

MEMORANDUM

TO: Liz Brandt, Faculty Secretary
Patrick Hrdlicka, Chair

FROM: Chuck Staben, President



DATE: March 9, 2018

SUBJECT: General Policy Report #65

In response to your memo of February 15, 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-18-019** (UCC-18-026a): Education – Movement Science: Exercise Science & Health to Exercise, Sport, and Health Sciences
- **FS-18-020** (UCC-18-026b): Education – Movement Science: Exercise Science & Health emphasis Pre-Physical Therapy; Fitness, Health, and Human Performance; Pre-Athletic Training; Physical Education Teacher Certification; Community Health Education and Promotion
- **FS-18-021** (UCC-18-019a): Engineering – Mechanical Engr. Discontinue Manufacturing Eng. Minor
- **FS-18-022** (UCC-18-030a): Science – B.S. Statistics
- **FS-18-023** (UCC-18-030b): Science – Discontinue Applied-Actuarial Science & Financial option in Math
- **FS-18-024** (UCC-18-030c): Science – Discontinue Applied-Statistics option in Math
- **FS-18-025** (UCC-18-013): CLASS – Women’s and Gender Studies to Women’s, Gender, and Sexuality Studies
- **FS-18-027** (UCC-18-024a): Business – Small Business/Entrepreneurship Option
- **FS-18-028** (UCC-18-024b & UCC-18-025): Business – New Certificate Trading & Capital Management
- **FS-18-029** (UCC-18-029a & UCC-18-029): Education – Movement Science – Emphasis in Community Health Education & Promotion
- **FS-18-030** (UCC-18-029b): Education – Discontinue B.S.Ed. Physical Education
- **FS-18-031** (UCC-18-029c & UCC-18-029): Education – New Teaching Endorsement in Special Education
- **FS-18-032** (UCC-18-032a & UCC-18-032): CALS – New Minor Agricultural Communications & Leadership
- **FS-18-033** (UCC-18-032b): CALS – New Minor Biotechnology and Plant Genomics
- **FS-18-034** (UCC-18-032c): CALS – Family Consumer Science restructure

GENERAL POLICY REPORT #65

February 1, 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 **February 15, 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-18-019** (UCC-18-026a): Education - Movement Science: Exercise Science & Health to Exercise, Sport, and Health Sciences
- **FS-18-020** (UCC-18-026b): Education - Movement Science: Exercise Science & Health emphasis Pre-Physical Therapy; Fitness, Health, and Human Performance; Pre-Athletic Training; Physical Education Teacher Certification; Community Health Education and Promotion
- **FS-18-021** (UCC-18-019a): Engineering - Mechanical Engr. Discontinue Manufacturing Engr. minor
- **FS-18-022** (UCC-18-030a): Science - BS Statistics
- **FS-18-023** (UCC-18-030b): Science - Discontinue Applied-Actuarial Science & Financial option in Math
- **FS-18-024** (UCC-18-030c): Science - Discontinue Applied-Statistics option in Math
- **FS-18-025** (UCC-18-013): CLASS – Women’s and Gender Studies to Women’s, Gender, and Sexuality Studies
- **FS-18-027** (UCC-18-024a): Business – Small Business/Entrepreneurship Option
- **FS-18-028** (UCC-18-024b&UCC-18-025): Business - New Certificate Trading & Capital Management
- **FS-18-029** (UCC-18-029a&UCC-18-029): Education – Movement Science - Emphasis in Community Health Education & Promotion
- **FS-18-030** (UCC-18-029b): Education – Discontinue B.S.Ed. Physical Education
- **FS-18-031** (UCC-18-029c&UCC-18-029): Education - New Teaching Endorsement in Special Education
- **FS-18-032** (UCC-18-032a&UCC-18-032): CALS - New Minor Agricultural Communications & Leadership
- **FS-18-033** (UCC-18-032b): CALS - New Minor Biotechnology and Plant Genomics
- **FS-18-034** (UCC-18-032c): CALS – Family Consumer Science restructure

***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 Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th 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 when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	Education		
Department/Unit:	Movement Sciences		
Dept/Unit Approval Date:	August 30, 2017	Vote Record:	
College Approval Date:	CCC: September 15, 2017.	Vote Record:	
CIP code (Consult Institutional Research):			
Primary Point of Contact (Name and Email):	Philip Scruggs, pwscruggs@uidaho.edu		

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of 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.

ESH faculty would like to change the name of the BS Exercise Science and Health degree to Exercise, Sport, and Health Sciences. This name change will better reflect the curricula and career options for current and prospective students. There are no additional requests for changes in workload, program components, or admission requirements.
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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. 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.

Current Name:	Exercise Science and Health
New Name:	Exercise, Sport, and Health Sciences
Current Degree:	BS ESH
New Degree:	BS ESHS
Other Details:	
Effective Date:	

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 Track Change or 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.

Create New:		Modify:		Discontinue:		Implementation Date:	
Graduate Level:		Undergraduate Level:		Law Level:		Credit Requirement:	
Are new courses being created:		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:	Exercise Science and Health	Degree:	BS ESH
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Enter the name of the program component in the appropriate row:

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

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, 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:
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
3.	How will you ensure that the assessment findings will be used to improve the program?
4.	What direct and indirect measures will be used to assess student learning?
5.	When will assessment activities occur and at what frequency?

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Financial Impact

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

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	x	
Brief Description of financial impact:	Changing the name of the degree does not impact coursework or faculty loads, so there is a limited financial impact.		

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	x

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 regions 3, 4, and/or 5 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.

Office of the Registrar Information

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:			
UCC Item Number:			
UCC Approval Date:		Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

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

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Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th 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 when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	Education		
Department/Unit:	Movement Sciences		
Dept/Unit Approval Date:	August 30, 2017	Vote Record:	
College Approval Date:	September 29, 2017	Vote Record:	
CIP code (Consult Institutional Research):	1. Pre-Physical Therapy	CIP Code: 26.0908	
	2. Fitness, Health, and Human Performance	CIP Code: 26.0908	
	3. Pre-Athletic Training	CIP Code: 31.0505	
	4. Physical Education Teacher Education	CIP Code: 13.1314	
Primary Point of Contact (Name and Email):	Philip Scruggs, pwscruggs@uidaho.edu		

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of 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 BS Exercise Science and Health currently has four emphasis areas (Pre-Physical Therapy; Pre-Athletic Training; Fitness, Health, and Human Performance; Physical Education Teacher Certification) and we are concurrently requesting a fifth emphasis area in a separate application. Currently, the emphasis areas are not transcripted. Therefore to simplify the advising process and make the degree audits simpler for students to understand, we would like to transcript the tracks.

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. 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.

Current Name:	Exercise Science and Health
New Name:	

Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

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 Track Change or 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.

Create New:		Modify:	<input checked="" type="checkbox"/>	Discontinue:		Implementation Date:	
Graduate Level:		Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:		Credit Requirement:	
Are new courses being created:		<input type="checkbox"/> No	<input checked="" type="checkbox"/> 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:	Exercise Science and Health	Degree:	BS ESH
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	Pre-Physical Therapy; Fitness, Health, and Human Performance; Pre-Athletic Training; Physical Education Teacher Certification; Community Health Education and Promotion (Proposed)
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

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, 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:
Learning outcome #1: To understand the biological, sociological, and psychological contributions and consequences of health and exercise behavior. Learning outcome #2: To be able to critically evaluate current trends, information, sources, and research related to exercise science and health. Learning outcome #3: To be able to integrate and apply knowledge, skills, and critical thinking to (assess and plan for) individual and community exercise, health, and wellness. Learning outcome #4: To demonstrate personal growth and professional development.	
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
1. Course assessments will evaluate have students will achieve the intended learning outcomes from; a) lecture exams and quizzes, b) journal reflections, c) laboratory assignments, d) research projects and presentations, e) project assessment assignments. 2. As a program capstone, students will complete and internship experience that is assessed by; a) journal reflections, b) supervisor evaluations, and c) project. 3. A program assessment survey completed by graduating students.	
3.	How will you ensure that the assessment findings will be used to improve the program?

1. ESH faculty meet multiple times per year to discuss assessment results and implement changes if necessary.	
4.	What direct and indirect measures will be used to assess student learning? 1. Direct measures include: a) Lecture quizzes and exams, b) laboratory assignments, c) journal logs and reflections, d) course objective evaluations, e) group research projects and presentations, f) health assessment assignments 2. Indirect measures include : a) UI student evaluations, b) graduating student survey
5.	When will assessment activities occur and at what frequency? 1. Direct measures will be conducted every semester in each class. 2. Indirect measures will be conducted every semester.

Financial Impact

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

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	x
Brief Description of financial impact:	Limited financial program impact as we are simply requesting transcription of the degree.	

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	x

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	<input checked="" type="checkbox"/>		
Coeur d'Alene	<input type="checkbox"/>		
Boise*	<input type="checkbox"/>		
Idaho Falls*	<input type="checkbox"/>		
Other**	<input type="checkbox"/>	Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 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.

Office of the Registrar Information

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:			
UCC Item Number:			
UCC Approval Date:		Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

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:	Steven Beyerlein	Email:	sbeyer@uidaho.edu
College:	Engineering		
Department/Unit:	Mechanical Engineering		
Dept/Unit Approval Date:	8/29/17	Vote Record:	12 in favor out of 12 in attendance
College Approval Date:	9/29/2017	Vote Record:	Unanimous
Primary Point of Contact:	Steve Beyerlein	Email:	sbeyer@uidaho.edu
Briefly describe the change you are requesting:	Discontinue the Manufacturing Engineering minor in Mechanical Engineering		

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:

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 ME dept would like to discontinue the Manufacturing Engineering minor. To the department's knowledge no student has pursued a Manufacturing Engineering minor in the past 12+ years. This will streamline the department's offerings to one minor only.

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.

<input type="checkbox"/>	Create New	<input checked="" type="checkbox"/>	Discontinue	Implementation Date:	Immediately or new AY catalog 2018-19		
<input type="checkbox"/>	Graduate Level	<input type="checkbox"/>	Undergraduate Level	<input type="checkbox"/>	Law Level	Credit Requirement:	18
Are new courses being created: (circle your response)				<u>No</u>	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:	14.0101	Degree:	
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	Manufacturing Engineering
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

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

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:

2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
3.	How will you ensure that the assessment findings will be used to improve the program?
4.	What direct and indirect measures will be used to assess student learning?
5.	When will assessment activities occur and at what frequency?

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.

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 Science
Name of Department(s) or Area(s):	Statistical Science

Program Identification for Proposed New or Modified Program:

Program Title:	BS Statistics				
Degree:	BS	Degree Designation	X	Undergraduate	Graduate
Indicate if Online Program:	Yes		No X		
CIP code (consult IR /Registrar):	27.0501 General Statistics				
Proposed Starting Date:	Summer 2018				
Geographical Delivery:	Location(s)	Moscow, ID	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 proposing creation of a Bachelor of Science degree in Statistics in the Department of Statistical Science. This degree will have two options: the General option and the Actuarial Science option. The Actuarial Science option is being directly transferred from the option of the same name from the BS in Mathematics, while the General option will be similar to the Applied Statistics option in the BS Mathematics degree, with curricular changes. We are essentially planning to transfer two options in the current BS in Mathematics to create a BS in Statistics. This move will give the degree a higher profile, more flexibility, and will move it into the department where it most naturally resides and where advisors are experts in the area and understand course content and appropriateness for career and future goals 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.

*These two degree options have good graduation numbers as options within the BS degree in Mathematics. Given more visibility and tailored to the needs of data-rich fields, the degree will meet an important demand in many fields. The field of Statistics is a major part of emerging areas such as Data Science and Analytics. As noted in the market analysis by Hanover, "... **statistics graduates will require a broader range of skills**" to fill future Data Science positions. The newly configured General option will be very flexible, allowing students to acquire a variety of skills. Having faculty from the Department of Statistical Science direct this degree will open new possibilities for students in the areas of undergraduate research and the ability to tailor the degree to their interests.*

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

List the job titles for which this degree is relevant:

- 1. Statistician*
- 2. Actuary (for the Actuarial Science option)*
- 3. Insurance Underwriter*
- 4. Data Analyst*
- 5. Data Scientist*
- 6. Statistical Programmer*

7. Survey Researcher
8. Mathematician
9. Any other fields where data is used

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)			Regionally, 240/year a
State	21 /year b		
Nation		1640/year c, d, e	f, g

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

- a. From the market analysis by Hanover, by selecting the occupations 'Actuary,' 'Statistician,' Insurance Underwriter', and 'Survey Researcher' which were used in their report. However there are many other job titles that pertain to this degree, such as Data Scientist, Data Analyst, and Statistical Programmer.
- b. The State DOL data was obtained by selecting the occupations 'Actuary,' 'Statistician,' Insurance Underwriter', and 'Survey Researcher' which were used in the external report by Hanover Research. However there are many other job titles that pertain to this degree, such as Data Scientist, Data Analyst, and Statistical Programmer.
- c. using <https://www.bls.gov/ooh/math/statisticians.htm> and
- d. <https://www.bls.gov/ooh/math/actuaries.htm> and
- e. <https://www.bls.gov/ooh/life-physical-and-social-science/survey-researchers.htm>
In each case the 10 year job change was divided by 10 to obtain a yearly change.
- f. Many surveys of best careers include both Statisticians and Actuaries. For example, Careercast.com's report on the best jobs of 2016 (<http://www.careercast.com/jobs-rated/jobs-rated-report-2016-ranking-200-jobs>) has Data Scientist as #1, Statistician as #2, and Actuary as #10.
- g. Statisticians are listed as one of the five fastest growing occupations requiring a Bachelor's degree or higher, https://www.bls.gov/emp/images/top_occupations.jpg

- 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**.

Initially these two options will have enrollment numbers similar to the analogous options for the BS degree in Mathematics. With greater visibility and tailoring of the General option for Data Science and other applications, enrollment should grow. Nationally, the bachelor's degree in statistics is one of the fastest growing majors, with a 40% growth between 2009 and 2011 (<http://magazine.amstat.org/blog/2013/05/01/stats-degrees/>) .

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

More and more data is being collected in many fields. The demand for graduates who are trained to understand these data sets will grow. Each year representatives and recruiters come to the University of Idaho and request to meet with our Actuarial Science and Statistics majors as they are looking to hire and have hired our graduates in the past.

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

Statisticians are in demand in virtually every field to understand information, from both large and small data sets. Societal benefits accrue from the proper collection and accurate reporting of data, and cultural benefits can come from, for example, being able to accurately report information to citizens and stakeholders.

e. If Associate's degree, transferability:

N/A

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

Using data from the external report by Hanover Research:

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
University of Idaho	B.S. in Statistics	Proposed program
Idaho State University	B.S. in Statistics	Department of Mathematics and Statistics

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
University of Northern Colorado	B.S. Mathematics, Applied Statistics	School of Mathematical Sciences
Montana State University	Mathematical Sciences, Statistics option	Department of Mathematical Sciences
University of Montana	B.A. Mathematics, Statistics option	Department of Mathematical Sciences
Washington State	B.S. Mathematics, Actuarial Science	Department of Mathematics and Statistics

University	option	
University of Wyoming	B.S./B.A. Statistics	Department of Statistics
BYU Idaho	Bachelor's in Mathematical Sciences with Applied Statistics emphasis	Department of Mathematics

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

The Applied Statistics and Actuarial Science options have existed within the B.S. in Mathematics at the University of Idaho for many years, so there is no new duplication from this proposal.

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

Our vision statement describes where the university plans to arrive within the next decade: "The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds." Virtually every field of study needs people with statistical skills, and our ability to provide degrees in this field aligns with our institutional mission of economic impact. Regarding the strategic plan, this new program will provide new opportunities for students to engage in undergraduate research (Strategic Plan Goal 1).

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.

External Program Review, along with ongoing annual planning and academic outcomes assessment are steps to ensure quality of the program. Although there is no specialized accreditation process for Statistics programs, External Program Reviews are conducted on a seven-year cycle and academic outcomes assessments occur annually.

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**.

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.	24 – 39
Credit hours in required courses offered by other departments:	14 - 33
Credit hours in institutional general education curriculum	36
Credit hours in free electives	32 - 36
Total credit hours required for degree program:	120

The range of credits required in Statistics as well as in other departments varies according to student interests. Four elective courses are required in the General option, and they can be all from Statistics, or all from Mathematics, or mostly in computer science courses in several departments. The likely net effect of this reconfigured Statistics General option in comparison to the Statistics option currently in the BS degree in Mathematics should be that some more credit hours occur in Statistics courses that formerly were in Mathematics courses.

- 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.

A Senior Experience course is required of all majors. We will create a Senior Experience course for Statistics majors to enable them to work in teams to collect, process, and analyze data for research studies. This will be a three-credit course.

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.

- 1. The student can apply fundamental theory in probability and statistical inference.*
- 2. The student can apply and evaluate statistical models.*
- 3. The student can apply statistical computing skills for data analysis and data science.*
- 4. The student has developed effective communication skills.*

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.

Our assessment plan will align the learning outcomes with specific courses in the program. From the set of learning outcomes shown above, LO 1 would align with skills from Math 451 and Stat 452, LO 2 aligns with skills from Stat 422 and Stat 437, LO 3 aligns with skills from Stat 426 and Stat 427, and LO 4 aligns with skills developed in projects in several courses as well as the Senior Experience course. Specific exam questions and project outcomes could be used to measure LO attainment. We already have a similar system in place for assessment of our MS degree. Exam questions and projects will be selected and data will be collected yearly for each outcome. Instructors of these courses will select exam questions and/or projects and present findings in our yearly faculty meeting on assessment. Initially we will collect data on all students in the major, and we may consider sampling students as the program grows. We will start with a set of benchmarks similar to those in our MS program (e.g. At least 70% of majors have a satisfactory score on the given exam questions/projects), and consider adjustments as we collect more data.

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

Yearly evaluation of direct and indirect measures will point out areas that can benefit

from improvement. As outlined above, learning outcomes are mostly aligned with specific courses. If benchmarks are not attained for a specific learning outcome, the faculty will discuss this at our annual meeting on assessment. The instructors of LO-aligned courses will play an important role in these discussions. If benchmarks for a particular outcome are not attained, then faculty discussion may lead to the suggestion that more time be spent on particular topics, or that they be presented in different ways in aligned courses, for example.

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

As mentioned above, measures would come from courses aligned with specific learning outcomes. For LO's 1 – 3, our initial direct measures would come from selected exam questions in the aligned course as indicated above. For LO 4, a direct measure could come from student work in the Senior Experience course, or based on the student's ability to explain findings in a written report or oral presentation in courses such as Stat 437: Design of Experiments. Our initial indirect measures for each LO will come from exit interviews, with more indirect measures to be possibly added later.

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

We plan to assess all LOs on a yearly basis. Most of these courses are taught once per year, so some outcomes would have data collected in the Fall semester while others would have data collected in the Spring semester. The yearly faculty assessment meeting will occur either in late Spring or early Fall. Changes to the program suggested by assessment results can then be implemented in courses the next time they are taught.

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)			
	FY12	FY13	FY14	FY15 (most recent)	FY12	FY13	FY14	FY15 (most recent)
BSU								
ISU					2	2	7	4

UI	34	34	39	31	4	10	9	9
LCSC								

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

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name:											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY19 (first year)	FY20	FY21	FY22	FY23	FY24	FY19 (first year)	FY20	FY21	FY22	FY23	FY24
31	35	40	45	50	55	7	8	10	11	12	14

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 initial enrollment projections are based on the number of students in the existing options in the B.S. degree in Mathematics. Future projections are based on assuming modest increases over time, which seems reasonable given the increasing numbers nationally. Enrollment increases will fit within existing course capacity for the first several years. Beyond the first several years a few courses may need an extra section each year. Initial recruitment efforts will be to create a brochure describing the new degree and its options to be used in College of Science recruiting events.

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?

Versions of these two options currently exist as options in the BS degree in Mathematics. Those options, with edits, will become the two options in this new BS degree in Statistics. Thus there is already a record of steady enrollment in these options, which will increase as the General option in the BS Statistics degree attracts a more diverse population of students. Even if these two options were to suddenly suffer a drop in enrolled students (reversing the steady enrollments of at least 15 years and at odds with national trends), almost all of the actual courses offered by Statistics faculty would still be needed for other programs across campus. For example, the Stat 507 Experimental Design course (which will now be joint listed as Stat 437/507) has 21 students in Fall 2017, only five of whom are in undergraduate or

graduate Statistics programs. If both degree options were to suffer sustained drops, the senior experience course that we will create would discontinue if the BS degree were discontinued, but those are the only likely curricular actions that would result.

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.

b.
Our current space should be sufficient, since this degree is replacing existing degree options.

c. 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?

No additional impact is expected.

d. 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.

A small amount of money will be needed to provide support for recruiting, undergraduate research, having a Statistics club, and other student activities. According to our calculations, a small increase in enrollment would more than pay for this additional support if funds are reallocated to the department.

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 library resources at the University of Idaho are adequate. There should be very little impact as this degree is similar to the options it would replace.

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.

Existing resources should be adequate.

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?

*Our proposed budget (outlined on the Budget spreadsheet) requests a modest amount of funding for two objectives. The first objective is for Statistics to take over funding for Math 455, which is a course taught to Actuarial Science students. Currently Mathematics provides funding to staff the course. The second objective is funding to support creation of a Statistics capstone course, which will entail buying out a faculty member from a different course. The Statistics capstone course is expected to be highly interdisciplinary and may attract students from multiple majors. **Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.*

Existing instructional, support, and administrative resources should be adequate for everything except the three funding objectives listed above.

- b. **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?

This program would likely lead to enrollment increases in several Statistics courses, but these courses could accommodate projected increases for at least the first three or four years, at which point one or two new sections may be needed.

- c. **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.

Our proposal lists only resources to offer one new course (a capstone course) and to take over funding for an existing course (Math 455). With the proposed increased funding, personnel can be identified to cover these 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?

A funding source will need to be identified, but anticipated enrollment increases will more than pay for this funding if a portion of the revenue is allocated to the department

- 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.

Unknown.

- 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?

NA

d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

General degree costs: For a degree completed in 4 years:

Idaho Residents: \$28,928

Non-Idaho Residents: \$88,160

Additional Web-based courses: ~\$210 Stat 251 or 301, Stat 431.

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).

Statistics B.S.

Basic Courses (14 cr)

MATH 170	Analytic Geometry and Calculus I	4 cr
MATH 175	Analytic Geometry and Calculus II	4 cr
MATH 275	Analytic Geometry and Calculus III	3 cr
MATH 330	Linear Algebra	3 cr

A. General Option

Statistics Courses (21 cr)

STAT 301	Probability and Statistics	3 cr
STAT 422	Sample Survey Methods	3 cr
STAT 431	Statistical Analysis	3 cr
STAT 436	Applied Regression Modeling	3 cr
STAT 437	Experimental Design	3 cr
STAT 451	Probability Theory	3 cr
STAT 452	Mathematical Statistics	3 cr

Computer Courses (6 cr):

CS 120	Computer Science I	4 cr
STAT 427	R Programming	3 cr
STAT 426	SAS Programming	3 cr
Other approved Courses		

Major Electives (12 cr):

CS 479	Data Science	3 cr
MATH 310	Ordinary Differential Equations	3 cr
MATH 428	Numerical Methods	3 cr
MATH 437	Mathematical Biology	3 cr
MATH 438	Mathematical Modeling	3 cr
MATH 471	Introduction to Analysis I	3 cr
MIS 455	Data Management for Big Data	3 cr
MIS 555	Data Management for Big Data	3 cr
STAT 456	Quality Management	3 cr
STAT 535	Intro to Bayesian Statistics	3 cr
STAT 514	Nonparametric Statistics	3 cr
STAT 517	Statistical Learning & Predictive Modeling	3 cr

Capstone (3 cr):

MATH 415	Cryptography	3 cr
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B. Actuarial Science and Finance Option

Math Courses (9 cr):

MATH 310	Ordinary Differential Equations	3 cr
MATH 451	Probability Theory	3 cr
MATH 452	Mathematical Statistics	3 cr

400-Level Math Courses (9cr):

MATH*	Additional Math Courses	9 cr
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*Three additional courses chosen from Math courses numbered 400 and above. May include STAT 422.

Supporting Courses (12 cr):

ACCT 201	Introduction to Financial Accounting	3 cr
ACCT 202	Introduction to Managerial Accounting	3 cr
FIN 301	Financial Resources Management	3 cr
STAT 431	Statistical Analysis	3 cr

One of the Following (4-6 cr):

ECON 201	Principles of Macroeconomics	3 cr
ECON 202	Principles of Microeconomics	3 cr
OR		
ECON 272	Foundations of Economic Analysis	4 cr

One of the Following (3-4 cr)

CS 112	Computational Thinking and Problem Solving	3 cr
CS 120	Computer Science I	4 cr

One of the following (3 cr)

STAT 251	Statistical Methods	3 cr
STAT 301	Probability and Statistics	3 cr

One of the Following (1-3 cr)

BUS 339	Spreadsheet Modeling	1 cr
STAT 426	SAS Programming	3 cr

At least three courses selected from the following (7-9 cr)

FIN 302	Intermediate Financial Management	3 cr
FIN 381	International Finance	3 cr
FIN 408	Security Analysis	3 cr
FIN 463	Portfolio Management	3 cr
FIN 464	Derivatives and Risk Management	3 cr
FIN 465	Introduction to Market Trading	3 cr
FIN 469	Risk and Insurance	3 cr

ECON 351	Intermediate Macroeconomic Analysis	3 cr
ECON 352	Intermediate Microeconomic Analysis	3 cr
MATH 455	Applied Actuarial Science	1 cr

One of the Following (3 cr):

STAT 433	Econometrics	3 cr
STAT 550	Regression	3 cr

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 19</u>		<u>FY 20</u>		<u>FY 21</u>		<u>FY 22</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments			2	2	5	5	8	8
B. Shifting enrollments	31	31	31	31	35	40	45	45
Total Enrollment	31	31	33	33	40	45	53	53

II. REVENUE (Scenario B only)

	<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>		<u>FY 22</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0.00							
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments			\$10,692.28		\$26,730.70		\$42,769.12	
5. Student Fees								
6. Other (i.e., Gifts)								
Total Revenue	\$0	\$0	\$10,692	\$0	\$26,731	\$0	\$42,769	\$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 19</u>		<u>FY 20</u>		<u>FY 21</u>		<u>FY 22</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	1.0							
2. Faculty	\$8,000.00		\$8,000.00		\$8,000.00		\$8,000.00	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel								
8. Fringe Benefits	\$2,072.000 #		\$2,072.000		\$2,072.000		\$2,072.000	
9. Other:								
Total Personnel and Costs	<u>\$10,072</u>	<u>\$0</u>	<u>\$10,072</u>	<u>\$0</u>	<u>\$10,072</u>	<u>\$0</u>	<u>\$10,072</u>	<u>\$0</u>

	<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>		<u>FY 22</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies	\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	<u>\$2,000</u>	<u>\$0</u>	<u>\$2,000</u>	<u>\$0</u>	<u>\$2,000</u>	<u>\$0</u>	<u>\$2,000</u>	<u>\$0</u>

	<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>		<u>FY 22</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>		<u>FY 22</u>	
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
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>\$12,072</u>	<u>\$0</u>	<u>\$12,072</u>	<u>\$0</u>	<u>\$12,072</u>	<u>\$0</u>	<u>\$12,072</u>	<u>\$0</u>
Net Income (Deficit)	<u>-\$12,072</u>	<u>\$0</u>	<u>-\$1,380</u>	<u>\$0</u>	<u>\$14,659</u>	<u>\$0</u>	<u>\$30,697</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 assuming an increase in enrollment after publicizing the new degree
I.B	FTE is calculated using numbers from the existing options in the BS degree in Mathematics
II.4	Tuition revenue is calculated using data from the UI Budget Office
III.A. 1,2,8	These costs are associated with the Statistics Department funding the Math 455 course formerly funded by the Mathematics Department, and
III.B.5	These costs are associated with funding recruiting events, student events, and undergraduate research

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:	Christopher Williams	Email:	chrisw@uidaho.edu
College:	Science		
Department/Unit:	Mathematics		
Dept/Unit Approval Date:	09/14/2017	Vote Record:	Unanimous
College Approval Date:	9/28/17	Vote Record:	Unanimous
Primary Point of Contact:	Jana Joyce	Email:	jjoyce@uidaho.edu
Briefly describe the change you are requesting:	Discontinuing the Applied—Actuarial Science and Financial option.		

What is the financial impact of the requested change?

Greater than \$250,000 per FY:	<input checked="" type="radio"/>	Less than \$250,000 per FY:
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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.

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 proposal is to discontinue the Applied—Actuarial Science and Finance option within the BS degree in Mathematics. This option will be moved to the Department of Statistics as one of the two options under the new BS degree in Statistics. The change is being made because the Actuarial option is more aligned with the interests and experience of the Statistics faculty, who have a better background to be advisors for this option.

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.

<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)				<input type="checkbox"/> No	<input type="checkbox"/> 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:	Mathematics	CIP Code:	27.0101 (major all options)	Degree:	BS
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Enter the name of the program component in the appropriate row:

Option:	Applied – Actuarial Science and Finance Option
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

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

The actuarial science and finance option prepares students for the examinations administered by the actuarial societies.
--

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

3. How will you ensure that the assessment findings will be used to improve the program?
4. What direct and indirect measures will be used to assess student learning?
5. When will assessment activities occur and at what frequency?

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	
*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					
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.

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:	Christopher Williams	Email:	chrisw@uidaho.edu
College:	Science		
Department/Unit:	Mathematics		
Dept/Unit Approval Date:	09/14/2017	Vote Record:	Unanimous
College Approval Date:	9/28/17	Vote Record:	Unanimous
Primary Point of Contact:	Jana Joyce	Email:	jjoyce@uidaho.edu
Briefly describe the change you are requesting:	Discontinuing the Applied—Statistics option.		

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.

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 proposal is to discontinue the applied—statistics option. The purpose of this option was to provide undergraduate students interested in statistical science with opportunities to obtain a BS degree in Mathematics with emphasis in Statistics. However, the Department of Statistics proposes establishing its own undergraduate program in Statistics. Thus the discontinuation of the statistics option avoids duplicate efforts.

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.

<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)		<input type="checkbox"/> No <input type="checkbox"/> 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:	Mathematics	CIP Code:	27.0101 major and all options	Degree:	BS
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Enter the name of the program component in the appropriate row:

Option:	Applied – Statistics
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

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

This option encompasses course work in designing and analyzing experiments, interpreting surveys, and exploring relationships among variables observed on social, physical, and biological phenomena and allows the student to develop data analysis tools for such diverse areas as business, biological sciences, human behavior, education, engineering, and natural resource.

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:

2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
3. How will you ensure that the assessment findings will be used to improve the program?
4. What direct and indirect measures will be used to assess student learning?
5. When will assessment activities occur and at what frequency?

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	
*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	
Coeur d'Alene	
Boise*	
Idaho Falls*	

Other**		Location(s):	
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*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.

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:	Leontina Hormel, Director of Women's & Gender Studies	Email:	lhormel@uidaho.edu
College:	CLASS		
Department/Unit:	Women's and Gender Studies (interdisciplinary minor program, not governed by department)		
Dept/Unit Approval Date:	August 29, 2017	Vote Record:	16 yes/1 abstention
College Approval Date:	9/27/17	Vote Record:	7 yes/0 no/abstention
Primary Point of Contact:	Leontina Hormel	Email:	lhormel@uidaho.edu
Briefly describe the change you are requesting:	We wish to change the current name for our minor "Women's and Gender Studies" to "Women's, Gender, and Sexuality Studies." Attached forms indicate change of subject prefix and course titles for WGSS courses, as well as updated curriculum and description of minor program.		

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

Describe the financial impact: None

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 Sexuality to our program's title allows us to feature a subject area faculty have already been building into existing course curricula and courses that are being entered into our curriculum next year. This will not add workload or any other additional resources, since this is an interdisciplinary program relying mostly on multiple departments' existing courses.

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:	Women's and Gender Studies
New Name:	Women's, Gender, and Sexuality Studies
Current Degree:	Minor Program
New Degree:	
Other Details:	

Effective Date:	Summer 2018
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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 (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	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:		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:	
Teaching Endorsement (Major/Minor):	

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

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Learning Outcomes and Assessment Information

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

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

2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
3. How will you ensure that the assessment findings will be used to improve the program?
4. What direct and indirect measures will be used to assess student learning?
5. When will assessment activities occur and at what frequency?

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	
*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	
Coeur d'Alene	
Boise*	
Idaho Falls*	

Other**		Location(s):	
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*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.

September 27, 2017

Memo

To: Office of the Registrar

From: Leontina Hormel, Director, Women's and Gender Studies

RE: Program Name Change and Subsequent Prefix Change for 2018-2019 catalog and beyond

Affiliate faculty have voted to change the name of the Women's and Gender Studies minor program to Women's, Gender, and Sexuality Studies. To avoid confusion when students seek opportunities to enroll in minor program courses, I request the courses currently attached to the former Women's Studies minor program (prefix WMST) be updated to WGSS (Women's, Gender, and Sexuality Studies). This would require changes to seven existing courses in our minor program, which are documented in this memo and necessary catalog revisions are attached to this memo to assist the process of applying consistent language and revisions that will be reflected in the 2018-2019 catalog.

The name change for the minor was approved September 27, 2017 by the CLASS Curriculum Committee.

PROGRAM IN WOMEN'S AND GENDER STUDIES:

1. Change the following courses:

WmSt 201 Introduction to Women's, ~~and~~ Gender, and Sexuality Studies (3 cr)

Gen Ed: Humanities, American Diversity

Survey of and introduction to the study of women's lives and the social construction of gender and sexuality across times and cultures. Thematic examination of the diversity of women's experiences in families, at work, with the law, in health care, in literature, in the media, in language; exploration of differences and similarities, including ethnicity, sexuality, class, and age. Examination of ideals of femininity and masculinity in the US and elsewhere.

WmSt 367 (s) Topics in Women's, ~~and~~ Gender, and Sexuality Studies (3 cr, max arr)Topical examination of issues in women's, ~~and~~ gender, and sexuality studies.**WmSt 498 (s) Internship in Women's, ~~and~~ Gender and Sexuality Studies (1-6 cr, max arr)**

Directed student internship in approved setting relevant to women's, ~~and~~ gender, and sexuality studies with campus, local, national, or international organizations or offices. Various credits depending on the length and type of internship.

Prereq: WGSS 201, Permission of the Coordinator of Women's, Gender, and Sexuality Studies**Available via distance:** No**Geographical Area:** Moscow

Rationale: Affiliate faculty have voted to change Women's and Gender Studies minor program title to Women's, Gender, and Sexuality Studies. All titles in earlier titled program must be revised to reflect the new program title.

2. Make the following curricular changes to the **Women's and Gender Studies Minor:**

WMST 201	Introduction to Women's and Gender Studies	3 cr
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Elective Courses

~~Select Chosen from~~ a minimum of three different subject prefixes from the list of courses below ~~two~~ disciplines (15 cr):

<u>ANTH 428</u>	<u>Social and Political Organization</u>	<u>3 cr</u>
COMM 432	Gender and Communication	3 cr
<u>ENGL 382</u>	<u>Queer Literature</u>	<u>3 cr</u>
ENGL 481	Women's Literature	3-6 cr - Max 98 cr
FCS 240	Intimate Relationships	3 cr
FCS 340	Parent-Child Relationships in Family and Community	3 cr
<u>FCS 346</u>	<u>Personal and Family Finance and Management</u>	<u>4 cr</u>
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
FCS 462	Eating Disorders	2 cr
HIST 357	Women in Pre-Modern European History	3 cr

HIST 420	History of Women in American Society	3 cr
JAMM 340	Cultural Diversity and the Media	3 cr
<u>JAMM 441</u>	<u>Women in the Media</u>	<u>3 cr</u>
<u>Phil 405</u>	<u>Feminism and Philosophy</u>	<u>3 cr</u>
POLS 423	Politics, Policy and Gender	3 cr
PSYC 315	Psychology of Women	3 cr
PSYC 320	Introduction to Social Psychology	3 cr
<u>SOC 240</u>	<u>Global Sociology: Gender, Race, and Class Around the World</u>	<u>3 cr</u>
SOC 301	Introduction to Diversity and Stratification	3 cr
SOC 325	Family, Violence, and Society	3 cr
<u>SOC 327</u>	<u>Sociology of the Family</u>	<u>3 cr</u>
<u>SOC 342</u>	<u>Gender and Science</u>	<u>3 cr</u>
<u>SOC 421</u>	<u>Gender and Crime</u>	<u>3 cr</u>
<u>SOC 424</u>	<u>Sociology of Gender</u>	<u>3 cr</u>
SOC 427	Racial and Ethnic Relations	3 cr
<u>SOC 424</u>	<u>Sociology of Gender</u>	<u>3 cr</u>
<u>WGSS 367</u>	<u>Topics in Women's, Gender, and Sexuality Studies</u>	<u>3 cr</u>
<u>WGSS 404</u>	<u>Special Topics</u>	<u>cr arr</u>
<u>WGSS 410</u>	<u>Feminist Theory and Action</u>	<u>3 cr</u>
<u>WGSS 498</u>	<u>Internship in Women's, Gender, and Sexuality Studies</u>	<u>1-6 cr</u>
WMST <u>WGSS</u> 499	Directed Study	1-16 cr
<u>WGSS 502</u>	<u>Directed Study</u>	<u>1-16 cr</u>

ENGL 481: May be retaken once to total 6 credits.

Courses to total 18 credits for this minor

With prior approval of the Women's and Gender Studies committee, a student may also include credit from survey courses, special topics courses, or seminars meeting the guidelines for inclusion of courses in a Women's and Gender Studies minor. No more than 3 credits may count toward both the student's major and minor.

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

Geographical Area: Moscow

Rationale: Minor Program Title Change and Course Prefix: A majority of Affiliate Faculty for Women's and Gender Studies voted in favor of changing the Minor Program Title to expand the program's inclusivity for University of Idaho students and to reflect courses and course content that are increasingly available at University of Idaho.

To create consistency between the Minor Program Title and Course Prefixes within the Minor Program, we want to change the prefix from "WMST" to "WGSS."

Course Additions to Curriculum update offerings, which reflect the growth of faculty and disciplinary contributions in the areas of Women's, Gender, and Sexuality Studies.

Formatted Table

UCC-18-013

Affiliate Faculty wish to remove the requirement that “No more than 3 credits may count toward both the student's major and minor.” We wish to move toward a program that enables student completion of the minor, which allows them to focus on Women's, Gender, and Sexuality Studies within their majors and receive recognition for this specialization. The program still requires that students take electives from at least three disciplines.

These changes strengthen the coherence of our program mission and improves students' chances at successful and timely completion.

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 Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th 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 when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	College of Business and Economics		
Department/Unit:	Business		
Dept/Unit Approval Date:	9/12/17	Vote Record:	unanimous
College Approval Date:	9/28/17	Vote Record:	21-0, 1 abstain
CIP code (Consult Institutional Research):	520201		
Primary Point of Contact (Name and Email):	Daniel Eveleth, College Curriculum Committee Chair, eveleth@uidaho.edu		
Briefly describe the change you are requesting:	Add an option in Entrepreneurship and Small Business Management to the Management and Human Resource Major		

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of 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.

Rationale

We propose to create an **Entrepreneurship and Small Business Management** option within the existing Management and Human Resource major. Currently, there are two emphases in the major: 1. Management and 2. Human Resources. The focus of the Management emphasis is to help students develop the cross-disciplinary knowledge and skill needed to manage successfully in any organization, large or small, for-profit or non-profit, government or private sector. Graduates with this emphasis often join organizations through management-training programs at companies such as Target, Starbucks, Enterprise Rental, Northwestern Mutual, Costco, NAVSEA, Consolidated Electrical Distributors, Nike, ConAgra and others. To meet the needs of this employer market, the management-emphasis curriculum is specifically designed to help students develop some breadth across all of the business functions (i.e., in addition to the college core courses and a core set of management courses, students are required to take an additional information technology course, an additional marketing course, an additional human resources course, an additional accounting or finance course, and an additional operations management course).

The focus of the Human Resource emphasis is to help students develop the knowledge and skill needed to help organizations attract, develop and retain the talent that is needed for any organization to develop and sustain a competitive advantage. Graduates with this emphasis often join organizations in roles as human resource generalists, recruiters, recruiting coordinators, and training and development specialists at companies such as Amazon, St. Luke's Health System, Micron, Stryker, Schweitzer Engineering Laboratories, Starbucks, and Saint Alphonsus Health System.

This emphasis differs from the management emphasis with respect to depth and breadth. Specifically, while the management emphasis prepares students to be successful in careers that require cross-disciplinary knowledge and skill (i.e., breadth) the human resource emphasis provides depth in human resource knowledge and skills.

Idaho is often listed among the best places to live and among the “friendliest” places to start and grow a business. The Entrepreneurship and Small Business Management option is designed for the individual who wants to expand and strengthen an existing business (e.g., a family business) or to launch and manage a business through the startup phase and beyond. While entrepreneurs and small business owners benefit from some of the same knowledge and skills needed by professional managers and human resource professionals (i.e. the reason why this emphasis is in the MHR major), entrepreneurs and small business owners need to be visionary, be willing and able to take risks and be able to notice and react to opportunities and to put ideas into action. As described below, the components of this option (i.e. entrepreneurship certificate, a core set of management courses, and the flexibility to tailor the program with electives) are designed to help students with this need to be visionary, opportunity-seeking, and action-oriented; making it significantly different from the other two emphases. In addition, the opportunity to explore and test their ideas in the context of the entrepreneurship elevator and business-plan competitions helps student develop a network of colleagues and experts to draw from in the future; something critical to their future success, which is less critical for the professional manager who will likely seek a position in a Target, Starbucks, Boeing, Costco, etc. type organization where it will be possible to build an internal network.

This option builds upon the existing Entrepreneurship Undergraduate Academic Certificate, which provides an excellent foundation on how to design and implement a new business, product or process. In addition to the knowledge and skills students gain from completing the requirements for the certificate the option helps students think about how to manage, sustain and grow the business beyond the initial start-up or initial introduction of a new product or process in an existing business. Thus, the primary ‘value-added’ beyond the entrepreneurship certificate is learning how to apply the ‘management’ principles and practices that are needed to successfully manage an ongoing business. An additional ‘value-added’ in this option is the ability for the student (using specialized electives) to customize their study to an industry or discipline (e.g., nonprofit, technology, agriculture, hospitality, health, services, recreation, event planning) that is relevant to their business idea (i.e., for the aspiring entrepreneur) or existing business (e.g., for a family business). Finally, another tangible benefit of “going on” for an aspiring entrepreneur or member of an existing family business is the opportunity to build a strong professional network among future business leaders who will be studying with them in the College of Business and Economics. A long-held finding in entrepreneur-oriented research is a positive correlation between the size and strength of the business-owner’s or the entrepreneur’s professional network and business success.

Interest in the entrepreneurship courses and events at UI has been strong, with demand for the primary courses (i.e., ENTR 414 and ENTR 415) ranging from 120 to 150 students per year. In addition, each year the “Elevator Pitch” competition that is held on campus routinely brings together over 200 students and 50 business professionals. There is always a lot of energy and excitement during the competition because it provides students the opportunity to test and develop their ideas and to learn from successful professionals in a less formal setting. Each year, approximately 50 of the 200 students who participate in the competition are from colleges outside the CBE; providing further evidence of the level of interest among current UI students in entrepreneurship. And, along with the entrepreneurship courses, the opportunity to earn a certificate, and the pitch competition, the university hosts a popular business-plan competition that attracts student teams from across campus with the opportunity to showcase business ideas that range from new technologies and processes to traditional retail, manufacturing, or service ventures, and new products that address solutions to social problems or adopt a mission of creating and sustaining social value. In short, the level of participation in entrepreneurship-related curriculum and co-curriculum activities has been robust and provides opportunities across a breadth of for-profit and non-profit ideas; giving further support for the potential interest in this new option.

Therefore, our primary goals for this option are to:

1. Increase the go-on rate by offering a program that will attract: 1. First-Generation students (primarily) who are interested in developing entrepreneurial and management skills and experience that they can use to grow and sustain their families’ businesses; and 2. Students who want to launch and then manage a new business.

2. Help future Idaho entrepreneurs and small business owners prepare to effectively launch, sustain and/or grow their businesses, thereby contributing to the state’s economy; an economy that relies heavily on new and small businesses.

With respect to family businesses “less than one third of family businesses survive the transition from first to second generation ownership. Another 50% don’t survive the transition from second to third”. The “biggest issue with many family businesses is that they get stuck doing things the same way they have operated for years even when the business outgrows that structure” (Forbes, 2013).

Consistent with the conclusions drawn in the Forbes article, a 2012 Harvard Business School study found that a major reason why family businesses fail is because the family is “ill-equipped to handle complex business issues” that become more pronounced as a business grows. And, often the challenges are “critical strategic challenges”.

96.6% of Idaho businesses are small businesses with fewer than 500 employees. In Idaho, about 56% of employees work for small firms with fewer than 500 employees and 43% work for firms with fewer than 100 employees. On the national stage, family businesses generate over 50% of the US Gross National Product (GNP).

Therefore, by offering a program that builds upon the College of Business and Economics strong cross-disciplinary core curriculum and by providing students the opportunity to develop their entrepreneurial thinking and management knowledge and skills they will be well prepared to start and manage a new business or help their existing family businesses grow. In addition to the curriculum-oriented benefits of this option, students in this option will have easy access to a management faculty advisor, the Director of Idaho Entrepreneurs and experts and judges who give feedback in business plan competitions. Based upon anecdotal evidence that our college advisors hear from potential students across the state, it is clear that a major hurdle for some to make a commitment to a four-year degree is clear evidence of the value that they will gain from their commitment to “going on”. The College’s strong core, the Entrepreneurship certificate, the management-oriented courses and the access to faculty and other experts that are all packaged in this major and option provide identifiable evidence that can be used to justify a family member in a family business ‘going-on’.

With respect to those potential students who are interested in starting a new business, evidence suggests that the ‘management’ aspects of this option are just as important as the ‘entrepreneurial’ aspects. For examples,

- According to one study, “among the successful business-owning Millennials studied in the research, some 78% come from families with a history of running their own businesses” and therefore had some familiarity with effective entrepreneurial and management practices. In addition, the “report found that retail (12.5%), professional services (8.5%) and technology (7.3%) were the top three wealth creation sectors among Millennials, while financial services, social media and e-commerce were identified as industries of the future. Also, “the report found that their (successful) operations typically have more resources, with an average headcount of 122.2 staff members compared to 29.9 for Baby Boomers” thus, placing a greater option on the need for strong leadership and management skills.
- The Small Business Administration says that the small-business owners who are successful at “starting & managing” a business have leadership skills, the ability to make effective decisions and the knowledge and skill needed to manage employees; and they have the ability to bring together all of the functional areas (e.g., finance, accounting, human resources, marketing, information technology) in order to run and grow the business.
- “Poor management” is often cited as the number one reason for small business failure.

The potential demand for an option that can be used by existing or potential small-business owners is not insignificant. According to the most recent U.S. Census Survey results:

- Small Business accounts for 60 to 80 percent of all new jobs in America
- 28.2% of small businesses are family-owned
- 1 in 2 are home-based

- 31.7% of small business owners are between the ages of 25 and 44.
- 50.8% of small business owners have a four-year degree
- 46.9% of small business owners are involved in managing day-to-day operations.
- 75.4% of small businesses have full-time paid employees.

Therefore, to help students develop the needed knowledge, skills and experiences the proposed curriculum has the following components:

1. "...the ability to **bring together all of the functional areas**" and the ability to "handle complex business issues" come from completing the College Core Requirements which are cross-disciplinary in nature and decision-making focused.
2. Students will develop **entrepreneurial thinking** that is required for starting new businesses or developing new processes or products for existing businesses by completing the requirements of the existing Entrepreneurship Undergraduate Academic Certificate.
3. Students will develop the needed **management skills** and knowledge by completing four management courses (MHR 311, 411, 417, 418) that build on the two management courses in the college curriculum (i.e., MHR 310 – leadership, Bus 490 – strategic management).
4. Students will develop deeper **knowledge in areas that are unique to their existing or intended business, market, industry** by taking six approved elective credits from outside or inside the college.
5. The ability to **explore/test ideas** for their existing business or business concept and the opportunity to **build a professional network** will come from collaborating with students and business professionals during the entrepreneurship competitions, interactions with the Director of Idaho Entrepreneurs, one-on-one advising with a management professor, and interacting with other future leaders in their management and other college courses.

Workload and Admission requirements

The program is designed to use existing resources. All College of Business and Economics (CBE) courses for the option exist, have unused capacity and are offered regularly. And, given the fact that a goal of this proposed option is to attract students to the university and the program who have particular interests in starting their own business or taking over an existing small or family business, we imagine that the contributions of Entrepreneurship and Small Business students in the existing courses will add to the diversity of experiences; thereby benefiting all students and faculty in the relevant courses.

The admission requirements for this option will be the same as existing requirements for entry into the CBE.

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. 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.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

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 Track Change or 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.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	Summer 2018	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	120	
Are new courses being created:		No	<input checked="" type="checkbox"/>	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:	Management and Human Resources	Degree:	BSBus
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Enter the name of the program component in the appropriate row:

Option:	Entrepreneurship and Small Business Management
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

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, 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:
<p>Entrepreneurship-Oriented Learning Objectives:</p> <ol style="list-style-type: none"> Evaluate the benefits and costs of starting a new business Become more strategic in your entrepreneurial thinking Develop a strong understanding of business models and how to pitch a new business idea To analyze business, industry, and economic information and data, and be able to gauge its relevance to feasibility & managerial decision-making in an entrepreneurial environment <p>Manage-Oriented Learning Objectives:</p> <ol style="list-style-type: none"> Develop a strong understanding of the principles that guide effective planning, organizing, leadership, and control in small organizations, large businesses, family businesses and start-ups. Understand the principles and practices that help a company attract and acquire talented and motivated human capital. Develop a strong understanding of human resource planning, including succession planning and practice needed to address temporary gaps in talent. Understand the interplay between business needs and training and development of employees. Acquire the ability to design, execute, and evaluate effective training and leadership development programs. Identify and solve organizational design problems taking the business idea and different stakeholder interests as a point of departure, Analyze issues related to organizational design and identify potential processes of organizational design change. Understand the importance of strategic human resource management and how it contributes to enhancing organizational effectiveness. 	

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>To address the Entrepreneurship-Oriented Learning Objectives each Entrepreneurship course (i.e., Bus 414 and 415) involves a culminating project including a written and oral presentation of a business plan (i.e., in Bus 414) and an elevator pitch presentation (in Bus 415). Evaluation of these projects is done by the Director of Idaho Entrepreneurs and by external pitch and business plan competition judges.</p> <p>With respect to the management-oriented learning objectives, assessment is performed in the following courses: MHR 311 - Objective 1: Multiple choice and short-answer essay exam questions. MHR 411 - Objectives 2 & 3: One significant, claim-evidence-warrant essay question on each exam and 15 applied homework assignments. MHR 417 - Objectives 4 & 5: Weekly applied homework assignments and a culminating team project. MHR 418 Objectives 6, 7 & 8: Culminating individual and team projects (one each).</p>	
3.	How will you ensure that the assessment findings will be used to improve the program?
<p>The CBE and each area within the CBE conduct annual reviews to assess the college's programs. Assessment of the option will be folded into the process that we already have in place for assessing the MHR major. With respect to the major, the process involves assessing performance on key learning objectives in the two courses that all MHR majors take (i.e., MHR 411 and MHR 417). Three sets of multiple-choice questions that are mapped to key learning objectives are included on the three exams in each course. The same questions are to be asked each year. At the end of each academic year (i.e., May of each year) the two faculty who are responsible for MHR 411 and MHR 417 will consolidate and summarize student performance levels on the set of multiple choice questions; and the entire MHR area (i.e., five faculty) will then meet to review the results in order to validate practices that are helping students achieve the desired objectives and to identify any changes that could be made in the program</p> <p>With respect to the option, the MHR faculty will separately discuss the student performance levels in MHR 311, 411, 417 and 418 during the same May meeting (i.e., the option will be a separate agenda item at the May meeting).</p>	
4.	What direct and indirect measures will be used to assess student learning?
<p>Direct measures: Culminating projects and course exams, experiential-learning-oriented homework assignments, peer evaluations and observing student behaviors during mentoring sessions.</p>	
5.	When will assessment activities occur and at what frequency?
<p>The plan is to perform assessment in each class, each year; and to meet each May to discuss results (as described in # 3, above). This will give faculty feedback that can be used during the summer months to make adjustments in preparation for the fall semester.</p>	

Financial Impact

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

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	<input checked="" type="checkbox"/>	
Brief Description of financial impact:	<p>There are no additional costs associated with this program. We will be using unused capacity in existing courses. To introduce more small and family business topics into existing courses faculty can draw upon a wealth of existing popular press and academic journals that are already available at no additional cost and through such sites as the Small Business Administration (i.e., sba.gov). We expect a positive financial impact to come from the ability to attract Idaho students who wouldn't otherwise seek a four-year degree.</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 regions 3, 4, and/or 5 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.

Management and Human Resources (B.S.Bus.)

Required course work includes the university requirements (see regulation J-3), the college requirements, and:

MHR 411	Acquiring Human Capital	3 cr
MHR 417	Deploying and Developing Human Capital	3 cr

And one of the following emphases:

A. Management Emphasis

Management Elective:

Select one of the following courses (3 cr):

MHR 416	Managing Reward Systems	3 cr
MHR 418	Managing Organization Design and Leading Changes	3 cr
MHR 441	Maintaining Employee and Labor Relations	3 cr

Operations Management Elective:

Select one of the following courses (3 cr):

OM 378	Project Management	3 cr
OM 439	Systems and Simulation	4 cr

OM 456	Quality Management	3 cr
OM 470	Supply Chain Management	3 cr
OM 472	Operations Planning and Scheduling	3 cr
INDT 362	Behavior Based Safety	3 cr
PGA 386	Food and Beverage Hospitality with Lab	4 cr
PSYC 446	Engineering Psychology	3 cr

Marketing and Entrepreneurship Elective:

Select three or four credits from the following courses:

AGEC 333	Introduction to Sales	3 cr
ENTR 414	Entrepreneurship	3 cr
ENTR 415	New Venture Creation	3 cr
MKTG 324	Consumer Behavior	3 cr
MKTG 420	Integrated Marketing Communications	3 cr
MKTG 421	Marketing Research & Analysis	3 cr
MKTG 422	Personal Selling and Sales Force Management	3 cr
MKTG 424	Pricing Strategy and Tactics	3 cr
MKTG 425	Retail Distribution Mgmt	3 cr
MKTG 426	Marketing Channels Management	3 cr
MKTG 427	Services Marketing	3 cr
MKTG 482	International Marketing	3 cr
MKTG 495/ RMAT 495	Product Development and Brand Management	3 cr
PGA 251	PGA Golf Management II	2 cr
PGA 385	PGA Golf Management III	2 cr

Accounting and Finance Elective:

Select one of the following courses (3 cr):

ACCT 305	Accounting Information Systems	3 cr
ACCT 315	Intermediate Financial Accounting I	3 cr
ACCT 385	Cost and Management Accounting	3 cr
ACCT 440	Fraud Examination	3 cr
ACCT 482	Enterprise Accounting	3 cr
ACCT 483	Fundamentals of Federal Taxation	3 cr
FIN 302	Intermediate Financial Management	3 cr
FIN 381	International Finance	3 cr
ECON 407	Public Finance	3 cr

Information Systems Elective:

Select one of the following courses (3 cr):

MIS 353	Application Development	3 cr
MIS 355	Systems Analysis & Administration	3 cr
MIS 452	Business Telecommunications Management	3 cr
MIS 453	Database Design	3 cr
MIS 454	Issues in Information Systems	3 cr

GEOG 385	GIS Primer	3 cr
MIS 455	Data Management for Big Data	3 cr

Courses to total 120 credits for this degree

B. Human Resources Management Emphasis

MHR 416	Managing Reward Systems	3 cr
MHR 418	Managing Organization Design and Leading Changes	3 cr
MHR 441	Maintaining Employee and Labor Relations	3 cr

HR Decision-Making Elective:

Select one of the following courses (3-4 cr):

ACCT 385	Cost and Management Accounting	3 cr
ACCT 482	Enterprise Accounting	3 cr
MIS 353	Application Development	3 cr
MIS 355	Systems Analysis & Administration	3 cr
MKTG 421	Marketing Research & Analysis	3 cr
OM 439	Systems and Simulation	4 cr
MIS 453	Database Design	3 cr
ECON 453	Econometrics	3 cr
GEOG 385	GIS Primer	3 cr
MIS 455	Data Management for Big Data	3 cr
ORGS 444	Methods and Analysis in Organizational Science	4 cr
PSYC 218	Introduction to Research in the Behavioral Sciences	4 cr
PSYC 416	Industrial/Organizational Psychology	3 cr
PSYC 430	Tests and Measurements	3 cr

Specialized Electives:

Select three or four credits from one of the following courses:

AOLL 560	Career Development in Organizations	3 cr
MIS 454	Issues in Information Systems	3 cr
COMM 347	Persuasion	3 cr
COMM 410	Conflict Management	3 cr
COMM 355	Organizational Communication	3 cr
CTE 472	Teaching and Learning in Organizations	3 cr
ECON 441	Labor Economics	3 cr
EDCI 301	Learning, Development, and Assessment	3 cr
INDT 362	Behavior Based Safety	3 cr
INTR 316	Explore Mentoring & Leadership	3 cr
JAMM 350	Public Relations Writing and Production	3 cr
ORGS 305	Nonprofit Organizations	3 cr
PGA 251	PGA Golf Management II	2 cr
PGA 385	PGA Golf Management III	2 cr
POLS 451	Public Administration	3 cr
PSYC 390	Psychology of Learning	3 cr
PSYC 440	Psychology of Judgement and Decision Making	3 cr

PSYC 496	Applied Behavior Analysis	3 cr
PSYC 541	Human Relations in the Workplace	3 cr
SOC 301	Introduction to Diversity and Stratification	3 cr

Courses to total 120 credits for this degree

C. PGA Golf Management Option

Required course work includes all Management and Human Resources requirements, one of the Management and Human Resources emphases, and:

PGA 103	Introduction to PGA Golf Management	2 cr
PGA 150	PGA Golf Management I	2 cr
PGA 251	PGA Golf Management II	2 cr
PGA 298	Internship	1-3 cr - Max 6 cr
PGA 385	PGA Golf Management III	2 cr
PGA 386	Food and Beverage Hospitality with Lab	4 cr
PGA 398	Internship	1-3 cr - Max 6 cr
REC 105	Teaching Golf I	2 cr
REC 205	Teaching Golf II	2 cr
REC 305	Teaching Golf III	2 cr

PGA 251 and PGA 385, together, can be used to meet the requirement for the Specialized Elective or the Marketing & Entrepreneurship Elective.

PGA 386 can be used to meet the Operations Management Elective requirement.

Courses to total 130 credits for this degree

*Students must have a 12.0 handicap or better to enter this program. International students can complete the degree requirements, but membership to the PGA of America requires US Citizenship or Resident Alien status.

D. Entrepreneurship and Small-Business Management Option

<u>MHR 311</u>	<u>Introduction to Management</u>	<u>3 cr</u>
<u>MHR 418</u>	<u>Managing Organization Design and Leading Changes</u>	<u>3 cr</u>

Entrepreneurship:

Complete the requirements for the Entrepreneurship Undergraduate Academic Certificate. (Included below for reference):

ENTR 414	Entrepreneurship	3 cr
ENTR 415	New Venture Creation	3 cr

One of the following accounting courses (3 cr):

ACCT 482	Enterprise Accounting	3 cr
ACCT 582	Enterprise Accounting	3 cr

Technical electives (3 cr):

AGEC 415	Entrepreneurial Skills in Agribusiness Management	1 cr
AGEC 478	Advanced Agribusiness Management	3 cr
ARCH 475	Professional Practice	3 cr
ARCH 556	Graduate Project	6 cr
ART 410	Professional Practices	2 cr
ART 490	BFA Art/Design Studio	6 cr - Max 12 cr
BE 478	Engineering Design I	3 cr
BE 479	Engineering Design II	3 cr
MIS 353	Application Development	3 cr
MKTG 428	Marketing Management	3 cr
BUS 490	Strategic Management	3 cr
CHE 451	Environmental Management and Design	1-16 cr
CHE 452	Environmental Management and Design	1-16 cr
CS 481	CS Senior Capstone Design II	3 cr
ECE 480	EE Senior Design I	3 cr
ECE 481	EE Senior Design II	3 cr
ECE 482	Computer Engineering Senior Design I	3 cr
ECE 483	Computer Engineering Senior Design II	3 cr
FCS 496	Internship:Fashion Business	2-8 cr - Max 8 cr
FS 489	Food Product Development	3 cr
GEOG 340	Business Location Decisions	3 cr
	OR	
GEOG 540	Business Location Decisions	3 cr
GEOG 360	Population Dynamics and Distribution	3-4 cr - Max 4 cr
	OR	
GEOG 560	Population Dynamics and Distribution	3-4 cr - Max 4 cr
GEOG 385	GIS Primer	3 cr
ME 410	Principles of Lean Manufacturing	3 cr
ME 426	Mechanical Systems Design II	3 cr
STAT 446/ BUS 446	Six Sigma Innovation	3 cr

Specialized Electives (6 cr):

Work with your advisor to gain approval for a set of electives that will build your knowledge and skill in the industry or type of company that is the focus of your business interests.

*In addition to fulfilling the College of Business and Economics core requirement, for this emphasis BUS 490 may be used to fulfill the Technical elective in the Entrepreneurship Undergraduate Academic Certificate requirements.

Courses to total 120 credits for this degree

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:	Scott Metlen	Email:	metlen@uidaho.edu
College:	College of Business and Economics		
Department/Unit:	Business		
Dept/Unit Approval Date:	9/12/2017	Vote Record:	unanimous
College Approval Date:	9/28/17	Vote Record:	22-0
Primary Point of Contact:	Daniel M. Eveleth	Email:	eveleth@uidaho.edu
Briefly describe the change you are requesting:	We would like to offer a certificate program entitled Trading and Capital Management. This would use existing courses and seminars. It would not require additional staff or funding.		

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: None.

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.

<p>The Barker Trading and Capital Management Program has been offered by the College of Business and Economics since 2004 and has grown considerably. It is now a collaborative program between the CBE and the College of Agricultural and Life Sciences. This certificate will enhance the marketability of the program to students, and will provide tangible evidence of students' accomplishments that will enhance their value in the job market. The Trading and Capital Management certificate would use existing courses and seminars. It would not require added workload or changes to any other curriculum or degree requirements. As noted in the "Program Component Request" section of this form, there are no new courses being created in order to offer this certificate. However, because Agricultural Economics faculty have been teaching a special topics course (i.e., AgEcon 404 Commodity Merchandising) that would be a useful elective option for certificate students, and because CALS had plans to submit a proposal this year to make the course permanent, we chose to add the proposed course to this proposal. If for any reason the AgEcon proposal is not submitted or is not approved we would strike the course (AgEcon 468) from the elective list on this proposal.</p>

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
	Graduate Level	X	Undergraduate Level	Law Level	Credit Requirement: 12 credits
Are new courses being created: (circle your response)				No	<input checked="" type="radio"/> Yes
				If yes, how many courses will be created:	1

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

Major:		52.0801:		Degree:	
--------	--	----------	--	---------	--

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	Trading and Capital Management
Teaching Endorsement (Major/Minor):	

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

<p>The program will use both traditional course and seminar formats to provide students with an experiential learning based curriculum that combines theory and practice. Students will be required to have at least 3 seminar credits offered by the Barker Trading and Capital Management Program and focused on real-capital management. NOTE: A complete list of certificate requirements is included at the end of this document.</p>
--

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:

The learning outcomes include, but are not limited to the following.

- Understand the structure of financial markets and trade execution.
- Understand how risk is measured and managed by traders and institutional investors.
- Perform fundamental and technical analysis of markets.
- Analyze the relationships across various capital markets.
- Learn to use Bloomberg and other data resources to generate information on investment opportunities.
- Identify trading opportunities and develop appropriate trading strategies to capitalize on these opportunities in a time sensitive environment.
- Understand and apply capital management theory and practice from a portfolio allocation perspective. This includes asset allocation strategies, identifying and analyzing investment opportunities, and risk management.
- Understand and apply capital management theory and practice of an individual capital account. This includes the use of derivative positions for risk management.

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

The assessment process happens at two levels. The first is for the traditional courses in the curriculum. For these courses a combination of lab assignments, exams, term papers, and projects is used to assess the level and progress of students' learning outcomes. The timing of these assessments is discussed in item 5 below.

The second level of assessment occurs in the seminars offered by the Barker Capital Management and Trading Program in which students actively manage real-capital portfolios. Students must present research and recommendations to their peers and professors. They must also implement capital management strategies and report on their results. Students use Kolb's experiential learning cycle for their process, which requires them to pursue a learning loop with four components: concrete experience, reflective observation, abstract conceptualization, and active experimentation.

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

The following practices are used:

- Program faculty meet annually with the Barker Advisory Board to review results of the previous year and discuss updates to the program. One of the focus areas is how well the program curriculum is preparing students for careers in the capital markets industry.
- Faculty within the program meet on a periodic basis to review outcomes and discuss updates to the curriculum.
- Faculty of the individual seminars hold end-of-semester focus groups with students to get feedback on their experience, and to generate ideas for improvements.

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

As mentioned in item 2 above, assessment measures include lab assignments, exams, term papers, projects, and experiential learning.

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

- Lab assignments occur throughout FIN 465 and FIN 466 (about 5 per semester).
- Exams happen 2-3 times per semester for each 3 credit course.
- Term papers are once per semester.
- The number of projects depends on the course. For example, FIN 466 has one major research and analysis project spanning about ½ of the semester, whereas FIN 464 has a series of 4-5 applied projects across the semester.

- The Barker Program seminars require direct mentoring of students, and assessment of the experiential component happens on a nearly continual basis. Markets happen in real-time, and the trades are continual; the mentoring process is tied to this flow of experience for the students.

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.

Trading and Capital Management Undergraduate Academic Certificate

Required Courses:

FIN 465	Introduction to Market Trading	3 cr
FIN 466	Market Trading Strategies	3 cr

One of the following:

FIN 464	Derivatives and Risk Management	3 cr
AGEC 489	Understanding and Using Futures and Options Markets	3 cr

At least 3 credits from the following:

FIN 467	Barker Capital Management Group	1 cr
FIN 468	Market Trading Lab	1 cr
AGEC 468	Risk Management: Commodity Merchandising	1 cr
AGEC 489L	Applied Commodity Market Analysis Lab	1 cr

UCC-18-025 – new course part of above NOI - UCC-18-024b

College of Agricultural and Life Sciences

Proposed Catalog Changes

Effective Summer 2018

AGRICULTURAL ECONOMICS AND RURAL SOCIOLOGY

1. Add the following course:

AgEc 468 Risk Management: Commodity Merchandising (1 cr)

Fundamental functions of a commodity merchandiser within the agricultural food supply chain, including risk management through basis trading and margin management of a hedged marketing position, are learned through utilizing actual cash grain ownership and exchange-traded futures. One credit lab also engages students directly with regional grain trade, commodity brokers and allied industries.

Prereq: Instructor Permission

Available via distance: No

Geographical Area: Moscow

Rationale: In response to an increased interest in risk management by stakeholders and students, AERS has built-up efforts to offer courses in this area and extend working relations with the Barker Capital Management program in the College of Business and Economics. This course is intended to provide an experiential learning opportunity for students interested in the topic. Fundamental functions of a commodity merchandiser will be covered and practice, with guidance from the instructor, will be made through a funded position. Preliminary results from offering this class through a special topics course within the agricultural risk management curriculum indicate strong student interest. Current AERS faculty and classroom resources within the Barker Trading room at the College of Business and Economics will be utilized to accommodate instruction of the course.

**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 Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar’s Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th 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 when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	Education		
Department/Unit:	Movement Sciences		
Dept/Unit Approval Date:	August 30, 2017.	Vote Record:	13 Yea, 0 Nay, 0 Abstain
College Approval Date:	September 29, 2017	Vote Record:	Majority Yea
CIP code (Consult Institutional Research):	51.0001 MVSC CIP Code: 310505 New Emphasis Area Proposed: 5. Community Health Education and Promotion CIP Code: 51.0001		
Primary Point of Contact (Name and Email):	Philip Scruggs, pwsruggs@uidaho.edu		
Briefly describe the change you are requesting:	Add an emphasis in Community Health Education and Promotion to the Exercise Science and Health Major		

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of 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 following supports a request to add a Community Health Education and Promotion emphasis to the Movement Science Department, Exercise Science and Health major (BS ESH).

Rationale and Overview: Health education and health promotion jobs are forecasted to grow by 13% nationwide (Department of Labor) and 20% in Idaho (ESMI) in the next 10 years due to the rising cost of health care and the increased focus on prevention for both individual and population health. This projected growth exceeds average occupational job growth. Health Educator/Health Promotion Specialists perform a variety of functions and the designation of Certified Health Education Specialist (CHES) by the National Commission for Health Education Credentialing, Inc., improves job prospects. A health educator is one who “promotes, maintains, and improves individual and community health by assisting individuals and communities to adopt healthy behaviors”. Health educators and health promoters collect and analyze data to identify community needs prior to planning, implementing, monitoring, and evaluating programs designed to encourage healthy lifestyles, policies, and environments (Standard Occupational Classification). People with health education and health promotion training and skills find employment in hospitals, health networks, local, state and federal government, the wellness industry, and community based organizations. Health maintenance organizations such as Kaiser Permanente and Unitedhealth Group hire Community Health Workers to assure group members access care, understand and comply with treatment, and provide care coordination, referral and support. With the addition of a Community Health Education and Promotion emphasis, Exercise Science and Health students will have a course of study to prepare them for the CHES examination and for entry level Health Education and Health Promotion positions. Currently Boise State University and Idaho State University offer majors in health education, health promotion, and/or public health. University of Idaho students currently do not have a clear path to CHES certification and Community Health Education and Health Promotion careers. We anticipate an enrollment of 10-20 students in this emphasis area.

Department Workload Management: To create the Community Health Education and Promotion emphasis, one new course will be created (Community Health-Theory, Systems and Practice). The Community Health course will fit into the current load of an ESH faculty member. The H&S 498 Internship course will fit into the load of another ESH faculty member who is currently responsible for PEP 498 (Internship). H&S 423/523

(School Health Education Methods and Administration) will be expanded to include community health education; however, no alteration in faculty loads will be needed to accommodate this change. Therefore, no additional faculty will need to be hired to accommodate the new emphasis.

Curriculum Components: The addition of this new emphasis will not change the Movement Sciences Core Curriculum or Theory and Lab requirements of the BS ESH. To increase knowledge of health content and health education processes, and help meet CHES eligibility, the emphasis will include electives in Family and Consumer Sciences, Soil and Water Science (Food Systems and Healthy Lifestyles), and Statistics.

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. 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.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

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 Track Change or 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.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	Fall 2018 (2018-19 Catalog)
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	31-32
Are new courses being created:	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	If yes, how many courses will be created:				1

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

Major:	Exercise Science and Health	Degree:	BS ESH
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	Community Health Education and Promotion
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

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, 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:
	<ol style="list-style-type: none"> 1. Students demonstrate theoretical knowledge and skills to protect and improve the health of individuals, groups, and communities through public health approaches of assessment, health program planning, intervention, and evaluation. 2. Students will design effective, theory based health education interventions, health communication and marketing strategies to meet cultural, linguistic, and social considerations, most notably for populations experiencing health disparities. 3. Students will have the ability to coordinate provision of health services, build clinical and community health partnerships, and strengthen communities' capacity to improve health outcomes through education, policy, system, and environmental approaches. 4. Students will be prepared to qualify for and pass the health educators professional competency examination leading to the CHES professional designation. 5. Students will be qualified to perform the functions of an entry level health educator and health promotion program specialist.
2.	Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
	<ol style="list-style-type: none"> 1. Course assessments will evaluate student knowledge and skills via: 1) examinations, 2) assignments, 3) papers, 4) supervisor evaluations from applied health service learning projects and health education related practicums, and 5) six credit capstone internship. 2. Health education theory, intervention, community, and marketing skills will be assessed through health education course assignments and health education related practicum and internship. 3. The Internship in Health Promotion provides an opportunity for students to apply skills and demonstrate competencies. Critical health education and promotion skills will be conducted by the internship site supervisor, the community health faculty member, and student self-assessment based on a systematic and quantifiable rubric. 4. Community health faculty will annually assess the number of students qualifying for and passing the Certificated Health Education Specialist qualifying examination. 5. Community health faculty will annually assess the number of students obtaining entry level health education/health promotion positions in local, regional and state agencies, health organizations, schools, community based organizations, and the health and wellness industry. Assessment information on student readiness to obtain entry level health education/health promotion positions will be obtained upon completion of the internship.
3.	How will you ensure that the assessment findings will be used to improve the program?
	<ol style="list-style-type: none"> 1. Each semester, pre- and post-course objective assessments will help identify areas of growth and needed improvement for the Community Health Education and Promotion track. 2. On-going communication with the National Commission for Health Education Credentialing, Inc. will ensure that students possess adequate preparation for the examination. 3. Will conduct evaluation of student retention, career placement, and program satisfaction on an annual basis.
4.	What direct and indirect measures will be used to assess student learning?
	<ol style="list-style-type: none"> 1. Direct measures to assess student learning will include: Rubric based competency (75% or above) achieved on signature assignments and examinations in the track; 75% of students passing health emphasis courses with a C or better; 85% of students passing health education related practicum, internship and service learning projects with a C or better. 2. Indirect measures to assess student learning will include: At least 25% improvement in course objectives pre- and post-course; 75% of students pass the CHES examination at one year post-graduation. 3. The faculty will also track numbers of students opting into the Community Health Education and Promotion emphasis to measure student interest, retention, and program growth.
5.	When will assessment activities occur and at what frequency?
	<ol style="list-style-type: none"> 1. Direct measures- assessment will be conducted pre-mid and post semester annually. 2. Indirect measures- pre and post objective assessment will occur at the beginning and end of each semester. Passage of the CHES exam will be assessed annually. Community Health Education and Promotion faculty will track student progress post-graduation and assess success at job placement and admission into graduate programs. 3. The faculty will annually track numbers of students opting into the Community Health Education and Promotion emphasis to measure student interest, retention, and program growth.

Financial Impact

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

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	x
Brief Description of financial impact:	The financial impact of adding this emphasis will be limited. Students in this emphasis area will take the same Theory and Laboratory courses as other BS ESH students, which can currently accommodate an increase in enrollment. One new course (Community Health-Theory, Systems and Practice) will need to be developed, but can be covered in current faculty member loads. This course will be offered in both face-to-face and on-line formats, increasing potential enrollment and generation of revenue. The H&S 498 (Internship) course has an on-line option, therefore generating on-line course fees and summer revenue. There are no requests for additional faculty or other resources at this time.	

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? <i>Not at this time, with adequate resources, this is an achievable goal.</i>	Yes*		No	x
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	x

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 regions 3, 4, and/or 5 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.

Exercise Science and Health (B.S.E.S.H.)

Exercise Science & Health majors must maintain a UI cumulative GPA of 2.30 or better in order to enroll in 300-level or higher Movement Science sequence coursework. In addition, Exercise Science & Health majors must have a UI cumulative GPA of 2.30 or greater to graduate. Acceptance into the Teacher Education program for the Physical Education Track requires a minimum GPA of 2.75.

Required course work includes the university requirements (see regulation J-3), the Department of Movement Sciences core course MVSC 201, and the following.

BIOL 120	Human Anatomy	4 cr
BIOL 121	Human Physiology	4 cr
COMM 101	Fundamntls Public Speaking	2 cr
FCS 205	Concepts in Human Nutrition	3 cr
H&S 245	Introduction to Athletic Injuries	3 cr
H&S 451	Psychosocial Determinants of Health	3 cr
PEP 100	Introduction to Exercise Science & Health	1 cr
PEP 300	Applied Human Anatomy and Biomechanics	3 cr
PEP 360	Motor Behavior	3 cr
PEP 418	Physiology of Exercise	3 cr
PEP 455	Design & Analysis of Research in Movement Sciences	3 cr
PEP 493	Fitness Assessment and Prescription	3 cr

One of the following tracks:

Fitness, Health, and Human Performance Track

PEP 495	Practicum	1 cr
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Two credits required.

H&S 288	First Aid: Emergency Response	2 cr
H&S 450	Critical Health Issues	3 cr
MVSC 445	Internship Preparation and Professional Development	1 cr

PE Activity/Skill Classes (4 cr):

	PE Activity/Skill Classes	4 cr
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See advisor for selection.

PEP 498	Internship in Exercise Science & Health	1-16 cr
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Nine credits required.

One of the following (3 cr):

ENGL 207	Persuasive Writing	3 cr
ENGL 208	Personal & Exploratory Writing	3 cr
ENGL 313	Business Writing	3 cr
ENGL 317	Technical Writing	3 cr

One of the following (3 cr):

H&S 490	Health Promotion	3 cr
PEP 305	Applied Sports Psychology	3 cr

One of the following (1 cr):

PEP 132	Skill and Analysis of Striking and Net/Wall Activities	1 cr
PEP 133	Skill and Analysis of Target and Invasion Activities	1 cr
PEP 134	Skill and Analysis of Recreation and Outdoor Activities	1 cr

Pre-Physical Therapy Track

CHEM 111	Principles of Chemistry I	4 cr
CHEM 112	Principles of Chemistry II	5 cr
H&S 450	Critical Health Issues	3 cr
MVSC 445	Internship Preparation and Professional Development	1 cr
PHYS 111	General Physics I	3 cr
PHYS 111L	General Physics I Lab	1 cr
PHYS 112	General Physics II	3 cr
PHYS 112L	General Physics II Lab	1 cr
STAT 251	Statistical Methods	3 cr

PE Activity Skill Classes (3 cr):

	PE Activity/Skill Classes	3 cr
<i>See advisor for selection.</i>		
PEP 495	Practicum	1 cr
<i>Two at 1 credit each.</i>		
PEP 498	Internship in Exercise Science & Health	1-16 cr
<i>Nine credits required.</i>		
<i>Summer preferred.</i>		

One of the following (3 cr):

PSYC 305	Developmental Psychology	3 cr
PSYC 311	Abnormal Psychology	3 cr

One of the following (1 cr):

PEP 132	Skill and Analysis of Striking and Net/Wall Activities	1 cr
PEP 133	Skill and Analysis of Target and Invasion Activities	1 cr
PEP 134	Skill and Analysis of Recreation and Outdoor Activities	1 cr

Pre-Athletic Training Track

PEP 171	Athletic Training Clinical Experience I - Observation	1 cr
PEP 495	Practicum	1 cr

Note: Students in the Pre-Athletic Training Track who are admitted into the MSAT program after their junior year may transfer up to 30 credits from their first two terms of graduate level course work in the Master of Science in Athletic Training towards their Bachelor of Science Degree in Exercise Science with an Athletic Training Track. For more information on the MSAT see the Graduate Degree Programs section for this department.

AT 506	Clinical Anatomy I	3 cr
AT 507	Care and Prevention of Injuries and Illnesses	3 cr
AT 508	Evaluation and Diagnosis of Injuries and Illnesses I	4 cr
AT 509	Principles of Rehabilitation	3 cr
AT 510	Therapeutic Modalities	2 cr
AT 511	Ethics and Administration in Athletic Training	3 cr
AT 512	Research Methods & Statistics I	3 cr
AT 520	Clinical Education I	2 cr

AT 521	Clinical Experience I	4 cr
AT 587	Prevention and Health Promotion in Athletic Training	3 cr
H&S 288	First Aid: Emergency Response	2 cr

H&S 288: Or current Emergency Response or First Aid/CPR certification.

Courses to total 120 credits for this degree

Physical Education Teacher Certification Track

PEP 484	Internship in Physical Education Teaching	1-14 cr - Max 14 cr
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15 credits required.

EDCI 201	Contexts of Education	3 cr
EDCI 301	Learning, Development, and Assessment	3 cr
EDCI 401	Internship Seminar	1 cr
EDCI 463	Literacy Methods for Content Learning	3 cr
H&S 288	First Aid: Emergency Response	2 cr
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3 cr
PEP 412	Elementary Methods in Physical Activity Pedagogy	3 cr
PEP 413	Foundations and Assessment in Physical Activity Pedagogy	3 cr
PEP 421	Secondary Methods in Physical Activity Pedagogy	3 cr
PEP 424	Inclusive Physical Education and Recreation	3 cr

One of the following (3 cr):

ENGL 207	Persuasive Writing	3 cr
ENGL 208	Personal & Exploratory Writing	3 cr
ENGL 313	Business Writing	3 cr
ENGL 317	Technical Writing	3 cr

Five credits of the following (5 cr):

PEB 108	Water-Based Sports & Fit Act	1 cr
PEP 107	Movement Fundamentals	1 cr
PEP 132	Skill and Analysis of Striking and Net/Wall Activities	1 cr
PEP 133	Skill and Analysis of Target and Invasion Activities	1 cr
PEP 134	Skill and Analysis of Recreation and Outdoor Activities	1 cr

Courses to total 121 credits for this degree

Additional Requirements for Health Certification:

H&S 423	School Health Education Methods and Administration	3 cr
H&S 450	Critical Health Issues	3 cr

One of the following:

FCS 240	Intimate Relationships	3 cr
PSYC 330	Human Sexuality	3 cr

Community Health Education and Promotion Track

<u>FCS 486</u>	<u>Nutrition in the Life Cycle</u>	<u>3 cr</u>
<u>H&S 301</u>	<u>Peer Health Education</u>	<u>2 cr</u>
<u>H&S 328</u>	<u>Community Health-Theory, Systems & Practice</u>	<u>3 cr</u>

H&S 423	School Health Education Methods & Administration	3 cr
H&S 450	Critical Health Issues	3 cr
H&S 490	Health Promotion	3 cr
H&S 498	Internship	1-9 cr
MVSC 445	Internship Preparation & Professional Development	1 cr
MVSC 486	Healthy Active Lifestyle Assessment & Intervention	3 cr
PEP 495	Practicum	1 cr
<i>Two at 1 credit each.</i>		
STAT 251	Statistical Methods	3 cr

Courses to total 31-32 credits for this emphasis.

UCC-18-029 – Movement Sciences, new course for above

College of Education, Health and Human Sciences
Proposed Catalog Changes
Effective Summer 2018

MOVEMENT SCIENCES

1. Add the following course:

H&S 328 Community Health: Theory, Systems, and Practice (3 cr)

This course examines concepts of community and public health history, philosophy, theory, science, and practice. Community health is presented as an interdisciplinary and interactive system organized to promote and protect health, prevent disease, and eliminate health disparities. It also addresses professional competencies, standards, and the important role of community health in the health care system.

Prereq: MvSc 201

Available via distance: No

Geographical Area: Moscow

Rationale: There is a proposal to add an additional emphasis area (Community Health Education and Promotion) to the BS Exercise Science and Health. As a part of this proposal, this new class will be required. The addition of this class fits within the workload of an ESH faculty member, so there will be no need for additional resources.

Idaho State Board of Education

Proposal for Discontinuation

Date of Proposal Submission:	Fall 2016
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Education, Health and Human Sciences
Name of Department(s) or Area(s):	Department of Movement Sciences

Program Identification for Proposed Discontinued Program:

Title:	Physical Education
Degree/Certificate:	B.S.Ed.
Method of Delivery:	Face-to-Face
CIP code:	13.1314
Proposed Discontinuation Date:	Summer 2018

Indicate whether this request is a discontinuation of either of the following:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Undergraduate Program
<input type="checkbox"/> Undergraduate Certificate
<input type="checkbox"/> Administrative/Instructional Unit
<input type="checkbox"/> New Program (check all that apply)
<input type="checkbox"/> Basic Technical Certificate
<input type="checkbox"/> Intermediate Technical Certificate
<input type="checkbox"/> Advanced Technical Certificate
<input type="checkbox"/> Associate of Applied Science Degree | <input type="checkbox"/> Graduate Program
<input type="checkbox"/> Graduate Certificate
<input type="checkbox"/> Other

 |
|---|--|

College Dean (Institution) _____	Vice President for Research (as applicable) _____
Date _____	Date _____
Graduate Dean (as applicable) _____	Academic Affairs Program Manager _____
Date _____	Date _____
FVP/Chief Fiscal Officer (Institution) _____	Chief Academic Officer, OSBE _____
Date _____	Date _____
Provost/VP for Instruction (Institution) _____	SBOE/Executive Director Approval _____
Date _____	Date _____
President _____	Date _____

1. Provide rationale for the discontinuance.

In the fall of 2014, the Department of Movement Sciences approved the merger of the B.S. Ed. Physical Education Teacher Education with the B.S. E.S.H by creating a fourth track/emphasis area. The other three tracks/emphasis areas consist of Fitness, Health, and Human Performance; Pre-Physical Therapy; and Pre-Athletic Training. The addition of Physical Education Teacher Education as a track/emphasis area in the B.S. E.S.H Degree warrants the discontinuance of the B.S. Ed. Degree. This merger will strengthen the degree for students wanting to pursue physical education teaching as a profession. Students will have additional career opportunities in exercise science/kinesiology/movement science professions, as students in the physical education teaching track/emphasis will complete the same exercise science theory and laboratory core as B.S. E.S.H Degree students. Students will graduate with an undergraduate degree pertinent to exercise science/kinesiology/movement science professions and K-12 teacher certification in physical education.

With the recent nationwide significant downturn in teacher education enrollments, it is important to change this trend. With pending retirements, the demand for teachers will be increasing. In addition, a 6% growth is predicted for secondary teachers between 2014-2024 (<http://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm>).

It is important to maintain and increase the enrollments in this teacher preparation emphasis to meet the projected demand for physical education teachers in the state and region. K-12 Physical education teachers are gateway influencers for recruitment into Exercise Science and Health careers. The merger of this emphasis into the Exercise Science and Health Degree will provide for a dual career in a streamlined fashion.

2. Teach-out Plans/Options for currently enrolled students.

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

The 2016-17 academic year was the last year of admittance for B.S. Ed. Physical Education students. Students admitted for the 2017+ academic years were encouraged to move into the B.S. E.S.H. Degree with an emphasis in Physical Education Teaching. The 2017-18 academic year will be the last year the College of Education, Health and Human Sciences will offer the B.S. Ed. Physical Education Degree. Teach-out of the B.S. Ed. Degree involves transitioning the 2016-17+ academic year students into the B.S. E.S.H. Degree with an emphasis in Physical Education Teaching. This emphasis area within B.S. E.S.H. will continue to allow students to meet national and state certification standards in Physical Education Teaching. The CIP Code would remain the same for this specific emphasis area (13.1314) within the B.S. E.S.H. Degree. Students that will transition to the B.S. E.S.H. degree will be able to do so without an unreasonable opportunity to graduate due to credit hours required. The integration of the B.S. Ed. PE degree into the B.S. E.S.H. is such that there would not be additional credits above and beyond what would have been required in the B.S. Ed. PE degree. Due to the high degree of overlap of the two degrees, dropping courses in the B.S. Ed. PE degree and substituting with B.S. E.S.H courses, and being able to meet CAPE and ID State Standards, the transition will be unrecognizable to students related to their graduation timeline. There should not be additional costs to the students, as long as the established curriculum is followed.

- b. Is there an alternative program/major or field of study? If so, please describe.

As stated above, students will transfer into the B.S. E.S.H. degree.

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Freshmen students are advised of this change at the Student Advising Center in the College of Education, Health and Human Sciences. Current sophomore through senior students are informed of the opportunity to change into the B.S. E.S.H via both the Student Advising Center in the College and advisors in the Department of Movement Sciences.

3. Identify similar programs offered by other public colleges/universities (Not applicable to PTE programs).

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
Idaho State University	Bachelor’s Sport Science and Physical Education	<p>The Sport Science and Physical Education department at Idaho State University offers a baccalaureate degree in Physical Education with a teaching emphasis. In completing the program, candidates will gain skills necessary to become qualified Physical Education teachers. Learning goals for Physical Education teaching candidates include:</p> <ol style="list-style-type: none"> 1. Develop teaching skills in a variety of physical activities 2. Understand the basic foundations of human activity 3. Develop skills required for teaching physical education 4. Understand and develop general pedagogical skills and teacher effectiveness <p>Candidates must also obtain a K-12 teacher certification through the Teacher Education program</p>
Boise State University	B.S. in K-12 Physical Education	<p>K-12 Physical Education assists students in developing the knowledge, skills, and dispositions essential for success in teaching physical education in the elementary and secondary schools. Course work combines content knowledge, theories of learning and human development, and the study of curriculum and methodology. The K-12 PE</p>

		cohort program admits up to 15 students per year as part of an application process during the sophomore year. Students must pass Praxis I, Praxis II, maintain a 3.0 overall GPA, 3.0 in Education courses, and 3.0 in all KINES courses. Students must provide a current CPR and first aid certification. Transfer coursework will not be used to fulfill the following courses: KINES 251, 351/352, and 451/452. Candidates who complete this program will meet the Idaho Beginning Teacher Standards and be recommended for state certification.
Lewis-Clark State College	Bachelor of Science	Kinesiology with Teacher Certification in K-12 Physical Education and 6-12 Health. The undergraduate course of study for secondary education teacher certification is intended for students earning their bachelor's degrees and attending on-campus classes. Courses of study that lead to secondary teaching certification, grades 6-12, are as follows. LCSC offers certification in eight different disciplines.

4. 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	Headcount Enrollment in Program				Number of Graduates From Program			
	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2012-13	FY 2013-2014	FY 2014-15	FY 2015-16
BSU	78	78	67	64	20	10	18	6
ISU	14	12	13	14	1	3	1	3
UI	48	47	38	36	5	5	3	5
LCSC	24	13	34	22		26	16	29

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

Impact from the discontinuance of the B.S.Ed. Physical Education Teacher Education program should be minimal as long as we provide adequate marketing of where the Physical Education Teacher Education program is housed. The Physical Education Teacher Education emphasis will increase numbers in the B.S. E.S.H degree and offer a more streamlined process for those wishing to pursue this degree and emphasis. The provision of two careers will be attractive to students already interested in working with children and youth in a number of different settings like elementary, middle and high schools, youth serving agencies, military schools, overseas school programs, correctional institution programs, fitness instructors, dance instructors, commercial and military sport clubs and programs, and health clubs. The emphasis will also capture students in Exercise Science and Health who realize in their junior year that they wish to work with children and youth. Previously such students had to switch degree programs and the additional coursework was inhibiting. Also, previous graduates with a non-physical education teaching degree and future students with non-physical education teaching degrees can apply for acceptance into our Masters in Physical Education, plus certification degree, to obtain physical education certification.

As an accredited program through the State of Idaho and the National Center for Accreditation in Teacher Education (new name, Council for the Accreditation of Educator Preparation), the program prepares professionals for schools, and exercise science/kinesiology/movement science professions in Idaho and beyond. As physical education and health educators, graduates cultivate and improve healthy and physically active lifestyles for the sustainable well-being of the people of Idaho. The preparation of physical and health educators is important to retain because as graduates they influence K-12 students into the Exercise and Health careers found in the Exercise Science and Health degree at the University of Idaho.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

B.S. Ed. Physical Education Teacher Education faculty are reassigned to the B.S. E.S.H Degree, and will continue to deliver physical education teaching coursework that leads to teacher certification in Physical Education.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

Minimal fiscal impact, specifically in non-permanent funds. There will be a reduction in the number of courses/credits delivered; however, this will be minimal and mainly reduce the fiscal impact from adjunct instructor costs. The adjunct cost savings is approximately \$6,000 plus benefits for the department/college. There are no cost savings from permanent funding which impacts the general education budget. The B.S. Ed. PE faculty will still carry similar instructional loads as tenure track faculty in the department and college (i.e., 2:2 load annually or 6-7 instructional credits per semester).

<p>Program Learning Outcomes for Teaching Endorsement in Special Education</p>	
<p>Learning Outcome(s) <u>Standard 1:</u> Philosophy and School Organization. University of Idaho special education majors demonstrate an understanding of the philosophical foundation of disabilities and special education and historical and contemporary school models that promote developmentally responsive practices for all learners. <u>(connected to standard 6 of Idaho Special Exceptional Child Generalist Standards)</u></p> <p>Aligns with University Learning Outcome(s): Clarify Purpose and Perspective</p>	<p>Assessment Tools and Procedures</p> <p>Direct Measure</p> <ul style="list-style-type: none"> • A score from Praxis II 5543 Special Education-Core Knowledge and Mild to Moderate Application exam and Praxis # 5001 Elementary Education: Multiple Subjects • A passing score in practicum and internship experiences • Course-based assessments through signature assignments (SA) (e.g., SA 2 & 3 in EDSP 350 and SA 4 & 9 in EDSP 548)- see a complete matrix of SA and course alignment to state standards) <p>Indirect Measure</p> <ul style="list-style-type: none"> • Minimum grade & GPA requirements • Review of assignments and rubrics for an alignment to standards and student performance in special education coursework. <p>Face-to-Face Measures</p> <ul style="list-style-type: none"> • Observation of teacher candidate performance in public schools conducted by faculty, cooperating teacher, and/or university supervisor <p>Benchmarks</p> <p>Direct Benchmarks</p> <ul style="list-style-type: none"> • Passing score on Praxis II Exams 5001 and 5543 to meet highly qualified requirement • Receive BASIC or higher score on practicum and internship evaluations utilizing Danielson framework • Met all dispositions assessments in course work, practicum and Internships. <p>Indirect Benchmarks</p> <ul style="list-style-type: none"> • Up-to-date alignment of assignments to standards • Alumni surveys should indicate satisfaction with course of study and delivery and qualitative assessment of student responses noting concerns and delights. • Employer surveys should indicate satisfaction with alumni work and performance evaluations and qualitative feedback on preservice teacher performance in teaching special education students in public schools.

<p>Learning Outcome(s) <u>Standard 2:</u> Curriculum. University of Idaho special education majors demonstrate an understanding that curriculum and interventions should be relevant, inviting, challenging, integrative, and exploratory. They illustrate how to design, select and adapt curriculum for individuals in light of curriculum standards, theories, and models. <u>(related/connected to standard 3 of Idaho Special Exceptional Child Generalist Standards)</u></p> <p>Aligns with University Learning Outcome(s): Learn and Integrate</p>	<p>Assessment Tools and Procedures</p> <p>Direct Measure</p> <ul style="list-style-type: none"> • A score from Praxis II 5543 Special Education-Core Knowledge and Mild to Moderate Application exam and Praxis # 5001 Elementary Education: Multiple Subjects • A passing score on Idaho Comprehensive Literacy Assessment (ICLA)/course and the Technology Competencies. • Course-based assessments through signature assignments (SA) (e.g., SA 1& 2 in EDSP 426 and SA 4,6,7 in EDSP 548)- see a complete matrix of SA and course alignment to state standards) <p>Indirect Measure</p> <ul style="list-style-type: none"> • Minimum grade & GPA requirements • Review of assignments and rubrics for an alignment to standards and student performance in special education coursework. <p>Face-to-Face Measures</p> <ul style="list-style-type: none"> • Observation of teacher candidate performance in public schools conducted by faculty, cooperating teacher, and/or university supervisor <p>Benchmarks</p> <p>Direct Benchmarks</p> <ul style="list-style-type: none"> • Passing score on Praxis II Exams 5001 and 5543 to meet highly qualified requirement • Pass all course work for ICLA or all three tests with 70% accuracy • Receive BASIC or higher score on practicum and internship evaluations utilizing Danielson framework • Met all dispositions assessments in course work, practicum and Internships. <p>Indirect Benchmarks</p> <ul style="list-style-type: none"> • Up-to-date alignment of assignments to standards • Alumni surveys should indicate satisfaction with course of study and delivery and qualitative assessment of student responses noting concerns and delights. • Employer surveys should indicate satisfaction with alumni work and performance evaluations and qualitative feedback on preservice teacher performance in teaching special education students in public schools.
<p>Learning Outcome(s) <u>Standard 3:</u> Instruction. University of Idaho special education majors</p>	<p>Assessment Tools and Procedures</p> <p>Direct Measure</p> <p>Benchmarks</p> <p>Direct Benchmarks</p>

<p>demonstrate an understanding of the principles of developmentally appropriate instruction, know a wide variety of teaching and learning strategies and interventions and use technologically sound practices to teach core concepts, skills of inquiry, problem solving, collaboration, and communication. <u>(connected to standard 5 of Idaho Special Exceptional Child Generalist Standards)</u></p> <p>Aligns with University Learning Outcome(s): Think and Create</p>	<ul style="list-style-type: none"> • A score from Praxis II 5543 Special Education-Core Knowledge and Mild to Moderate Application exam and Praxis # 5001 Elementary Education: Multiple Subjects • A passing score on Idaho Comprehensive Literacy Assessment (ICLA)/course and the Technology Competencies. • A passing score in practicum and internship experiences • Course-based assessments through signature assignments (SA) (e.g., SA 2 in EDSP 426 and SA 8 in EDSP 548)- see a complete matrix of SA and course alignment to state standards) <p>Indirect Measure</p> <ul style="list-style-type: none"> • Minimum grade & GPA requirements • Review of assignments and rubrics for an alignment to standards and student performance in special education coursework. <p>Face-to-Face Measures</p> <ul style="list-style-type: none"> • Observation of teacher candidate performance in public schools conducted by faculty, cooperating teacher, and/or university supervisor 	<ul style="list-style-type: none"> • Passing score on Praxis II Exams 5001 and 5543 to meet highly qualified requirement • Pass all course work for ICLA or all three tests with 70% accuracy • Receive BASIC or higher score on practicum and internship evaluations utilizing Danielson framework • Met all dispositions assessments in course work, practicum and Internships. <p>Indirect Benchmarks</p> <ul style="list-style-type: none"> • Up-to-date alignment of assignments to standards • Alumni surveys should indicate satisfaction with course of study and delivery and qualitative assessment of student responses noting concerns and delights. • Employer surveys should indicate satisfaction with alumni work and performance evaluations and qualitative feedback on preservice teacher performance in teaching special education students in public schools.
<p>Learning Outcome(s) Standard 4: Assessment. University of Idaho special education majors analyze and demonstrate an understanding of the roles of multiple</p>	<p>Assessment Tools and Procedures</p> <p>Direct Measure</p> <ul style="list-style-type: none"> • A score from Praxis II 5543 Special Education-Core Knowledge and Mild to Moderate Application exam and Praxis # 5001 Elementary Education: Multiple Subjects 	<p>Benchmarks</p> <p>Direct Benchmarks</p> <ul style="list-style-type: none"> • Passing score on Praxis II Exams 5001 and 5543 to meet highly qualified requirement • Pass all course work for ICLA or all three tests with 70% accuracy

<p>assessments for identifying, monitoring and evaluating students learning in order to modify instruction; they can develop and critique formal and informal, and performance assessment techniques, including local, state, and national assessments systems. <u>(connected to standard 4 of Idaho Special Exceptional Child Generalist Standards)</u></p> <p>Aligns with University Learning Outcome(s): Learn and Integrate</p>	<ul style="list-style-type: none"> • A passing score on Idaho Comprehensive Literacy Assessment (ICLA)/course and the Technology Competencies. • A passing score in practicum and internship experiences • Course-based assessments through signature assignments (SA) (e.g., SA 1 in EDSP 540 and SA 2 & 3 in EDSP 425)- see a complete matrix of SA and course alignment to state standards) <p>Indirect Measure</p> <ul style="list-style-type: none"> • Minimum grade & GPA requirements • Review of assignments and rubrics for an alignment to standards and student performance in special education coursework. • Alumni and graduating student surveys. • Employer surveys. <p>Face-to-Face Measures</p> <ul style="list-style-type: none"> • Observation of teacher candidate performance in public schools conducted by faculty, cooperating teacher, and/or university supervisor 	<ul style="list-style-type: none"> • Receive BASIC or higher score on practicum and internship evaluations utilizing Danielson framework • Met all dispositions assessments in course work, practicum and Internships. <p>Indirect Benchmarks</p> <ul style="list-style-type: none"> • Up-to-date alignment of assignments to standards • Alumni surveys should indicate satisfaction with course of study and delivery and qualitative assessment of student responses noting concerns and delights. • Employer surveys should indicate satisfaction with alumni work and performance evaluations and qualitative feedback on preservice teacher performance in teaching special education students in public schools.
<p>Learning Outcome(s) Standard 5: Research. University of Idaho special education majors, as critical consumers and producers of educational research, examine the role of educational research</p>	<p>Assessment Tools and Procedures</p> <p>Direct Measure</p> <ul style="list-style-type: none"> • A score from Praxis II 5543 Special Education-Core Knowledge and Mild to Moderate Application exam and Praxis # 5001 Elementary Education: Multiple Subjects 	<p>Benchmarks</p> <p>Direct Benchmarks</p> <ul style="list-style-type: none"> • Passing score on Praxis II Exams 5001 and 5543 to meet highly qualified requirement • Met all dispositions assessments in course work, practicum and Internships.

<p>for collecting, analyzing and sharing data. <u>(connected to all standards in Idaho Special Exceptional Child Generalist Standards)</u></p> <p>Aligns with University Learning Outcome(s): Think and Create</p>	<ul style="list-style-type: none"> • Course-based assessments through signature assignments (SA) (e.g., SA 2 in EDSP 548)- see a complete matrix of SA and course alignment to state standards) <p>Indirect Measure</p> <ul style="list-style-type: none"> • Minimum grade & GPA requirements • Review of assignments and rubrics for an alignment to standards and student performance in special education coursework. <p>Face-to-Face Measures</p> <ul style="list-style-type: none"> • Observation of teacher candidate performance in public schools conducted by faculty, cooperating teacher, and/or university supervisor <p>Indirect Benchmarks</p> <ul style="list-style-type: none"> • Up-to-date alignment of assignments to standards • Alumni surveys should indicate satisfaction with course of study and delivery and qualitative assessment of student responses noting concerns and delights. • Employer surveys should indicate satisfaction with alumni work and performance evaluations and qualitative feedback on preservice teacher performance in teaching special education students in public schools.
<p>Learning Outcome(s) <u>Standard 6:</u> Communication. University of Idaho special education majors select and apply a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom. <u>(connected to standard 7 of Idaho Special Exceptional Child Generalist Standards)</u></p>	<p>Assessment Tools and Procedures</p> <p>Direct Measure</p> <ul style="list-style-type: none"> • A score from Praxis II 5543 Special Education-Core Knowledge and Mild to Moderate Application exam and Praxis # 5001 Elementary Education: Multiple Subjects • A passing score in practicum and internship experiences • Course-based assessments through signature assignments (SA) (e.g., SA 3 and 4 in EDSP 423 and SA 9 in EDSP 548)- see a complete matrix of SA and course alignment to state standards) <p>Benchmarks</p> <p>Direct Benchmarks</p> <ul style="list-style-type: none"> • Passing score on Praxis II Exams 5001 and 5543 to meet highly qualified requirement • Receive BASIC or higher score on practicum and internship evaluations utilizing Danielson framework (Master’s plus certification students only) • Met all dispositions assessments in course work, practicum and Internships. <p>Indirect Benchmarks</p> <ul style="list-style-type: none"> • Up-to-date alignment of assignments to standards

<p>Aligns with University Learning Outcome(s): Communicate</p>	<p>Indirect Measure</p> <ul style="list-style-type: none"> • Minimum grade & GPA requirements • Review of assignments and rubrics for an alignment to standards and student performance in special education coursework. <p>Face-to-Face Measures</p> <ul style="list-style-type: none"> • Observation of teacher candidate performance in public schools conducted by faculty, cooperating teacher, and/or university supervisor <ul style="list-style-type: none"> • Alumni surveys should indicate satisfaction with course of study and delivery and qualitative assessment of student responses noting concerns and delights. • Employer surveys should indicate satisfaction with alumni work and performance evaluations and qualitative feedback on preservice teacher performance in teaching special education students in public schools.
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Idaho Special Exceptional Child Generalist Standards by Knowledge and Performance Statements

By Course in Special Education 2018-2019

** all teachers entering the program are certified in either elementary or secondary education and have meet the Idaho Teaching Standards for their area.	EDSP 325	EDSP 350	EDSP 423	EDSP 425	EDSP 426	EDSP 430	EDSP 448	EDSP 484
<i>Standard 1: Learner Development and Individual Learning Differences – The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</i>								
K1 The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.		SA 1,2,3	SA 4		SA 1,2		SA 1,3,5,7,9	
K.2 The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.		SA 2	SA 4		SA 1,2		SA 4,5,6,8,9	
K.3 The teacher understands how exceptionalities can interact with development and learning.		SA 1,2			SA 1,2		SA 1,3,4,5,6,7,8,9	
P1 The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.		SA 1	SA 5				SA 4,7,9	SA 1,2
P2 The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with exceptionality to influence the individual's academic and social abilities, attitudes, values, interests and career and post-secondary options.							SA 1,9	SA 1,2
<i>Standard 2: Learning Environments – The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</i>								
K1 The teacher understand applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.	SA 1						SA 1,2	
K2 The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.			SA 1,2,3,4		SA 1,2		SA 1	

K3	The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	SA 2,3	SA 5	SA 2	SA 1,2,4,9	
K4	The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g. positive behavioral supports, functional behavioral assessment and behavior plans).					
P1	The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.				SA 4,9	SA 2
P2	The teacher modifies learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environment, and provides for maintenance and generalization of acquired skills across environments and subjects.			SA 1,2	SA 9	SA 2
P3	The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities and directly teach them to adapt to the exceptions and demands of different environments.			SA 1,2	SA 4,9	SA 2
P4	The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.					SA 2
<i>Standard 3: Curricular Content Knowledge – The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</i>						
K1	The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	SA 1,2		SA 1,2	SA 1,3,5	
K2	The teacher understands and used general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	SA 1,2,3		SA 1,2	SA 4,6,7,8,9	
K3	The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.	SA 1,2,3		SA 1,2	SA 7	

P1	The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.					SA 1,2			SA 1,2
P2	The teacher collaborates with general educators in teaching and co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.					SA 1,2			SA 1,2
P3	The teacher uses a variety of specialized curricula (e.g. academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.					SA 2			SA 1,2
<i>Standard 4: Assessment – The teacher uses multiple methods of assessment and data-sources in making educational decisions.</i>									
K1	The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.	SA 3				SA 2,4,7		SA 1,9	
K2	The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.	SA 4				SA 3,5		SA 9	
K3	In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.					SA 6			
K4	The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.		SA 2			SA 8		SA 3,4,5,7,8,9	
K5	The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and participate in school, system,. And statewide assessment programs.	SA 2	SA 2					SA 4,5,6,7,9	
K6	The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.)								
K7	The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.					SA 1,8			
P1	The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.								SA 1,2

P2	The teacher gathers background information regarding academic, medical, and social history.							SA 1,2
P3	The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.						SA 9	SA 1,2
P4	The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.							SA 2
P5	The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.							SA 2
<i>Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.</i>								
K1	The teacher knows how to consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.		SA 1,2,3			SA 2		SA 1,4,6,7,8,9
K2	The teacher understands technologies used to support instructional assessment, planning and delivery for individuals with exceptionalities.		SA 3			SA 2		SA 9
K3	The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support communication and learning of individuals with exceptionalities.		SA 3			SA 2		
K4	The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.		SA 1,2			SA 2		SA 8
K5	The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide variety of settings and different learning experiences in collaboration with individuals, families, and teams.					SA 2		
K6	The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.							SA 9

K7	The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.					SA 2		SA 7	
K8	The teacher knows how to enhance 21 st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities and increases their self-determination.					SA 2			
K9	The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.					SA 2			
P1	The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.								SA 1,2
P2	The teacher emphasizes explicit instruction with modeling and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.								SA 1,2
P3	The teacher matches their communication method to an individual's language proficiency and linguistic differences.								SA 1,2
P4	The teacher utilizes universal design for learning, augmentative and alternative communications systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.								SA 1,2
P5	The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.								SA 2
P6	The teacher personalizes instructional planning with a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.								SA 2
<i>Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</i>									
K1	The teacher understands how foundational knowledge and current issues influence professional practice.		SA 2,3	SA 2		SA 2		SA 1,2,3,4	

K2	The teacher understands that diversity is part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.		SA 2,3	SA 4		SA 2		SA 1	
K3	The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.					SA 2		SA 1	
K4	The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.							SA 1	
K5	The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.					SA 2		SA 9	
P1	The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.								SA 1,2
P2	The teacher provides guidance and direction to paraeducators, tutors, and volunteers.								SA 2
P3	The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.								SA 2
P4	The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.								SA 1,2
<i>Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</i>									
K1	The teacher understands the theory and elements of effective collaboration.			SA 2,3,4,5		SA 2			
K2	The teacher understands how to serve as a collaborative resource to colleagues.			SA 2,3,4,5		SA 2			
K3	The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.			SA 2,3,4,5		SA 2			
K4	The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding,							SA 4,9	

	safety and emotional well-being, positive social interactions, and active engagement.							
K5	The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.			SA 4				
K6	The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.			SA 4				
P1	The teacher collaborates with the education team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.							SA 2
P2	The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies and others to address the needs of individuals with exceptionalities.							SA 2
P3	The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.							SA 2

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:	John Cannon	Email:	johnc@uidaho.edu
College:	Education, Health, and Human Sciences		
Department/Unit:	Curriculum and Instruction		
Dept/Unit Approval Date:	May 5, 2017	Vote Record:	Unanimously with 18 votes.
College Approval Date:	CCC: September 15, 2017. TECC: September 19, 2017.	Vote Record:	Unanimous
Primary Point of Contact:	Aleksandra Hollingshead	Email:	ahollingshead@uidaho.edu
Briefly describe the change you are requesting:	Adding a teaching endorsement in special education to the existing major of secondary education (BS Ed.).		

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: None – all courses are currently offered at the graduate level and the undergraduate equivalents will be joint-listed

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.

Opportunities for teacher education candidates to pursue recommendation for certification to work with exceptional children currently only include Master's level programs. This program will be available to undergraduate students in pursuit of that certification. This program will not change the workload of the program faculty in a significant way as these courses are already a part of faculty workload. To accommodate undergraduate students in the current coursework we requested to joint list two of the courses but other than that, the coursework remains the same.

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

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		
	Graduate Level	x	Undergraduate Level	Law Level	Credit Requirement:		
Are new courses being created: (circle your response)				No	Yes	If yes, how many courses will be created:	2

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

Major:		CIP Code:		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:	
Teaching Endorsement (Major/Minor):	Special Education

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

This new teaching endorsement will allow elementary or secondary education majors to pursue certification in special education. This program will be offered online and will be an extension of the current graduate level program offering an initial certification in special education. Currently offered classes at a 300 and 400 level will remain the same, and the two classes at a 500 level (EDSP 548 and EDSP 530) are being considered for joint listing to accommodate undergraduate students.

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:

Outcome 1: Philosophy and School Organization. University of Idaho special education majors demonstrate an understanding of the philosophical foundation of disabilities and special education and historical and contemporary school models that promote developmentally responsive practices for all learners. (connected to standard 6 of Idaho Special Exceptional Child Generalist Standards)

Outcome 2: Curriculum. University of Idaho special education majors demonstrate an understanding that curriculum and interventions should be relevant, inviting, challenging, integrative, and exploratory. They illustrate how to design, select and adapt curriculum for individuals in light of curriculum standards, theories, and models. (related/connected to standard 3 of Idaho Special Exceptional Child Generalist Standards)

Outcome 3: Instruction. University of Idaho special education majors demonstrate an understanding of the principles of developmentally appropriate instruction, know a wide variety of teaching and learning strategies and interventions and use technologically sound practices to teach core concepts, skills of inquiry, problem solving, collaboration, and communication. (connected to standard 5 of Idaho Special Exceptional Child Generalist Standards)

Outcome 4: Assessment. University of Idaho special education majors analyze and demonstrate an understanding of the roles of multiple assessments for identifying, monitoring and evaluating students learning in order to modify instruction; they can develop and critique formal and informal, and performance assessment techniques, including local, state, and national assessments systems. (connected to standard 4 of Idaho Special Exceptional Child Generalist Standards)

Outcome 5: Research. University of Idaho special education majors, as critical consumers and producers of educational research, examine the role of educational research for collecting, analyzing and sharing data. (connected to all standards in Idaho Special Exceptional Child Generalist Standards)

Outcome 6: Communication. University of Idaho special education majors select and apply a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom. (connected to standard 7 of Idaho Special Exceptional Child Generalist Standards)

***a list of direct and indirect measures for each outcome as well as an alignment of signature assignments to standards are attached as separate documents

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

Assessment will occur through alignment of signature assignments to Idaho Standards for Initial Preparation of Professional School Personnel in the Exceptional Child Generalist Endorsement. Candidates are expected to complete the internship semester and demonstrate proficiency through the UI-TPA.

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

The assessment data will be considered for the annual closing of the assessment loop process and program improvement.

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

***a list of direct and indirect measures for each outcome as well as an alignment of signature assignments to standards are attached as separate documents

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

We will conduct ongoing assessment.

Distance Education Availability

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

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

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

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

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

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

Geographical Area Availability

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

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

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

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

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

Exceptional Child Generalist Teaching Endorsement

FOR ELEMENTARY ED MAJORS

EDSP 300	Educating for Exceptionalities	3 cr
EDSP 325	Classroom Applications of Learning Theories	2 cr
EDSP 350	Language and Communication Development and Disorders	3 cr
EDSP 423	Collaboration	3 cr
EDSP 425	Evaluation of Children and Youth	3 cr
EDSP 426	Developing Instructional Programs	3 cr
EDSP 430	Assistive Technology and UDL	2 cr
EDSP 448	Special Education Curriculum	3 cr
EDCI 463	Content Reading	3 cr

EDSP 484 Special Education Internship 6 cr

Courses to total 31 credits

FOR SECONDARY ED MAJORS:

*would take all courses listed above plus:

MTHE 235	Mathematics for Elementary Teachers I	3 cr
MTHE 236	Mathematics for Elementary Teachers II	3 cr
EDCI 320	Teaching Reading and Literacy	3 cr

Courses to total 40 credits

UCC-19-029 new courses for above.

College of Education, Health and Human Sciences
Proposed Catalog Changes
Effective Summer 2018

CURRICULUM AND INSTRUCTION

1. Add the following courses:

EDSP J430/J530 Assistive Technology and Universal Design for Learning for PreK-12 (2 cr)

This course is designed to introduce students to assistive technology (AT), instructional technology, and universal design for learning (UDL). Together, they provide a foundational environment in which all students, including those with disabilities, can survive and thrive in the general education setting. This course will increase participants' understanding of the relationship between instructional design and technology and prepare for successful implementation. The course will move from individualized consideration of assistive technology to a naturally supported least restrictive environment.

Prereq: EDSP 300, EDSP 325, and EDSP 350

Available via distance: Yes

Geographical Area: Moscow, Online with weekly synchronous sessions

Rationale: Opportunities for teacher education candidates to pursue recommendation for certification to work with exceptional children currently only include masters level programs. This course will be available to undergraduate students in pursuit of that certification.

EDSP J448/J548 Special Education Curriculum (3 cr)

This course is designed to enable professional educators to assume leadership roles in the development and implementation of instructional programs and services for students with disabilities. Attention will be given to theoretical models, curriculum approaches, practices in developing curricula, the use of technology and assistive technology in instruction, techniques for delivering instruction in a variety of educational settings, and trends and issues in special education instruction.

Prereq: EDSP 300, EDSP 325, and EDSP 350

Available via distance: Yes

Geographical Area: Moscow, Online

Rationale: Opportunities for teacher education candidates to pursue recommendation for certification to work with exceptional children currently only include masters level programs. This course will be available to undergraduate students in pursuit of that certification.

2. Change the following courses:

EDSP 530 Assistive Technology and Universal Design for Learning for Pre-K12 (2 cr)

See EDSP J430/J530. This course is designed to introduce students to assistive technology and universal design for learning as they are woven into the PreK12 community to support all students including those with disabilities access and interact with the general education curriculum. This course will increase participants' understanding of the continuum of assistive technologies to universal design and expose them optimal systematic formats for successful implementation. Focus will move from an IEP team-based process, of student evaluations, reporting, training, and follow-up, to a general education classroom instructional design model with an understanding of the impact on school improvement.

Available via distance: Yes

Geographical Area: Moscow, Online

Rationale: See above.

EDSP 548 Special Education Curriculum (3 cr)

See EDSP J448/J548. Theories of curriculum; models of teaching, instructional strategies, evaluation of student progress and service delivery; issues and trends in special education. (Fall only)

Available via distance: Yes

Geographical Area: Moscow, Online

Rationale: See above.

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 Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th 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 when submitted to provost@uidaho.edu

Submission Information

This section must be completed

College:	Agricultural and Life Sciences		
Department/Unit:	Agricultural and Extension Education		
Dept/Unit Approval Date:	August 18, 2017	Vote Record:	Aye = 5, No = 0
College Approval Date:	9/26/17	Vote Record:	unanimous
CIP code (Consult Institutional Research):	01.0802 Agricultural Communication/Journalism		
Primary Point of Contact (Name and Email):	James Connors, Department Head	jconnors@uidaho.edu	
Briefly describe the change you are requesting:	Create a Minor in Agricultural Communications and Leadership		

Rationale and Overview of Program Component Request or Name Change

This section must be completed

Provide the rationale and overview of 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 department of Agricultural & Extension Education currently offers a degree in Agricultural Sciences, Communications and Leadership, but does not have a minor in the same. We would like to offer this for students who are interested in a minor rather than the B.S. The additional workload will be minimal as the minor will encompass current courses or courses that are being developed for the major. We feel that this minor will be attractive to students in CALS majors outside the department who desire to enhance their leadership and communications skills for future employment.

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. 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.

Current Name:	
New Name:	
Current Degree:	
New Degree:	

Other Details:	
Effective Date:	

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 Track Change or 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.

Create New:	<input checked="" type="checkbox"/>	Modify:	<input type="checkbox"/>	Discontinue:	<input type="checkbox"/>	Implementation Date:	Fall 2018	
Graduate Level:	<input type="checkbox"/>	Undergraduate Level:	<input checked="" type="checkbox"/>	Law Level:	<input type="checkbox"/>	Credit Requirement:	20 cr.	
Are new courses being created:	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/>	If yes, how many courses will be created:				3

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

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

Option:	
Emphasis:	
Minor:	Agricultural Communications and Leadership
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

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, 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:
<p>Learn & Integrate</p> <ul style="list-style-type: none"> Students will understand and apply appropriate communication skills as they apply to agriculture Students will value and demonstrate leadership in agricultural organizations/groups/businesses. <p>Think & Create</p> <ul style="list-style-type: none"> Students will apply leadership and communications principles in a variety of settings Students will improve as problem-solving leaders <p>Communicate</p> <ul style="list-style-type: none"> Students will effectively communicate and work in groups Students will improve their written and verbal communication skills <p>Clarify Purpose & perspective</p> <ul style="list-style-type: none"> Students will understand the importance of leadership in agricultural contexts Students will develop as leaders and utilize their skills as leaders <p>Practice citizenship</p> <ul style="list-style-type: none"> Students will understand the importance of ethical leadership in agricultural organizations/groups/businesses. Students will understand the importance of communications in agricultural organizations/groups/businesses. 	

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>The Learning outcomes will be assessed using the following.</p> <ul style="list-style-type: none"> • Class projects and assignments • Student involvement in leadership/ communications outside the classroom • Exit Interviews • Follow-up studies 	
3.	How will you ensure that the assessment findings will be used to improve the program?
Our department is committed to utilizing the results of assessment for program improvement. We continually assess and improve the programs in our department- so the addition of the minor would not adjust how we utilize assessment data for program improvement	
4.	What direct and indirect measures will be used to assess student learning?
Students will be assessed through a variety of methods including, but not limited to; papers/essays, projects, classroom activities, exams, oral presentations and participation.	
5.	When will assessment activities occur and at what frequency?
The program will be assessed annually.	

Financial Impact

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

Greater than \$250,000 per FY:	Less than \$250,000 per FY:	x	
Brief Description of financial impact:	There will be minimal additional financial impact as most of these courses are used in the existing B.S. program.		

Distance Education Availability

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

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

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

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

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*

(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

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

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 regions 3, 4, and/or 5 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.

Agricultural Communications and Leadership Minor

Ag Ed 251	Principles of Agricultural Science, Comm., and Leadership	3 cr
Ag Ed 252	Developing Collegiate and Community Organizations	3 cr
Ag Ed 301	Undergraduate Research	1-3, max 3
Ag Ed 350	Leadership Event Coordination	1 cr
Ag Ed 450	Developing Leaders	3 cr
Ag Ed 451	Communicating in Agriculture	3 cr
Ag Ed 406	Exploring International Agriculture	3 cr
Ag Ed 407	Global Agricultural Life Science Systems	3 cr max
Ag Ed 498	Internship	5 cr max

Courses to total 20 credits for this minor

UCC-18-032 – new course for above.

College of Agricultural and Life Sciences
Proposed Catalog Changes
Effective Summer 2018

AGRICULTURAL AND EXTENSION EDUCATION

1. Add the following course:

AGED 301 (s) Undergraduate Research (1-3 cr, max 3)
Undergraduate research for students in agricultural education.
Prereq: Instructor Permission

Available via distance: No

Geographical Area: Moscow

Rationale: Currently, the undergraduate research course is taught as a directed study- AGED 299. By assigning a specific number to the course it correctly reflects the course content. There is no additional workload.

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:	Paul McDaniel	Email:	paulm@uidaho.edu
College:	CAL S		
Department/Unit:	Plant Sciences		
Dept/Unit Approval Date:	09/15/2017	Vote Record:	unanimous
College Approval Date:	9/26/2017	Vote Record:	unanimous
Primary Point of Contact:	Joe Kuhl	Email:	jkuhl@uidaho.edu
Briefly describe the change you are requesting:	Add a minor in Biotechnology and Plant Genomics		

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: None

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 addition of this minor will provide students the opportunity to take a small number of classes to demonstrate their knowledge and understanding of topics in the area of Biotechnology and Plant Genomics, and have that curriculum highlighted on their transcript.

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:	August 20, 2018		
	Graduate Level	X	Undergraduate Level	Law Level	Credit Requirement:	18-19	
Are new courses being created: (circle your response)				<input checked="" type="radio"/> 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:		261201	Degree:	
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	Biotechnology and Plant Genomics
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

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

Complete 13 credits in Biochemistry (Biol 380), Genetics (Gene 314 or Biol 310), Genetic Engineering (PISc 488) and Introduction to Biotechnology (PISc 207), and additional 6 to 7 credits in advanced courses specialized in genomics, plant biochemistry, molecular biology, and/or plant breeding.
--

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:
Learn and integrate knowledge in biotechnology and plant genomics and to integrate this information across biology, plant science, biochemistry, molecular biology and chemistry.

<p>Apply thinking strategies to real-world issues to solve problems and make consequential decisions in the area of biotechnology and plant genomics.</p> <p>Students should be able to communicate basic biotechnology concepts using verbal and written methods to demonstrate understanding in a complex society.</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><u>Direct Measure Process (per our current protocols and metrics):</u> Demonstrated ability to apply academic knowledge to real-world problems and controversies as assessed by final exam questions in Genetic Engineering (Gene 488); performance on parts of standardized exams that assess ability to integrate and synthesize various concepts.</p> <p><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.</p> <p><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 knowledge about careers in the proposed minor.</p>
<p>3. How will you ensure that the assessment findings will be used to improve the program?</p> <p>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.</p>
<p>4. What direct and indirect measures will be used to assess student learning?</p> <p><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.</p> <p><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 receive a grade of C or higher in all courses required for the minor. At least 75% of students actively participate in club/organization and/or service learning activities.</p>
<p>5. When will assessment activities occur and at what frequency?</p> <p>Learning Outcomes Assessment as outlined will occur throughout the academic year with metrics annually reported during September for the prior Academic Year. New or adjusted procedures and metrics will be developed by Plant Sciences faculty members during FY18 and beyond as needed for the three proposed plant science majors.</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.

Biotechnology and Plant Genomics Minor

Biol 380	Biochemistry I	4 cr
PISc 207	Introduction to Biotechnology	3 cr
PISc 488	Genetic Engineering	3 cr

One of the following (3 cr):

Gene 314	General Genetics	3 cr
Biol 310	Genetics	3 cr

Two of the following courses (6-7 cr):

Biol 444	Genomics	3 cr
Biol 487	Eukaryotic Molecular Genetics	3 cr
PISc 440	Advanced Laboratory Techniques	4 cr
PISc 486	Plant Biochemistry	3 cr
PISc 446/ 546	Plant Breeding	3 cr

Courses to total 19-20 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:	Margaret Ritchie School of Family and Consumer Sciences		
Dept/Unit Approval Date:	9/13/2017	Vote Record:	Unanimous
College Approval Date:	9/19/2017	Vote Record:	Unanimous
Primary Point of Contact:	Hydee Becker	Email:	hydeeb@uidaho.edu
Briefly describe the change you are requesting:	Discontinue Option A: Coordinated Program in Dietetics, Discontinue Option B: Nutrition, and expand the current Nutrition curriculum to take their place.		

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: Minimal financial impact is expected since this degree of B.S.F.C.S. with a major in Food and Nutrition is already offered.

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 Margaret Ritchie School of Family and Consumer Sciences offers a degree in Food and Nutrition (B.S.F.C.S.). Students completing this degree currently have two options. The first is option A. Coordinated Program in Dietetics. The second is option B. Nutrition Option. Option A is an accredited program for students who wish to become Registered Dietitian Nutritionists. Option B is for students who wish to work with government agencies, commodity groups, health and fitness agencies and businesses and some components of the food industry or who wish to pursue advanced degrees in medicine or nutrition. We are proposing to discontinue option A. Coordinated Program in Dietetics and expand the current option B. Nutrition option. There will be one curriculum for all Food and Nutrition majors.

The rationale to discontinue option A. Coordinated Program in Dietetics is due to the fact that the Accreditation Council for Education in Nutrition and Dietetics (ACEND) will mandate in 2024 a master's degree and an accredited program for students wishing to become Registered Dietitian Nutritionists. The proposed Food and Nutrition major will prepare students to apply to an accredited master's degree program in nutrition and dietetics. We plan to implement an accredited master's degree program in nutrition and dietetics to begin Fall 2021. Students can graduate with a BSFCS and a major in food and nutrition and then go on to enroll in the accredited program in nutrition and dietetics at the master's level.

Our ACEND accredited coordinated program in dietetics will continue for undergraduates until the current freshman with a catalog year of 2017-2018 have had an opportunity to complete their degree of B.S.F.C.S. Food and Nutrition: Dietetics Option. The last group of students who have selected the dietetics option are expected to graduate May 2021 but would technically have the option to graduate as late as 2024 as the courses and supervised practice required for the dietetics option will continue to be offered. In this case, there will be no harm or loss to the current student who desires to graduate as an undergraduate from an accredited coordinated program in dietetics.

The added workload is expected to be minimal, as the number of undergraduates interested in food and nutrition and dietetics will likely remain the stable.

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.

Create New	<input checked="" type="checkbox"/>	Discontinue and Modify	Implementation Date:	Fall 2018
Graduate Level	<input checked="" type="checkbox"/>	Undergraduate Level	Law Level	Credit Requirement: 120
Are new courses being created: (circle your response)	No	<input checked="" type="checkbox"/> Yes	If yes, how many courses will be created:	1 (FCS 389 App. UCC-18-014)

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

Major:	Food and Nutrition	CIP 190101	Degree:	B.S.F.C.S.
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Enter the name of the program component in the appropriate row:

Option:	A. Coordinated Program in Dietetics B. Nutrition Option
Emphasis:	

Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

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

Courses that meet the core knowledge requirements for the Accreditation Council on Education in Nutrition and Dietetics (ACEND) were added to the curriculum requirements to the existing Option B. Nutrition Option. The Food and Nutrition major will prepare students to apply to a master's program that is accredited by ACEND.

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:

Food and Nutrition Students will:

1. Recognize, identify and integrate basic food science concepts and terminology used by professionals in the nutrition, foodservice, culinary arts, and food science fields.
2. Plan, prepare, and serve aesthetically pleasing meals, within constraints of cost, time, and material, to meet the nutritional needs and preferences of individuals and groups of various ages and cultures.
3. Apply the management process to the production of meals.
4. Describe digestion, absorption, transport, function, metabolism, excretion, deficiency, toxicity, and assessment of nutritional status, as well as the latest RDA or AI for vitamins and minerals.
5. Describe the etiology, risk factors, medical treatment, and nutrition treatment of common conditions through the nutrition care process.
6. Use critical thinking to solve nutrition problems.
7. Develop food and nutrition education curriculums for specific populations.

Students who complete this degree will be eligible to apply for a graduate degree in an allied health profession or further their studies in food, nutrition, and dietetics to become a Registered Dietitian Nutritionist.

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

Faculty in food, nutrition, and dietetics will meet annually to assess student achievement of learning outcomes. Data will be collected by each faculty member based on who is the instructor of record. The data will be collected on one form and reviewed by the group.

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

Faculty in food, nutrition, and dietetics will meet annually to review curriculum. The results of the assessment findings will be used to identify opportunities for improvement in the curriculum. An action plan will be developed. Individual faculty will be responsible for implementing the plan, as it pertains to their courses. Documentation of assessment findings, proposed curriculum changes based on assessment findings, and action plan will be submitted to the site for university assessment of student learning.

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

1. Recognize, identify and integrate basic food science concepts and terminology used by professionals in the nutrition, foodservice, culinary arts, and food science fields. Assessment strategy: Recipe breakdown activities in FCS 270: Scientific Principles of Food Preparation
2. Plan, prepare, and serve aesthetically pleasing meals, within constraints of cost, time, and material, to meet the nutritional needs and preferences of individuals and groups of various ages and cultures. Assessment strategy: Theme meal project in FCS 385: Quantity Food Production and Equipment Lab
3. Apply the management process to the production of meals. Assessment strategy: Theme meal project in FCS 385: Quantity Food Production and Equipment Lab

<p>4. Describe digestion, absorption, transport, function, metabolism, excretion, deficiency, toxicity, and assessment of nutritional status, as well as the latest RDA or AI for vitamins and minerals. Assessment strategy: identified exam questions, as identified by the faculty, in FCS 361: Advanced Nutrition and Human Metabolism</p> <p>5. Describe the etiology, risk factors, medical treatment, and nutrition treatment of common conditions through the nutrition care process. Assessment strategy: Assessment strategy: Problem-based learning case studies in FCS 362: Introduction to Clinical Dietetics</p> <p>6. Use critical thinking to solve nutrition problems. Assessment strategy: Problem-based learning case studies in FCS 362: Introduction to Clinical Dietetics</p> <p>7. Develop food and nutrition education curriculums for specific populations. Assessment strategy: Nutrition Education Curriculum Project in FCS 492: Nutrition Education Through the Life Cycle</p>
<p>5. When will assessment activities occur and at what frequency?</p> <p>Assessment activities will occur throughout the semester in which the course is taught. The courses taught in the fall are: FCS 270, FCS 385, and FCS 361. The data will be reported at the end of the fall semester. The courses taught in the spring are: FCS 362 and FCS 492. The data will be reported at the end of the spring semester. Each outcome will be assessed annually in the beginning of the fall semester.</p>

Distance Education Availability

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- (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.

Family and Consumer Sciences Undergraduate Curricular Requirements

Required course work includes the university requirements (see regulation J-3) and ~~one of the following options:~~

~~A. Coordinated Program in Dietetics~~

~~Upon acceptance to the professional phase of the CPD during the second semester of the sophomore year, students must maintain a cumulative grade point average of at least 2.80 to remain in and graduate from the program. Students must also obtain at least a B (80%) in all CPD courses required by the Accreditation Council for Education in Nutrition and Dietetics.~~

ACCT 201	Introduction to Financial Accounting	3 cr
BIOL 120	Human Anatomy	4 cr
BIOL 121	Human Physiology	4 cr
BIOL 300	Survey of Biochemistry	3 cr
FCS 205	Concepts in Human Nutrition	3 cr
FCS 270	Scientific Principles of Food Preparation	3 cr
FCS 275	Experimental Foods	2 cr
FCS 301	Professional Skills in Dietetics I	1 cr
FCS 361	Advanced Nutrition	3 cr
FCS 362	Introduction to Clinical Dietetics	3 cr
FCS 363	Medical Nutrition Therapy	4 cr
FCS 364	Clinical Dietetics I	4 cr
FCS 365	Advanced Nutrition Lab	1 cr
FCS 384	Quantity Food Production and Equipment	3 cr
FCS 385	Intro Dietetics Supervised Practice I	2 cr
FCS 387	Food Systems Management	3 cr
FCS 388	Intro Dietetics Supervised Practice II	1 cr
FCS 411	Global Nutrition	3 cr
FCS 463	Helping Skills in Dietetics	2 cr
FCS 472	Clinical Dietetics II	8 cr
FCS 473	Community Nutrition	3 cr
FCS 486	Nutrition in the Life Cycle	3 cr
FCS 487	Community Nutrition Supervised Practice	4 cr
FCS 488	Management Supervised Practice II	8 cr
FCS 491	Research Methods in Food Nutrition	3 cr
FCS 492	Nutrition Education in the Life Cycle	3 cr
PSYC 101	Introduction to Psychology	3 cr
SOC 101	Introduction to Sociology	3 cr
STAT 251	Statistical Methods	3 cr
One of the following (4 cr):		
CHEM 101	Introduction to Chemistry I	4 cr
CHEM 111	Principles of Chemistry I	4 cr
One of the following (3 cr):		
CHEM 275	Carbon Compounds	3 cr
CHEM 277	Organic Chemistry I	3 cr
One of the following (3 cr):		
FCS 105	Individual and Family Development	3 cr
PSYC 305	Developmental Psychology	3 cr
One of the following (3-4 cr):		

MATH 143	Pre-calculus Algebra and Analytic Geometry	3 cr
MATH 170	Analytic Geometry and Calculus I	4 cr
One of the following (4-5 cr):		
BIOL 154	Introductory Microbiology	3 cr
AND		
BIOL 155	Introductory Microbiology Laboratory	1 cr
-		
BIOL 250	General Microbiology	3 cr
AND		
BIOL 255	General Microbiology Lab	2 cr
Two credits selected from the following:		
FCS 305	Nutrition Related to Fitness and Sport	2 cr
FCS 435	Feeding Young Children in Group Settings	1 cr
FCS 462	Eating Disorders	2 cr
FCS 475	Food Preservation	1 cr
FCS 484	Vegetarian Food and Nutrition	3 cr
Courses to total 128 credits for this degree		

~~B. Nutrition Option~~

This ~~option~~ major prepares students for careers with government agencies, commodity groups, health and fitness agencies and businesses, and some components of the food industry. In addition, the course work ~~would~~ provides excellent background for those wishing to pursue advanced degrees in medicine or nutrition or dietetics. Students wishing to become a Registered Dietitian Nutritionist will be prepared to apply to an accredited master's program in nutrition and dietetics.

<u>ACCT 201</u>	<u>Introduction to Financial Accounting</u>	<u>3 cr</u>
BIOL 120	Human Anatomy	4 cr
BIOL 121	Human Physiology	4 cr
BIOL 300	Survey of Biochemistry	3 cr
FCS 205	Concepts in Human Nutrition	3 cr
FCS 270	Scientific Principles of Food Preparation	3 cr
FCS 275	Experimental Foods	2 cr
FCS 305	Nutrition Related to Fitness and Sport	2 cr
FCS 361	Advanced Nutrition	3 cr
<u>FCS 362</u>	<u>Introduction to Clinical Nutrition</u>	<u>3 cr</u>
<u>FCS 384</u>	<u>Quantity Food Production and Equipment</u>	<u>3 cr</u>
<u>FCS 385</u>	<u>Quantity Food Production and Equipment Lab</u>	<u>2 cr</u>
<u>FCS 387</u>	<u>Food Systems Management</u>	<u>3 cr</u>
<u>FCS 389</u>	<u>Introduction to Clinical Nutrition Lab</u>	<u>1 cr</u>
<u>FCS 411</u>	<u>Global Nutrition</u>	<u>3 cr</u>
<u>FCS 463</u>	<u>Helping Skills in Dietetics</u>	<u>2 cr</u>
<u>FCS 473</u>	<u>Community Nutrition</u>	<u>3 cr</u>
FCS 486	Nutrition in the Life Cycle	3 cr
FCS 492	Nutrition Education in the Life Cycle	3 cr
STAT 251	Statistical Methods	3 cr
FCS	FCS Electives	<u>8</u> 12 cr
<u>PSYC 101</u>	<u>Introduction to Psychology</u>	<u>3 cr</u>

SOC 101	Introduction to Sociology	3 cr
STAT 251	Statistical Methods	3 cr

One of the following (3 cr):

CHEM 101	Introduction to Chemistry I	4 cr
CHEM 111	Principles of Chemistry I	4 cr

One of the following (3 cr):

CHEM 275	Carbon Compounds	3 cr
CHEM 277	Organic Chemistry I	3 cr

One of the following (3 cr):

FCS 105	Individual and Family Development	3 cr
PSYC 305	Developmental Psychology	3 cr

One of the following (3-4 cr):

MATH 143	Pre-calculus Algebra and Analytic Geometry	3 cr
MATH 170	Analytic Geometry and Calculus I	4 cr

One of the following (4-5 cr):

BIOL 154	Introductory Microbiology	3 cr
	AND	
BIOL 155	Introductory Microbiology Laboratory	1 cr
BIOL 250	General Microbiology	3 cr
	AND	
BIOL 255	General Microbiology Lab	2 cr

Courses to total 120 credits for this degree