr
BIOL 491	Practicum in Teaching	2 cr
BIOL 495	Research in Molec/Cell/Dev Biology	1-16 cr
BIOL 496	Research in Ecology and Evolution	1-16 cr
BIOL 497	Research in Anatomy and Physiology	1-16 cr
BUS 490	Strategic Management	3 cr
CE 494	Senior Design Project	3 cr
CHE 452	Environmental Management and Design	1-16 cr
CHE 454	Chemical Process Analysis and Design II	3 cr
CHEM 409	Proseminar	1 cr
CS 481	CS Senior Capstone Design II	3 cr
ECE 481	EE Senior Design II	3
ECE 483	Computer Engineering Senior Design II	3
ECON 490	Economic Theory and Policy	3 cr

ENGL 440	Client-Based Writing	3 cr
ENGL 490	Senior Seminar	3 cr
EDCI 401	Internship Seminar	1
EDCI 485	Secondary Internship	15
ENT 438	Pesticides in the Environment	3 cr
ENVS 497	Senior Research	2-4 cr - Max 4 cr
FCS 401	Professional Ethics and Practice in CFCS	1 cr
FCS 424	Apparel Product Line Development: Senior Capstone	4 cr
<u>FCS 432</u>	<u>Apparel Promotion and Merchandising</u>	<u>3 cr</u>
FCS 486	Nutrition in the Life Cycle	3 cr
FCS 497	Internship Preschool	1-16 cr - Max 16 cr
FISH 418	Fisheries Management	4 cr
FISH 473	ECB Senior Presentation	1 cr
FISH 495	Fisheries Seminar	1 cr
FL 401	MLC International Experience	1 cr
FOR 424	Silviculture Principles and Practices	4 cr
FOR 427	Prescribed Burning Lab	3 cr
FOR 473	ECB Senior Presentation	1 cr
FS 489	Food Product Development	3 cr
GEOG 493	Senior Capstone in Geography	3 cr
GEOL 490	Field Geology II	3 cr
HIST 401	Seminar	1-16 cr
ID 452	Interior Design VI	6 cr
<u>INDT 484</u>	<u>Industrial Technology Capstone I</u>	<u>3cr</u>
INTR 401	Career and Leadership Development	2 cr
IS 495	International Studies Senior Seminar	3 cr
JAMM 448	Law of Mass Media	3
LARC 480	The Resilient Landscape	3 cr
MATH 415	Cryptography	3 cr
ME 424	Mechanical Systems Design I	3 cr
ME 426	Mechanical Systems Design II	3 cr
MUSA 490	Half Recital	0 cr
MUSA 491	Recital	0 cr
MUSC 481	Senior Thesis in Music Theory II	1 cr
MUSC 490	Senior Recital	0 cr
MUSH 481	Senior Thesis in Music History II	1 cr
MUST 432	Practicum: Music Teaching	11 cr
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3 cr
NRS 473	ECB Senior Presentation	1 cr
NRS 475	Conservation Planning and Management	4 cr
ORGS 410	Capstone Project in Organizational Sciences	1-6 cr - Max 6 cr
PEP 498	Internship in Exercise Science & Health	1-16 cr
PHIL 490	Senior Seminar	3 cr
PHYS 407	Communicating Science	1 cr

PHYS 492	Senior Research	1 cr
POLS 490	Senior Experience	3 cr
PSYC 415	History and Systems of Psychology	3 cr
REC 498	Internship in Recreation, Sport, and Tourism	1-16 cr
REM 456	Integrated Rangeland Management	3
REM 473	ECB Senior Presentation	1 cr
RMAT 473	ECB Senior Presentation	1 cr
RMAT 495/MKTG 495	Product Development and Brand Management	3 cr
SOC 460	Capstone: Sociology in Action	3 cr
SOC 461	Capstone:Justice Policy Issues	3 cr
SOC 462	Senior Practicum	3 cr
SOC 464	Criminology Abroad	3 cr
THE 483	Senior Capstone Project	2 cr
VTD 457	Capstone Design Studio I	6
WLF 473	ECB Senior Presentation	1 cr
WLF 492	Wildlife Management	4 cr

Within the J-3-e, J-3-f, J-3-g categories, students must complete a total of 18 credits.

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

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

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

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

Submission Information

This section must be completed

Dept Chair Name:	Sonya Meyer	Email:	sonyam@uidaho.edu
College:	College of Agriculture and Life Sciences		
Department/Unit:	Family and Consumer Sciences/Child, Family and Consumer Studies		
Dept/Unit Approval Date:	9/13/2017	Vote Record:	Unanimous
College Approval Date:	9/26/2017	Vote Record:	Unanimous
Primary Point of Contact:	Beth Price	Email:	bethp@uidaho.edu
Briefly describe the change you are requesting:	Changing current options for CFCS major to emphasis areas and changing names.		

What is the financial impact of the requested change?

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

Describe the financial impact:

There will be no financial impact due to this change.

Rationale for Program Component Request or Name Change

This section must be completed

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

The CFCS major is being restructured into a set of core courses with redefined emphasis areas. The major requirements are being streamlined and content is being reorganized to better reflect current needs of human services in the various fields represented. The common course requirements in the CFCS core create a strong foundation for all CFCS majors. The emphasis areas provide the opportunity for students to select a specialization. The name changes more clearly represent focus of emphasis area content and career opportunities. The four additional courses have all previously been piloted or taught as a Special Topic and will be taught as part of assigned faculty load or with graduate student support.

Name or Degree Change Only Requests

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

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

Current Name:	Option A. Child and Youth Development Option B. Family Development and Aging Option C. Consumer and Community Development
New Name:	Emphasis A. Child Development and Family Relations Emphasis B. Family Development across the Lifespan Emphasis C. Personal and Family Finance

Current Degree:	
New Degree:	
Other Details:	
Effective Date:	2018-2019

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: Yes No
 If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

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

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

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

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

Program Component Request

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

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

<input type="checkbox"/>	Create New	<input type="checkbox"/>	Discontinue	Implementation Date:		
<input type="checkbox"/>	Graduate Level	<input type="checkbox"/>	Undergraduate Level	<input type="checkbox"/>	Law Level	Credit Requirement:
Are new courses being created: (circle your response)				No	<input checked="" type="checkbox"/> Yes	If yes, how many courses will be created: 4

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

Major:	Child Family and Consumer Sciences (CFCS)	CIP Code:	19.0701	Degree:	BS FCS
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Enter the name of the program component in the appropriate row:

Option:	Child and Youth Development Family Development and Aging Consumer and Community Development
Emphasis:	Child Development and Family Relations Family Development across the Lifespan Personal and Family Finance
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

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

CDFR – Coursework in supporting child and youth development. FDL – Coursework in family structure and relationship dynamics across the lifespan. Meets criteria to qualify for Certified Family Life Educator. PFF – Coursework in personal finance, debt management, consumer economics and housing issues. Meets preparation criteria for Accredited Financial Counselor Certification.

Learning Outcomes and Assessment Information

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

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

CDFR students will:

1. Demonstrate skills and strategies for planning, implementing and evaluating environments for supporting child and family development.
2. Demonstrate skills for working with each child, each family, and all teammates, regardless of the diverse demographics of the settings.
3. Apply theories and evidence-based strategies to programming that supports growth and development of children and their families.
4. Use formal and informal assessment (standardized assessment tools and a variety of observation methods) to evaluate, explain, and support child and family development.
5. Know, apply, and communicate developmental milestones of children and tasks of families.
6. Work collaboratively with a team.
7. Demonstrate skills (oral and computer generated written presentation skills) to communicate and report information to parents and colleagues.
8. Demonstrate practical strategies for advocating for children and families.
9. Demonstrate professional ethical practice (confidentiality, integrity, respectful relationships with children, families, colleagues and community).
10. Demonstrate ongoing professional learning and reflection to build knowledge and understanding of concepts related to child development and family relationships.

FDL students will be knowledgeable in the following content areas:

1. families and individuals in societal contexts
2. internal dynamics of families
3. human growth and development across the lifespan
4. human sexuality, interpersonal relationships
5. family resource management, parent education and guidance
6. family law and public policy, professional ethics and practice
7. family life education methodology.

Student will be eligible to apply for the Certified Family Life Educator.

PFF students will have the skills to:

1. Educate clients in sound financial principles.
2. Assist clients in the process of overcoming their financial indebtedness.
3. Help clients identify and modify ineffective money management behaviors.
4. Guide clients in developing successful strategies for achieving their financial goals.
5. Support clients as they work through their financial challenges and opportunities.
6. Help clients to develop new perspectives on the dynamics of money in relation to family, friends, and individual self-esteem.

Students will be eligible to take the Accredited Financial Counselor (AFC) national exam.

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

Specific assessment measures will vary across courses and emphasis areas. Course assessment measures will include: exams, quizzes, student written papers/projects/presentations, self-reflection papers, case-studies, mentor/supervisor evaluations, academic service learning hours, field placement reports and reflections, portfolios, and course grades.

Overall program assessment will include: Capstone portfolio/project/presentation, Senior Experience Survey, mentor teacher/internship or supervisor evaluations, passing scores on national exams/certifications, placement rates in careers.

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

Faculty will review assessment data and look for evidence of strengths and or weaknesses within program and indicators of need for improvement or gaps in content. Faculty will collaborate and address course and/or program change based on data results.

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

Direct: exams, quizzes, student written papers/projects/presentations, self-reflection papers, case-studies, mentor/supervisor evaluations, academic service learning hours, field placement reports and reflections, portfolios, mentor teacher/internship or supervisor evaluations, course grades, and passing scores on national exams/certifications.

Indirect: Senior Experience Survey and placement rates in careers.

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

The previous semester's data will be analyzed and reviewed at the beginning of each semester. Overall program data will be analyzed and reviewed each fall.

Distance Education Availability

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

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

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

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

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

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

Geographical Area Availability

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

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

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

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

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

Family and Consumer Sciences Undergraduate Curricular Requirements

This major has an interdisciplinary focus on the individual and family development, the family as an institution, and individuals and families as consumers in the market place.

The minimum credits required for graduation are 128, including at least 36 credits at the 300-level or above. Required course work includes the university requirements (see regulation J-3), completion of the C.F.C.S. core courses and one of the designated emphasis areas below. Students who wish to graduate in Child, Family, and Consumer Sciences (CFCS) must earn a grade of "C" or higher in all required CFCS coursework.

Students are encouraged to declare a minor (i.e. Aging Studies, Women's, Gender, and Sexuality Studies, Psychology, Communications, Foreign Language, Business) or may choose to complete a secondary CFCS emphasis.

FCS 105	Individual and Family Development	3 cr
FCS 205	Concepts in Human Nutrition	3 cr
FCS 234	Infancy and Early Childhood Development	3 cr
FCS 240	Intimate Relationships	3 cr
FCS 251	Survey of FCS Professions	1 cr
FCS 334	Middle Childhood-Adolescence Development	3 cr
FCS 340	Parent-Child Relationships in Family & Community	3 cr
FCS 346	Personal and Family Finance and Management	4 cr
FCS 401	Prof. Ethics & Practice in Human & Family Service	1 cr
FCS 436	Theories of Child and Family Development	3 cr
FCS 440	Contemporary Family Relationships	3 cr
FCS 445	Issues of Work and Family	3 cr

FCS 329	History of Western Dress	3 cr
	OR	
FCS 419	Dress and Culture	

COMM 101	Fundamentals of Public Speaking	2 cr
PSYC 101	Introduction to Psychology	3 cr
SOC 101	Introduction to Sociology	3 cr
STAT 251	Statistical Methods	3 cr

COMM 335	Intercultural Communication	3 cr
	OR	
SOC 301	Introduction to Diversity and Stratification	

One Social Science Research course (3 – 4 cr):

PSYC 218	Introduction to Research in the Behavioral Sciences	4 cr
	OR	
ORGS 444	Methods and Analysis in Organizational Science	4 cr
	OR	
SOC 416	Qualitative Social Science Methods	3 cr
	OR	
SOC 417	Social Data Analysis	3 cr

A. Child Development and Family Relations Emphasis

The Child Development and Family Relations emphasis prepares students with a comprehensive understanding of child and youth development and family dynamics, based on theory and supported by research and professional practices. Careers include opportunities to provide direct services to children, youth and families such as teaching in early learning environments, working in diverse programs that offer support and teach skills to youth, serving as advocates for children

and families, and providing parent education. The CDFR Emphasis allows students to develop individualized programs to meet personal and career goals.

EDSP 300	Educating for Exceptionalities	3 cr
FCS 235	Principles and Methods of Child Observation	3 cr
FCS 333	Developmental Curriculum for Young Children	4 cr
FCS 435	Feeding Young Children in Group Settings	1 cr
H&S 288	First Aid: Emergency Response	2 cr
FCS 497	Internship Preschool	1-16 cr - Max 16 cr

Nine credits required.

Courses to total 128 credits for this degree

B. Family Development across the Lifespan Emphasis

The Family Development across the Lifespan emphasis provides comprehensive preparation in family science. To equip students with dynamic, applied skills in working with and advocating for individuals, couples, and families, FDL coursework emphasizes strong foundational knowledge in and critical analysis of human development, family dynamics, and the factors that influence and contribute to healthy relationships and social interactions across the lifespan. Students may pursue course preparation for the Certified Family Life Educator certification through the National Council on Family Relations. In addition to offering an excellent springboard toward the pursuit of a graduate degree this Emphasis offers career preparation for jobs in human service organizations, government agencies, nonprofit organizations, and business firms.

FCS 123	Textiles	3 cr
FCS 431	CFLE Methodology	3 cr
FCS 360	Sexuality across the Lifespan	3 cr
FCS 428	Housing America's Families	3 cr
FCS 434	Adulthood and Aging within the Context of Family	3 cr
FCS 486	Nutrition in the Lifecycle	3 cr
ID 443	Universal Design	3 cr
FCS 498	Internship	3-9 cr - Max 9 cr

Courses to total 128 credits for this degree

C. Personal and Family Finance Emphasis

The Personal and Family Finance emphasis provides specialized preparation in personal finance and real estate. Upon completion of coursework, students are prepared to take the Accredited Financial Counselor exam and the Certified Housing Counselor exam. Career opportunities include jobs in military installations, the financial industry, real estate companies, nonprofit organizations, government agencies, and business firms.

FCS 146	Adulting: Life, Love, and Money	3 cr
FCS 428	Housing America's Families	3 cr
FCS 446	Financial Counseling and Debt Management	3 cr
FCS 448	Consumer Economic Issues	3 cr
FCS 468	Real Estate Management	3 cr
ORGS 155	Financial Literacy	3 cr
FCS 498	Internship	3-9 cr - Max 9 cr

Courses to total 128 credits for this degree

Available via distance: 50% or more of curricular requirements cannot be completed via distance

Geographical Area: Moscow, CDA

Rationale: The CFCS major is being restructured into a set of core courses with designated emphasis areas. The major requirements are being streamlined and content is being reorganized to better reflect current needs of human services in the various fields represented. The common course requirements in the CFCS core create a strong foundation for all CFCS majors. The emphasis areas provide the opportunity for students to select a specialization. These changes more clearly represent focus of course content, career opportunities, and incorporate coursework to meet appropriate certification opportunities. The requirement of a “C” or higher in all courses assures that students possess the necessary understanding of the content and skills in order to continue in and complete the program.

Specific assessment measures will vary across courses and emphasis areas. Course assessment measures will include: exams, quizzes, student written papers/projects/presentations, self-reflection papers, case-studies, mentor/supervisor evaluations, academic service learning hours, field placement reports and reflections, portfolios, and course grades.

Overall program assessment will include: Capstone portfolio/project/presentation, Senior Experience Survey, mentor teacher/internship or supervisor evaluations, passing scores on national exams/certifications, placement rates in careers.

*For an accounting of Group A curricular changes, see UCC-18-014a-Addendum.

1. Make the following curricular changes to the **Major in Child, Family, and Consumer Studies (B.S.F.C.S.):**

Family and Consumer Sciences Undergraduate Curricular Requirements

This major has an interdisciplinary focus on the [child individual and family development](#), the family as an institution, and [individuals and families as consumers in the market place](#).

The minimum credits required for graduation are 128, including at least 36 credits at the 300-level or above. Required course work includes the university requirements (see [regulation J-3](#)), [completion of the C.F.C.S. core courses and one of the designated emphasis areas below](#), and [one of the following options](#): [Students who wish to graduate in Child, Family, and Consumer Sciences \(CFCS\) must earn a grade of "C" or higher in all required CFCS coursework](#).

[Students are encouraged to declare a minor \(i.e. Aging Studies, Women's, Gender, and Sexuality Studies, Psychology, Communications, Foreign Language, Business\) or may choose to complete a secondary CFCS emphasis.](#)

FCS 105	Individual and Family Development	3 cr
FCS 205	Concepts in Human Nutrition	3 cr
FCS 234	Infancy and Early Childhood Development	3 cr
FCS 240	Intimate Relationships	3 cr
FCS 251	Survey of FCS Professions	1 cr
FCS 334	Middle Childhood-Adolescence Development	3 cr
FCS 340	Parent-Child Relationships in Family & Community	3 cr
FCS 346	Personal and Family Finance and Management	4 cr
FCS 401	Prof. Ethics & Practice in Human & Family Service	1 cr
FCS 436	Theories of Child and Family Development	3 cr
FCS 440	Contemporary Family Relationships	3 cr
FCS 445	Issues of Work and Family	3 cr

FCS 329	History of Western Dress	3 cr
	OR	
FCS 419	Dress and Culture	

COMM 101	Fundamentals of Public Speaking	2 cr
PSYC 101	Introduction to Psychology	3 cr
SOC 101	Introduction to Sociology	3 cr
STAT 251	Statistical Methods	3 cr

COMM 335	Intercultural Communication	3 cr
	OR	
SOC 301	Introduction to Diversity and Stratification	

One Social Science Research course (3 – 4 cr):

PSYC 218	Introduction to Research in the Behavioral Sciences	4 cr
	OR	
ORGS 444	Methods and Analysis in Organizational Science	4 cr

	<u>OR</u>	
SOC 416	Qualitative Social Science Methods	3 cr
	<u>OR</u>	
SOC 417	Social Data Analysis	3 cr

A. Child and Youth Development Option

The Child and Youth Development option prepares students with a comprehensive understanding of child and youth development and family dynamics, based on theory and supported by research and professional practices. ~~allows students to develop individualized programs to meet personal and career goals.~~ Careers include opportunities to provide direct services to children, youth and families such as through teaching in early learning environments ~~or child care~~, working in diverse programs that offer support and teach skills to youth, ~~to fill~~ serving as advocates ~~advocacy roles~~ for children and families, and providing, ~~or to be involved with~~ parent education. The CDFR Emphasis allows students to develop individualized programs to meet personal and career goals.

COMM 101	Fundamentals Public Speaking	2 cr
<u>EDSP 300</u>	Educating for Exceptionalities	3 cr
FCS 105	Individual and Family Development	3 cr
FCS 205	Concepts in Human Nutrition	3 cr
FCS 234	Infancy and Early Childhood	3 cr
<u>FCS 235</u>	Principles and Methods of Child Observation	3 cr
FCS 240	Intimate Relationships	3 cr
<u>FCS 333</u>	Developmental Curriculum for Young Children	4 cr
<u>FCS 435</u>	<u>Feeding Young Children in Group Settings</u>	<u>1 cr</u>
FCS 334	Middle Childhood-Adolescence	3 cr
FCS 340	Parent-Child Relationships in Family and Community	3 cr
FCS 346	Personal and Family Finance and Management	4 cr
FCS 436	Theories of Child and Family Development	3 cr
FCS 440	Contemporary Family Relationships	3 cr
FCS 445	Issues in Work and Family Life	3 cr
<u>H&S 288</u>	First Aid: Emergency Response	2 cr
<u>MATH 130</u>	Finite Mathematics	3 cr
	<u>OR</u>	
STAT 251	Statistical Methods	3 cr
MATH 130, STAT 251: MATH 130 or higher. STAT 251 or higher.		
<u>FCS 497</u>	Internship Preschool	1-16 cr - Max 16 cr
<i>Nine credits required.</i>		

Courses to total 128 credits for this degree

B. Family Development and Aging Option

The Family Development and Aging Option provides comprehensive ~~a general~~ preparation in family science. To equip students with dynamic, applied skills in working with and advocating for individuals, couples, and families, FDL coursework emphasizes strong foundational knowledge in and critical analysis

of human development, family dynamics, and the factors that influence and contribute to healthy relationships and social interactions across the lifespan. Students may pursue course preparation for the Certified Family Life Educator certification through the National Council on Family Relations. In addition to offering an excellent springboard toward the pursuit of a graduate degree this Emphasis offers career preparation for. ~~Career options include~~ jobs in human service organizations, government agencies, nonprofit organizations, and business firms. ~~Students are encouraged to declare a minor in Aging Studies.~~

FCS 105	Individual and Family Development	3 cr
FCS 123	Textiles	3 cr
FCS 205	Concepts in Human Nutrition	3 cr
FCS 234	Infancy and Early Childhood	3 cr
FCS 240	Intimate Relationships	3 cr
FCS 334	Middle Childhood Adolescence	3 cr
FCS 340	Parent-Child Relationships in Family and Community	3 cr
FCS 346	Personal and Family Finance and Management	4 cr
FCS 401	Professional Ethics and Practice in CFCS	1 cr
FCS 431	CFLE Methodology	3 cr
FCS 360	Sexuality across the Lifespan	3 cr
FCS 428	Housing America's Families	3 cr
FCS 434	Adulthood and Aging within the Context of Family	3 cr
FCS 486	Nutrition in the Lifecycle	3 cr
FCS 440	Contemporary Family Relationships	3 cr
FCS 445	Issues in Work and Family Life	3 cr
FCS 448	Consumer Economic Issues	3 cr
ID 443	Universal Design	3 cr
FCS 498	Internship	3-9 cr - Max 9 cr
STAT 251	Statistical Methods	3 cr
One of the following (3 cr):		
FCS 329	History of Western Dress	3 cr
FCS 419	Dress and Culture	3 cr

Courses to total 128 credits for this degree

C. Consumer and Community Development Option

The Consumer and Community Development Option provides ~~a general~~ specialized preparation in personal finance and real estate. ~~consumer science.~~ Upon completion of coursework, Sstudents are prepared to take the ~~may select to pursue course preparation for~~ Accredited Financial Counselor exam and the Certified Housing Counselor exam.; Career opportunities ~~options~~ include jobs in military installations, the financial industry, real estate companies, nonprofit organizations, government agencies, and business firms. ~~Students could also declare a minor in business. See Advisor for specific coursework to pursue these options.~~

FCS 105	Individual and Family Development	3 cr
FCS 123	Textiles	3 cr
FCS 205	Concepts in Human Nutrition	3 cr
FCS 234	Infancy and Early Childhood	3 cr

FCS 240	Intimate Relationships	3 cr
FCS 334	Middle Childhood Adolescence	3 cr
FCS 346	Personal and Family Finance and Management	4 cr
FCS 401	Professional Ethics and Practice in CFCS	1 cr
FCS 146	Adulting: Life, Love, and Money	3 cr
FCS 428	Housing America's Families	3 cr
FCS 445	Issues in Work and Family Life	3 cr
FCS 446	Financial Counseling and Debt Management	3 cr
FCS 448	Consumer Economic Issues	3 cr
FCS 468	Real Estate Management	3 cr
ORGS 155	Financial Literacy	3 cr
FCS 498	Internship	3-9 cr - Max 9 cr
STAT 251	Statistical Methods	3 cr
One of the following (3 cr):		
FCS 340	Parent-Child Relationships in Family and Community	3 cr
FCS 440	Contemporary Family Relationships	3 cr
One of the following (3 cr):		
FCS 329	History of Western Dress	3 cr
FCS 419	Dress and Culture	3 cr
Courses to total 128 credits for this degree		

Available via distance: 50% or more of curricular requirements cannot be completed via distance

Geographical Area: Moscow, CDA

Rationale: The CFCS major is being restructured into a set of core courses with designated emphasis areas. The major requirements are being streamlined and content is being reorganized to better reflect current needs of human services in the various fields represented. The common course requirements in the CFCS core create a strong foundation for all CFCS majors. The emphasis areas provide the opportunity for students to select a specialization. These changes more clearly represent focus of course content, career opportunities, and incorporate coursework to meet appropriate certification opportunities. The requirement of a "C" or higher in all courses assures that students possess the necessary understanding of the content and skills in order to continue in and complete the program.

Specific assessment measures will vary across courses and emphasis areas. Course assessment measures will include: exams, quizzes, student written papers/projects/presentations, self-reflection papers, case-studies, mentor/supervisor evaluations, academic service learning hours, field placement reports and reflections, portfolios, and course grades.

Overall program assessment will include: Capstone portfolio/project/presentation, Senior Experience Survey, mentor teacher/internship or supervisor evaluations, passing scores on national exams/certifications, placement rates in careers.

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

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

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

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

Submission Information

This section must be completed

Dept Chair Name:	Dr. Paul McDaniels	Email:	paulm@uidaho.edu
College:	CAL S		
Department/Unit:	Plant Sciences		
Dept/Unit Approval Date:	September 13, 2017	Vote Record:	Unanimous
College Approval Date:	9/28/2017	Vote Record:	Unanimous
Primary Point of Contact:	Jack Brown	Email:	jbrown@uidaho.edu
Briefly describe the change you are requesting:	The New Plant Sciences Department restructured their major undergraduate degrees, adding a Major in Crop Management to the B.Sc. In Plant Science. This proposed curriculum change is to add a minor in the Crop Management Major. All students must complete: PS 102, PS 407, AGEC 278, and two from PS 408, 451 or 490. Plus 6 credits of electives from PS 338, PS 408, PS 438, PS 446, PS 451, PS 490, ASM 305, ASM 315, ASM 412, AGEC 356 or 477, Soil 205&206, Soil 446.		

What is the financial impact of the requested change?

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

Describe the financial impact: Minimal/None anticipated. This proposed addition of the Crop Management Minor will utilize existing courses.

Rationale for Program Component Request or Name Change

This section must be completed

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

Adding the Crop Management Minor as an option will allow students with other Major B.Sc. degrees the opportunity to complete a minor which covers the basic course work in Crop Management (including classes in Plant Science, Agricultural Economics, and Agricultural Systems Management). Students who complete the proposed Minor will have broader opportunities in agricultural careers, and will make them more competitive in the job market.

Name or Degree Change Only Requests

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

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

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	

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

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

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

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

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

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

Program Component Request

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

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

x	Create New		Discontinue	Implementation Date:		
	Graduate Level	x	Undergraduate Level	Law Level		Credit Requirement: 21-22 Cr
Are new courses being created: (circle your response)				No	Yes	If yes, how many courses will be created:

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

Major:		CIP Code:	01.0304	Degree:	
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	-
Minor:	Crop Management
Academic Certificate less than 30 credits:	-
Teaching Endorsement (Major/Minor):	-

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

This Minor will provide students an understanding of crop production and management practices. Course work includes classes in crop plants, crop production, agricultural economics, and management of major crops grown in the PNW region. In addition students can choose a variety of agricultural classes to fit their specific interests.
--

Learning Outcomes and Assessment Information

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

1. List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program: Learn and integrate knowledge in crop management and to integrate this information across biology, plant science, and ag business management. Apply thinking strategies to real-world issues to solve problems and make consequential decisions in the area of crop management. Communicate the intended meaning using verbal and non-verbal methods to demonstrate understanding in a complex society.

2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:				
Demonstrated ability to apply academic knowledge to real-world problems and controversies; performance on parts of standardized exams that assess ability to integrate and synthesize various concepts.				
<u>Indirect Measure Process (per our current protocols and metrics):</u> Student evaluations of teaching; student grades in core courses, including performance on lecture exams, laboratory exams, class projects, and term papers.				
<u>Face-to-Face Measures (per our current protocols and metrics):</u> Exit interviews with graduating seniors, including overall assessment of minor program. Academic advising will also be assessed in order to improve student knowledges about careers in the proposed minor.				
3. How will you ensure that the assessment findings will be used to improve the program?				
The new Department of Plant Sciences Curriculum Committee will oversee assessment measures and outcomes as well as recommend curricular changes to improve the minor as needed.				
4. What direct and indirect measures will be used to assess student learning?				
<u>Direct Benchmarks (per our current protocols and metrics):</u> At least 80% of students pass standardized tests; at least 80% of employers are satisfied with performance of student interns; at least 75% of students actively participate in club/organization and/or service learning activities.				
<u>Indirect Benchmarks (per our current protocols and metrics):</u> Student evaluations of course and instructor quality in courses required by minor should be 3 or higher; students should receive a grade of C or higher in all courses required for the minor.				
5. When will assessment activities occur and at what frequency?				
Learning Outcomes Assessment as outlined will occur prior to each Academic Year. New or adjusted procedures and metrics will be developed by Plant Sciences faculty members as needed for the proposed plant science majors.				

Distance Education Availability

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

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

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

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

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

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

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

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

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

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

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

Crop Management Minor Curricular Requirements

PISc 102	The Science of Plants in Agriculture	(3 cr)
PISc 407	Field Crop Production	(3 cr)
AGEC 278	Farm and Agribusiness Management	(4 cr)

Two of the following:

PISc 408	Cereal Science	(3 cr)
PISc 451	Vegetable Crops	(3 cr)
PISc 490	Potato Science	(3 cr)

Electives (6 cr):

AGEC 356	Agricultural and Rural Policy	(3 cr)
	OR	
AGEC 477	Law, Ethics, and the Environment	(3 cr)
ASM 305	GPS and Precision Agriculture	(3 cr)
ASM 315	Irrigation Systems and Water Management	(3 cr)
ASM 412	Agricultural Safety and Health	(2 cr)
PISc 338	Weed Control	(4 cr)
PISc 408	Cereal Science	(3 cr)
PISc 438	Pesticides in the Environment	(3 cr)
PISc 446	Plant Breeding	(3 cr)
PISc 451	Vegetable Crops	(3 cr)
PISc 490	Potato Science	(3 cr)
Soil 205	The Soil Ecosystem	(3 cr)
	AND	
Soil 206	The Soil Ecosystem Lab	(1 cr)
Soil 446	Soil Fertility	(1-3 cr, max 3)