OFFICE OF THE PRESIDENT
875 Perimeter Drive MS 3151
Moscow ID 83844-3151

208-885-6365
president@uidaho.edu
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**MEMORANDUM**

TO: Liz Brandt, Faculty Secretary
Aaron Johnson, Chair
FROM: Chuck Staben, President
SUBJECT: General Policy Report #67
DATE: March 22, 2019

In response to your memo of March 12, 2019, 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-19-020 (UCC-19-013a):** CEHHS Catalog D-6
**FS-19-021 (UCC-19-013c):** Regulation J-3-b
**FS-19-022 (UCC-19-013e):** Regulation J-3-e
**FS-19-023 (UCC-19-013g):** Regulation J-3-g
**FS-19-026 (UCC-19-029a):** New Sales Management Minor
**FS-19-027 (UCC-19-029b):** New Marketing Option
**FS-19-028 (UCC-19-037):** New Philosophy, Political, and Economics Minor
**FS-19-039 (UCC-19-043 &43a):** Name Change - Interior Design to Interior Architecture & Design/Prefix Number Change
**FS-19-040 (UCC-19-028a&28):** New Virtual Technology & Design Certificate/New Virtual Technology & Design Courses
**FS-19-041 (UCC-19-031):** New Natural Science Teaching Endorsement
**FS-19-042 (UCC-19-032):** New Sociology/Anthropology Teaching Endorsement
**FS-19-043 (UCC-19-033):** New Drama Teaching Endorsement
**FS-19-044 (UCC-19-034a&34):** New Culturally Responsive Pedagogy Certificate/Catalog Changes
**FS-19-045 (UCC-19-035):** Minor Name Change Communication Studies to Communication
**FS-19-046 (UCC-19-036):** Certificate Name Change Diversity & Stratification to Diversity & Inclusion
**FS-19-047 (UCC-19-038):** Discontinue Process & Performance Academic Certificate
**FS-19-048 (UCC-19-039):** Discontinue M.S. Metallurgy
**FS-19-049 (UCC-19-041a&41):** New Nuclear Technology Management Graduate Certificate/ Add Nuclear Engineering Courses
**FS-19-050 (UCC-19-042):** New Cybersecurity Undergraduate Certificate
**FS-19-055 (UCC-19-045):** New Minor Plant Protection
**FS-19-056 (UCC-19-046&018):** Agricultural Commodity Risk Management Certificate
**FS-19-057 (UCC-19-047):** Masters of Accountancy
**FS-19-059 (previous FS-19-018)(UCC-19-026b):** Regulation H – Final Examinations
**FS-19-060 (UCC-19-040):** Geological Engineering minor name change
**FS-19-061 (UCC-19-050):** Concurrent Degrees



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

# GENERAL POLICY REPORT #67
## February 22, 2019

The items listed below (approved by Faculty Senate) will be considered to have the necessary faculty approval unless a petition requesting further consideration of these items is signed by five faculty members and submitted to the chair of the Faculty Senate by **March 8, 2019**. 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-19-020 (UCC-19-013a):** CEHHS Catalog D-6
**FS-19-021 (UCC-19-013c):** Regulation J-3-b
**FS-19-022 (UCC-19-013e):** Regulation J-3-e
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**FS-19-060 (UCC-19-040):** Geological Engineering minor name change
**FS-19-061 (UCC-19-050):** Concurrent Degrees

***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 Aaron Johnson, Faculty Senate Chair, aaronj@uidaho.edu.

UCC-19-013a

**College of Education, Health and Human Sciences**
**Proposed Catalog Changes**
**Effective Summer 2019**

D-6 Professional Development Credit.

Professional development credit may be offered to improve effectiveness of teachers and administrators in raising student achievement. Courses must include a minimum of 15 contact hours per credit. Credits earned in professional development courses may not be applied toward a baccalaureate degree.

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**University Committee on General Education**
**Proposed Catalog Changes**
**Effective Summer 2019**

**J-3-b. Oral Communication (2-3 cr)**

Students who receive a passing grade in one of the following five~~our~~ courses are expected to meet the proficiencies for Oral Communication courses contained in Section III-N of the Idaho State Board of Education Governing Policies and Procedures. Students should be able to demonstrate basic competency in

1. organization and preparation,
2. oral language use and presentation, and
3. addressing audience needs and interests.

| | | |
|---|---|---|
| COMM 101 | Fundamentals of Public Speaking | 2 |
| COMM 150 | Online Oral Communication | 3 |
| ENGL 313 | Business Writing | 3 |
| ENGL 317 | Technical Writing | 3 |
| PHIL 102 | Reason and Rhetoric | 2 |

**University Committee on General Education**
**Proposed Catalog Changes**
**Effective Summer 2019**

J-3-e. Humanistic and Artistic Ways of Knowing (6 cr, from two different disciplines) and Social and Behavioral Ways of Knowing (6 cr, from two different disciplines)

The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

Humanistic and Artistic Ways of Knowing courses enable students to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic interpretative manner, with the goal of fostering understanding of culture and inspiring a citizenry that is more literate, respectful of diverse viewpoints, and intellectually inquisitive.

Social and Behavioral Ways of Knowing courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Courses on the humanities and social science lists that are also listed as satisfying the American diversity or international requirement are indicated by a D or I designation.

Approved Humanistic and Artistic Ways of Knowing Courses:

| | | |
|---|---|---|
| AMST 301 | Studies in American Culture | 3 |
| ARCH 151 | Introduction to the Built Environment | 3 |
| ART 100 | World Art and Culture | 3 |
| ART 205 | Visual Culture | 3 |
| ART 213 | History and Theory of Modern Design | 3 |
| ART 302 | Modern Art and Theory | 3 |
| ART 382 | History of Photography | 3 |
| ART 407 | New Media | 3 |
| DAN 100 | Dance in Society | 3 |
| ENGL 175 | Introduction to Literary Genres | 3 |
| ENGL 221 | History of Film 1895-1945 | 3 |
| ENGL 222 | History of Film 1945-Present | 3 |
| ENGL 257 | Literature of Western Civilization | 3 |
| ENGL 258 | Literature of Western Civilization | 3 |
| ENGL 322 | Environmental Literature and Culture | 3 |
| ENGL 341 | Survey of British Literature | 3 |
| ENGL 342 | Survey of British Literature | 3 |

| | | |
|---|---|---|
| ENGL 343 | Survey of American Literature | 3 |
| ENGL 344 | Survey of American Literature | 3 |
| ENGL 345 | Shakespeare | 3 |
| ENGL 375 | The Bible as Literature | 3 |
| FLEN 210 | Introduction to Classic Mythology | 3 |
| FLEN 313 | French/Francophone Literature in Translation | 3 |
| FLEN 324 | Topics in German Literature in Translation | 3 |
| FLEN 331 | Japanese Anime | 3 |
| FLEN 391 | Hispanic Film | 3 |
| FLEN 394 | Latin American Literature in Translation | 3 |
| FREN 101 | Elementary French I | 4 |
| FREN 102 | Elementary French II | 4 |
| GERM 101 | Elementary German I | 4 |
| GERM 102 | Elementary German II | 4 |
| HIST 340 | Modern India, 1757-1947 | 3 |
| HIST 350 | The Age of Enlightenment: European Culture & Ideas, 1680-1800 | 3 |
| HIST 357 | Women in Pre-Modern European History | 3 |
| HIST 366 | Modern European Cultural and Intellectual History, 1880-1980 | 3 |
| HIST 378 | History of Science I: Antiquity to 1700 | 3 |
| HIST 379 | History of Science II: 1700-Present | 3 |
| HIST 414 | History and Film | 3 |
| HIST 442 | The Medieval Church: Europe in the Early and High Middle Ages | 3 |
| HIST 443 | The Medieval State: Europe in the High and Late Middle Ages | 3 |
| HIST 445 | Medieval English Constitutional and Legal History: 1066-1485 | 3 |
| HIST 447 | The Renaissance | 3 |
| HIST 448 | The Reformation | 3 |
| HIST 485 | Chinese Social and Cultural History | 3 |
| IS 370 | African Community, Culture, and Music | 1-3 |
| MUSH 101 | Survey of Music | 3 |
| MUSH 111 | Introduction to Music Literature | 3 |
| MUSH 201 | History of Rock and Roll | 3 |
| PHIL 103 | Ethics | 3 |
| PHIL 200 | Philosophy of Alcohol | 3 |
| PHIL 201 | Critical Thinking | 3 |
| PHIL 208 | Business Ethics | 3 |
| PHIL 240 | Belief and Reality | 3 |
| PHIL 351 | Philosophy of Science | 3 |
| PHIL 361 | Professional Ethics | 3 |
| SPAN 101 | Elementary Spanish I | 4 |
| SPAN 102 | Elementary Spanish II | 4 |
| THE 101 | Introduction to the Theatre | 3 |
| THE 468 | Theatre History | 3 |

| | | |
|---|---|---|
| WGSS 201 | Introduction to Women's, Gender, and Sexuality Studies | 3 |

Approved Social and Behavioral Ways of Knowing Courses:

| Code | Title | Hours |
|---|---|---|
| ANTH 100 | Introduction to Anthropology | 3 |
| ANTH 220 | Peoples of the World | 3 |
| ANTH 261 | Language and Culture | 3 |
| ANTH 329 | North American Indians | 3 |
| ANTH 350 | Food, Culture, and Society | 3 |
| ANTH 462 | Human Issues in International Development | 3 |
| COMM 233 | Interpersonal Communication | 3 |
| COMM 335 | Intercultural Communication | 3 |
| COMM 410 | Conflict Management | 3 |
| ECON 201 | Principles of Macroeconomics | 3 |
| ECON 202 | Principles of Microeconomics | 3 |
| ECON 272 | Foundations of Economic Analysis | 4 |
| EDCI 201 | Contexts of Education | 3 |
| EDCI 301 | Lrng, Dvlpmnt, & Assessment | 3 |
| FLEN 270 | Introduction to Greek and Roman Civilization | 3 |
| FLEN 307 | Institutions of the European Union | 3 |
| FLEN 308 | European Immigration and Integration | 3 |
| GEOG 165 | Human Geography | 3 |
| GEOG 200 | World Regional Geography | 3 |
| GEOG 260 | Introduction to Geopolitics | 3 |
| GEOG 365 | Political Geography | 3 |
| HIST 101 | History of Civilization 1 | 3 |
| HIST 102 | History of Civilization 2 | 3 |
| HIST 111 | Introduction to U.S. History | 3 |
| HIST 112 | Introduction to U.S. History | 3 |
| HIST 180 | Introduction to East Asian History | 3 |
| HIST 270 | Introduction to Greek and Roman Civilization | 3 |
| HIST 315 | Comparative African-American Cultures | 3 |
| HIST 462 | History of the American West | 3 |
| HIST 461 | Idaho and the Pacific Northwest | 3 |
| HIST 380 | Disease and Culture:History of Western Medicine | 3 |
| HIST 382 | History of Biology: Conflicts and Controversies | 3 |
| HIST 388 | History of Mathematics | 3 |
| HIST 412 | Revolutionary North America and Early National Period | 3 |
| HIST 419 | Topics in the American West | 3 |
| HIST 420 | History of Women in American Society | 3 |
| HIST 424 | American Environmental History | 3 |

| Code | Title | Hours |
|---|---|---|
| HIST 426 | Red Earth White Lies: American Indian History 1840-Present | 3 |
| HIST 430 | U.S. Diplomatic History | 3 |
| HIST 431 | Stolen Continents, The Indian Story: Indian History to 1840 | 3 |
| HIST 438 | Modern Mexico and the Americas | 3 |
| HIST 439 | Modern Latin America | 3 |
| HIST 440 | Social Revolution in Latin America | 3 |
| HIST 441 | Slavery and Freedom in the Americas | 3 |
| HIST 449 | Tudor-Stuart Britian 1485-1660 | 3 |
| HIST 452 | Europe in the Age of the Revolution, 1770-1880 | 3 |
| HIST 456 | Anti-Semitism and the Holocaust | 3 |
| HIST 457 | History of the Middle East | 3 |
| HIST 460 | Conspiracies and Secret Societies in History | 3 |
| HIST 466 | Eastern Europe Since 1774 | 3 |
| HIST 467 | Russia to 1894 | 3 |
| HIST 468 | Russia and Soviet Union Since 1894 | 3 |
| HIST 482 | Japan, 1600 to Present | 3 |
| HIST 484 | Modern China, 1840s to Present | 3 |
| IS 325 | The Contemporary Muslim World | 3 |
| IS 326 | Africa Today | 3 |
| IS 350 | Sports and International Affairs | 3 |
| NRS 125 | Introduction to Conservation and Natural Resources | 3 |
| POLS 101 | Introduction to Political Science and American Government | 3 |
| POLS 205 | Introduction to Comparative Politics | 3 |
| POLS 237 | Introduction to International Politics | 3 |
| POLS 275 | American State and Local Government | 3 |
| POLS 331 | American Political Parties and Elections | 3 |
| POLS 332 | American Congress | 3 |
| POLS 333 | American Political Culture | 3 |
| POLS 338 | American Foreign Policy | 3 |
| POLS 381 | European Politics | 3 |
| PSYC 101 | Introduction to Psychology | 3 |
| SOC 101 | Introduction to Sociology | 3 |
| SOC 130 | Introduction to Criminology | 3 |
| SOC 230 | Social Problems | 3 |
| SOC 201~~301~~ | Introduction to Diversity and Stratification | 3 |
| SOC 336 | Comparative Criminal Justice Systems | 3 |
| SOC 340 | Social Change & Globalization | 3 |
| SOC 343 | Power, Politics, and Society | 3 |
| SOC 423 | Economic (In)Justice in the United States | 3 |
| SOC 424 | Sociology of Gender | 3 |
| SOC 427 | Racial and Ethnic Relations | 3 |

| Code | Title | Hours |
|---|---|---|
| SOC 431 | Personal and Social Issues in Aging | 3 |
| SOC 439 | Inequalities in the Justice System | 3 |
| SOC 450 | Dynamics of Social Protest | 3 |

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

**University Committee on General Education**
**Proposed Catalog Changes**
**Effective Summer 2019**

J-3-g. Integrated Studies - ISEM 101 (3 cr ), ISEM 301 Great Issues Seminar(1 cr ), and Senior Experience

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

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

Approved Senior Experience Courses:

| | | |
|---|---|---|
| AGEC 478 | Advanced Agribusiness Management | 3 |
| AGED 471 | Senior Capstone in Agricultural Education | 1 |
| AGED 498 | Internship (Max 10 credits) | 1-10 |
| ARCH 454 | Architectural Design: Vertical Studio | 6 |
| ART 410 | Professional Practices | 2 |
| ART 490 | BFA Art/Design Studio | 6 |
| ART 491 | Information Design | 3 |
| ART 495 | BFA Senior Thesis | 2 |
| AVS 450 | Issues in Animal Agriculture | 2 |
| BE 478 | Engineering Design I | 3 |
| BE 479 | Engineering Design II | 3 |
| BE 491 | Senior Seminar | 1 |
| BIOL 401 | Undergraduate Research | 1-4 |
| BIOL 405 | Practicum in Anatomy Laboratory Teaching | 2-4 |
| BIOL 407 | Practicum in Biology Laboratory Teaching | 2-6 |
| BIOL 408 | Practicum in Human Physiology Laboratory Teaching | 2-4 |
| BIOL 411 | Senior Capstone | 2 |
| BIOL 491 | Practicum in Teaching | 2 |
| BUS 490 | Strategic Management | 3 |
| CE 494 | Senior Design Project | 3 |
| CHE 452 | Environmental Management and Design | 1-16 |
| CHE 454 | Process Analysis and Design II | 3 |

| | | |
|---|---|---|
| CHEM 409 | Proseminar | 1 |
| COMM 453 | Communication Theory | 3 |
| CS 481 | CS Senior Capstone Design II | 3 |
| ECE 481 | EE Senior Design II | 3 |
| ECE 483 | Computer Engineering Senior Design II | 3 |
| ECON 490 | Economic Theory and Policy | 3 |
| ENGL 440 | Client-Based Writing | 3 |
| ENGL 490 | Senior Seminar | 3 |
| EDCI 401 | Internship Seminar | 1 |
| EDCI 485 | Secondary Internship | 15 |
| ENT 438 | Pesticides in the Environment | 3 |
| ENVS 497 | Senior Research | 2-4 |
| FCS 401 | Professional Ethics and Practice in CFCS | 1 |
| FCS 424 | ~~Apparel Product Line Development:~~ Senior ~~Capstone~~ Experience: Apparel Design | 4 |
| FCS 432 | Apparel Promotion and Merchandising | 3 |
| FCS 486 | Nutrition in the Life Cycle | 3 |
| FCS 492 | Nutrition Education in the Life Cycle | 3 |
| FCS 497 | Internship Preschool | 1-16 |
| FISH 418 | Fisheries Management | 4 |
| FISH 473 | ECB Senior Presentation | 1 |
| FISH 495 | Fisheries Seminar | 1 |
| FL 401 | MLC International Experience | 1 |
| FOR 424 | Silviculture Principles and Practices | 4 |
| FOR 427 | Prescribed Burning Lab | 3 |
| FOR 473 | ECB Senior Presentation | 1 |
| FS 489 | Food Product Development | 3 |
| GEOG 493 | Senior Capstone in Geography | 3 |
| GEOL 490 | Geology Field Camp | 3 |
| ~~HIST 401~~ | ~~Seminar~~ | ~~1-16~~ |
| HIST 495 | History Senior Seminar | 3 |
| ID 452 | Interior Design VI | 6 |
| INDT 484 | Industrial Technology Capstone I | 3 |
| INTR 401 | Career and Leadership Development | 2 |
| IS 495 | International Studies Senior Seminar | 3 |
| JAMM 448 | Law of Mass Media | 3 |
| JAMM 476 | Advanced Digital Media Production II | 3 |
| LARC 480 | The Resilient Landscape | 3 |
| MATH 415 | Cryptography | 3 |
| ME 424 | Mechanical Systems Design I | 3 |
| ME 426 | Mechanical Systems Design II | 3 |
| MUSA 490 | Half Recital | 0 |

| | | |
|---|---|---|
| MUSA 491 | Recital | 0 |
| MUSC 481 | Senior Thesis in Music Theory II | 1 |
| MUSC 490 | Senior Recital | 0 |
| MUSH 481 | Senior Thesis in Music History II | 1 |
| MUST 432 | Practicum: Music Teaching | 11 |
| MVSC 486 | Healthy Active Lifestyle Assessment and Intervention | 3 |
| NRS 411 | Environmental Project Management & Decision Making | 4 |
| NRS 473 | ECB Senior Presentation | 1 |
| ~~NRS 475~~ | ~~Conservation Planning and Management~~ | ~~4~~ |
| ORGS 410 | Capstone Project in Organizational Sciences | 1-6 |
| PEP 498 | Internship in Exercise Science & Health | 1-16 |
| PHIL 490 | Senior Seminar | 3 |
| PHYS 407 | Communicating Science | 1 |
| PHYS 492 | Senior Research | 1 |
| POLS 490 | Senior Experience | 3 |
| PSYC 415 | History and Systems of Psychology | 3 |
| REC 498 | Internship in Recreation, Sport, and Tourism | 1-16 |
| REM 456 | Integrated Rangeland Management | 3 |
| REM 473 | ECB Senior Presentation | 1 |
| RMAT 473 | ECB Senior Presentation | 1 |
| RMAT/MKTG 495 | Product Development and Brand Management | 3 |
| SOC 460 | Capstone: Sociology in Action | 3 |
| SOC 461 | Capstone:Justice Policy Issues | 3 |
| SOC 462 | Senior Practicum | 3 |
| SOC 464 | Criminology Abroad | 3 |
| THE 483 | Senior Capstone Project | 1 |
| VTD 457 | Capstone Design Studio I | 6 |
| WLF 473 | ECB Senior Presentation | 1 |
| WLF 492 | Wildlife Management | 4 |

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

University of Idaho
A LEGACY OF LEADING

UCC-19-029a

# 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: | Department of Business | | |
| Dept/Unit Approval Date: | Sep 7 | Vote Record: | 24-0 |
| College Approval Date: | Sep 28 | Vote Record: | 19-0 |
| Primary Point of Contact: | Sanjay R. Sisodiya, Marketing Area Coordinator | Email: | sisodiya@uidaho.edu |
| Briefly describe the change you are requesting: | Sales Management Minor Proposal | | |

**What is the financial impact of the requested change?**

| | | | | |
|---|---|---|---|---|
| | Greater than $250,000 per FY: | X | Less than $250,000 per FY: | ****Note: If financial impact is greater than $250,000, you must complete a Program Proposal form.** |

Describe the financial impact: None, as no new courses are being created and using existing capacity in classes being delivered.

## 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 rational for a name change or degree designation change, if applicable.

**Rationale**

Marketing is the set of activities that focus on the interaction between the organization, its products (including goods and services), and its customers. The sales function, a subset of marketing activities, includes the art of selling products and managing the sales activities of the organization. In many organizations, the sales function is performed by individuals with varying backgrounds and educational experiences. The proposed Sales Management Minor is intended to better aid those individuals to be successful in sales careers, as evidence shows that student's with training from university sales programs ramp up 50% faster when compared to their non-sales educated peers and have lower turnover rates (salesfoundation.org).

The proposed Sales Management Minor is open to business and non-business students to enhance the skillset of students as they consider careers in the field of sales.

The proposed Sales Management Minor includes courses that provide a foundation in marketing knowledge (Econ 202 or 272; Mktg 321), the sales function (AgEc 333 and Mktg 422), an opportunity for hands-on learning, and supporting electives. Students taking the economics courses have the underpinning knowledge to understand the role between the types and quantity of products produced by an organization, prices products sell for, and the effect on income of the organization. Mktg 321 is the marketing course that introduces students to the concept of marketing and the interconnectedness of marketing activities. Introduction to Sales (AgEc 333) introduces students to the sales function and process of personal selling. Sales Management (Mktg 422) emphasizes the management of the sales force and considers topics that includes recruiting, selecting, training, compensating, motivating, supervising, and directing sales staff and managing selling efforts. The Sales Practicum Electives provides students with hand on opportunities to develop sales skills. The Sales Electives allow students to learn more about related fields and support functions that may assist a student considering a career in sales. The Sales Electives have been carefully selected to support training in sales, and includes courses in pricing (Mktg 424), the fields of channel relationships (Mktg 425, Mktg 426, and OM 470) and managing human capital (MHR 417).

We believe the offering of a Sales Management Minor is timely for a number of reasons. Per the US Bureau of Labor statistics, the sales function is identified as a business career with high pay (US Bureau of Labor Statistics; Career Outlook 2016). There is an anticipated annual growth rate of 5% for careers in sales (US Bureau of Labor Statistics; Projection of Occupational Employment, 2014-24) and identified as an occupation having some of the most career openings during the 2016-26 period (US Bureau of Labor Statistics; Projection of Occupational Employment, 2016-26). Additionally, with the right sequence of courses, a student could position themselves in a marketing specialist field (identified as #10 in the Idaho Hot Jobs 2014-24 report). Salaries in the field of sales vary widely, for example, median salary for an insurance sales agent is $48,200 while a sales engineer has median salary of $97,600 (US Bureau of Labor Statistics; Career Outlook 2016). After having completed a Sales Management Minor, students pursuing a non-marketing major may be able to position themselves for a career in sales.

**Workload and Admission Requirements**

The Sales Management Minor is designed to use existing courses. All College of Business and Economics (CBE) and College of Agricultural and Life Sciences (CALS) courses for the minor exist, have capacity and are offered regularly. The minor is open to all business and non-business students.

**Assessment**

Each area in the CBE conducts annual reviews to evaluate programs, and this includes the evaluation of courses. The data from these assessments are used to make changes to teaching and learning practices, update courses, and add/drop courses. Faculty in the marketing area will continue to work with faculty in Agricultural Economics to assess AgEc 333.

## 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: | | Summer 2019 | |
| | Graduate Level | X | Undergraduate Level | | Law Level | Credit Requirement: | 18 Credits |

UCC-19-029a

| | | | | |
|---|---|---|---|---|
| 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: | 52.1804 | Degree: | |

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

| | |
|---|---|
| Option: | |
| Emphasis: | |
| Minor: | Sales Management Minor |
| 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:

**Sales-Oriented Learning Objectives:**

1. Describe the personal selling process.
2. Understand and apply the various techniques of personal selling.
3. Determine the appropriate level of sales effort (through sales management) to meet the objectives of the organization.
4. Develop skills in designing and executing sales management programs.

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 includes a combination of evaluating project deliverables, assignments, exams, and presentations. With respect to the Sales-Oriented Learning Objectives, assessment is performed:

Learning Objectives 1 and 2 are assessed in Mktg 321 and AgEcon 333 using a combination of assignments, exams, and a project. Learning Objectives 3 and 4 are evaluated using assignments, exams, simulation, and reflection paper in Mktg 422. Additional assessment for Learning Objectives 1-4 are done in the Sales Practicum Electives, and will be through the evaluation of work products (typically projects).

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

Each area in the CBE conducts annual reviews to evaluate programs, and this includes the evaluation of courses (including those in Sales Minor Option). The data from these assessments are used to make changes to teaching and learning practices, update courses, and add/drop courses. Faculty in the marketing area will continue to work with faculty in Agricultural Economics to assess AgEc 333.

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

We will be using direct measures to assess student learning. Here, we will evaluate a combination of project deliverables, assignments, exams, and presentations (Mktg 321, AgEc 333, and Mktg 422). Also, Mktg 422 uses a sales simulation, and students will be evaluated on their performance in the simulation and the reflection paper written after the simulation is completed.

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

| |
|---|
| Assessment is performed for each course each semester. |

## 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 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.

**Required Courses (9 credits)**

AgEc 333 Introduction to Sales
Mktg 321 Marketing
Mktg 422 Sales Management

**Economics Elective (3-4 credits):**

Econ 202 Principles of Microeconomics
Econ 272 Foundations of Economic Analysis

**Sales Practicum Electives (3 credits)**

AgEc 433 Advanced Sales

Bus 429 Vandal Solutions

Mktg 398 Internship

**Sales Elective (3 credits)**

MHR 417 Deploying and Developing Human Capital

Mktg 424 Pricing Strategy and Tactics

Mktg 425 Retail Distribution Management

Mktg 426 Marketing Channels Management

OM 470 Supply Chain Management

**Courses to total 18 or 19 credits for this minor**

Note: This minor is not open to students pursuing the B.S. Business ~~Administration~~, Marketing - Sales Management Option.

University of Idaho
A LEGACY OF LEADING

UCC-19-029b

# 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: | Department of Business | | |
| Dept/Unit Approval Date: | Sep 7, 2018 | Vote Record: | 24-0 |
| College Approval Date: | Sep 28, 2018 | Vote Record: | 19-0 |
| Primary Point of Contact: | Sanjay R. Sisodiya, Marketing Area Coordinator | Email: | sisodiya@uidaho.edu |
| Briefly describe the change you are requesting: | Addition of Sales Management Option in Marketing | | |

**What is the financial impact of the requested change?**

| | | | |
|---|---|---|---|
| | Greater than $250,000 per FY: | X | Less than $250,000 per FY: |

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

Describe the financial impact: None, as no new courses are being created and using existing capacity in classes being delivered.

## 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 rational for a name change or degree designation change, if applicable.

Marketing is the set of activities that focus on the interaction between the organization, its products (including goods and services), and its customers. The sales function, a subset of marketing activities, includes the art of selling products and managing the sales activities of the organization. Many organizations struggle with their sales efforts whereby as many as 80% of marketers indicate sales efforts can be only slightly or somewhat effective (BrightTalk, 2015). With the importance of the sales function driving revenue and the growth of revenue, it is imperative that firms employ individuals that have the skillset to be successful in sales. Unfortunately, the rate at which individuals are being hired in sales is not keeping up with the rate at which new positions are being offered (Forbes, 2014). Additionally, from conversations with employers of our students (e.g., Gallo, Stryker, CES, Farmer's Insurance, Silvaris) it is apparent there is a market demand for students trained in the field of sales. The proposed Sales Management Option is intended to provide students with a mechanism to build knowledge and differentiate themselves from the competition when they seek employment in the marketplace.

Upon graduating, over 50% of business graduates in the US enter the work forces in some form of a sales function (salesfoundation.org, 2018). Additionally, there is market demand for sales occupation, as there is a 5% annual growth rate for sales positions (US Bureau of Labor Statistics; Projection of Occupational Employment, 2014-24) and is a career option that has some of the most career openings during the 2016-26 period (US Bureau of Labor Statistics; Projection of Occupational Employment, 2016-26). If a student identifies a particular domain to specialize, they could possibly position themselves as marketing specialist (identified as #10 in the Idaho Hot Jobs 2014-24 report). Salaries in the field of sales vary widely, for example, median salary for an insurance sales agent is $48,200 while a sales engineer has median salary of $97,600 (US Bureau of Labor Statistics; Career Outlook 2016).

"New sales leaders need skills different than those of an earlier generation – skills essential for interpreting new data, leveraging technology, and aligning their organizations with shifting customer and market requirements" (Salesmanagement.org). By enhancing marketing education with a Sales Management Option, students are better able to differentiate themselves from other

marketers seeking these same positons. Students graduating from sales programs, on average, have a 90% placement rate within two years of graduation (salesfoundation.org).

Those individuals with a college degree who increase their managerial responsibilities as they progress down the track of sales managers earn a median salary of $51.98 per hour when compared to marketing executives who have a median salary of $44.66 (Forbes, 2014). Thus graduates who have a sales based education not only have the skillsets to better prepare themselves for careers in sales, but also have the potential to earn higher salaries. While there is a market demand for sales training, only 3% of universities in the US have recognized sales training programs (salesfoundation.org, 2018).

"To optimize their sales channels and drive greater levels of revenue, companies around the globe are closely aligning their strategic priorities, go-to-market initiatives, and on-the-ground sales forces." (hbs.org) Aligning Strategy and Sales executive education series from Harvard Business School highlights the market need for programs that tie sales education to the alignment of strategic goals of the organization. Since all University of Idaho marketing students take courses in consumer behavior, market research, and marketing strategy, they have developed the foundational knowledge to align marketing activities to organizational goals and objectives. Augmenting this foundation with sales specific courses and other supporting electives to help strengthen the skillset of students pursuing this Sales Management Option, students have a sounder grasp of the sales function in enhancing organizational outcomes.

All College of Business and Economics (CBE) students pursuing the BS Business degree have a common business core. The proposed Sales Management Option within Marketing is intended to provide students with a comprehensive educational foundation in core marketing courses (Mktg 324, 421, and 428) aligned with courses spanning the sales function (AgEcon 333 and Mktg 422), an opportunity for hands-on learning, and supporting electives. Introduction to Sales (AgEcon 333) introduces students to the sales function and the process of personal selling. Sales Management (Mktg 422) emphasizes the management of the sales force and considers topics that includes recruiting, selecting, training, compensating, motivating, supervising, and directing sales staff and managing selling efforts. The Sales Practicum electives provides students with hand on opportunities to develop sales skills. These very skills not only allow students to practice what they are learning, but can also serve as points of discussion when interviewing for careers in sales. The Sales Elective allows students to learn more about related fields and support functions that may assist someone considering a career in sales. The Sales Electives have been carefully selected to support training in sales, and includes courses in pricing (Mktg 424), the fields of channel relationships (Mktg 425, Mktg 426, and OM 470) and managing human capital (MHR 417).

The importance of connecting the sales function to marketing is clear, as sales is a sub-field of the promotions element of the marketing mix (Kotler and Armstrong, 2017). Thus when we combine the strength of the marketing major with sales course offerings, we can better help prepare students for careers in sales. The core of the business degree stresses the interconnectedness of business functions, and sales people will work with individuals from a variety of disciplines within in business. A sound understanding of these various domains will enable students to be able to "speak the speak" of these fields. Additionally, all marketing students are required to take a course in each of consumer behavior, marketing research, and marketing management. Here they will have a common core foundation in marketing topics, and will then be able to consider managerial implications in Mktg 422 and Mktg 428.

Students completing this Sales Management Option have the ability to seek sales employment in a wide array of industries with roles in business-to-consumer and business-to-business. A majority of students will be in a role involving personal selling (business-to-consumer or business-to-business), and then through experience, may transition to sales manager roles. US News ranks the role of Sales Manager as being the second best career within Sales and Marketing, with the occupation of Insurance Sales Agent being the third best (US News 2018). This analysis is based on the projection of jobs, median salary, and unemployment rate in the field.

**Workload and Admission Requirements**

The Marketing-Sales Management Option is designed to use existing courses. All CBE and College of Agricultural and Life Sciences (CALS) courses for the Sales Management Option exist, have capacity and are offered regularly. The Sales Management Option has the same admission requirements as those that exist for entry into the CBE.

**Assessment**

Each area in the CBE conducts annual reviews to evaluate programs, and this includes the evaluation of courses. The data from these assessments are used to make changes to teaching and learning practices, update courses, and add/drop courses. Faculty in the marketing area will continue to work with faculty in Agricultural Economics to assess AgEc 333.

## 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: | |

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| | |
|---|---|
| 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: | Summer 2019 | | |
| | Graduate Level | X | Undergraduate Level | | Law Level | Credit Requirement: | 120 Credits |
| 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: | Marketing | CIP Code: | 52.1401 | Degree: | BS Business |

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

| | |
|---|---|
| Option: | Sales Management 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 Sales Management Minor is open to business and non-business students prepares them for a career in sales. Academic coursework includes marketing, economics, personal selling, sales management, a practicum, and electives.

## 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:

**Sales-Oriented Learning Objectives:**

1. Describe the personal selling process.
2. Understand and apply the various techniques of personal selling.
3. Determine the appropriate level of sales effort (through sales management) to meet the objectives of the organization.
4. Develop skills in designing and executing sales management programs.

**Marketing-Oriented Learning Objectives:**

1. Develop skills in designing and executing consumer research to address specific marketing questions.
2. Determine the appropriate level, scope, and depth of information required for decision making.
3. Understand difference between marketing strategy and marketing mix.

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 includes a combination of evaluating project deliverables, assignments, exams, and presentations.

With respect to the Sales-Oriented Learning Objectives, assessment is performed:

Learning Objectives 1 and 2 are assessed in Mktg 321 and AgEcon 333 using a combination of assignments, exams, and a project. Learning Objectives 3 and 4 are evaluated using assignments, exams, simulation, and reflection paper in Mktg 422. Additional assessment for Learning Objectives 1-4 are done in the Sales Practicum Electives, and will be through the evaluation of work products (typically projects).

With respect to the Marketing-Oriented Learning Objectives, assessment is performed:

The student learning outcomes in marketing are based on knowledge obtained in the three core marketing courses that all marketing majors must complete regardless of their option or emphasis. Learning Objective 1 is measured primarily in Mktg 324 using exams. Learning Objective 2 is measured using exams and assignments in Mktg 421. Learning Objective 3 is measured in Mktg 428 primarily using exams. Data will be gathered in each course during both semesters of the academic year.

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

Each area in the CBE conducts annual reviews to evaluate programs, and this includes the evaluation of courses (including those in Sales Management Option). The data from these assessments are used to make changes to teaching and learning practices, update courses, and add/drop courses. Faculty in the marketing area will continue to work with faculty in Agricultural Economics to assess AgEc 333.

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

We will be using direct measures to assess student learning. Here, we will evaluate a combination of project deliverables, assignments, exams, and presentations (Mktg 321, AgEc 333, and Mktg 422). Also, Mktg 422 uses a sales simulation, and students will be evaluated on their performance in the simulation and the reflection paper written after the simulation is completed.

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

Assessment is performed for each course each semester.

## 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.

**B. Sales Management Option**

| | | |
|---|---|---|
| AGEC 333 | Introduction to Sales | 3 |
| MKTG 422 | Sales Management | 3 |

**Sales Practicum/Sales Internship/Vandal Solutions**

**Select 3 credits from the following:** 3

| | |
|---|---|
| AGEC 433 | Advanced Sales |
| BUS 429 | Vandal Solutions (Max 6 credits) |
| MKTG 398 | Internship |

**Sales Electives**

**Select 6 credits from the following:** 6

| | |
|---|---|
| MHR 417 | Deploying and Developing Human Capital |
| MKTG 424 | Pricing Strategy and Tactics |
| MKTG 425 | Retail Distribution Mgmnt |
| MKTG 426 | Marketing Channels Management |
| OM 470 | Supply Chain Management |

**Total Hours** **15**

Courses to total 120 credits for this degree

## PROPOSAL TO CREATE MINOR IN PHILOSOPHY, POLITICS, AND ECONOMICS

**CURRICULUM:**

| | | |
|---|---|---|
| PHIL 103<br>OR PHIL 208 | Introduction to Ethics<br>Business Ethics | 3 |
| POLS 101<br>OR POLS 205<br>OR POLS 237 | American National Government<br>Introduction to Comparative Politics<br>Introduction to International Politics | 3 |
| ECON 201<br>& 202 | Principles of Macroeconomics<br>& Principles of Microeconomics | 4-6 |
| OR ECON 272 | Foundations of Economic Analysis | |
| PHIL 352<br>/POLS | Philosophy, Politics, and Economics | 3 |
| One upper-division (300 level or above) course in PHIL | | 3 |
| One upper-division (300 level or above) course in POLS | | 3 |
| One upper-division (300 level or above) course in ECON | | 3 |

**Courses to total 22 or 24 credits**

UCC-19-037

# 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: | Graham Hubbs | Email: | hubbs@uidaho.edu |
| College: | CLASS | | |
| Department/Unit: | Politics and Philosophy | | |
| Dept/Unit Approval Date: | 8/30/18 | Vote Record: | Affiliated faculty 6 Y, 0 N |
| College Approval Date: | Sept. 19, 2018 | Vote Record: | 9 Y, 0 N |
| Primary Point of Contact: | Graham Hubbs | Email: | hubbs@uidaho.edu |
| Briefly describe the change you are requesting: | New minor in Philosophy, Politics, and Economics | | |

**What is the financial impact of the requested change?**

| | | | | |
|---|---|---|---|---|
| | Greater than $250,000 per FY: | X | Less than $250,000 per FY: | ****Note: If financial impact is greater than $250,000, you must complete a Program Proposal form.** |

Describe the financial impact: No negative impact. The curriculum for the minor comprises only courses that are already being taught.

## 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 rational for a name change or degree designation change, if applicable.

**Institutional Enhancement and Regional Competitive Advantage.**

The minor in Philosophy, Politics, and Economics (PPE) will give students in each of the three home disciplines—Philosophy, Political Science, and Economics—an opportunity to enrich their disciplinary experience through this cross-disciplinary minor. PPE programs attract some of the best students at other elite universities across the country, including Duke University, the University of North Carolina (Chapel Hill), Yale University, the University of Pennsylvania, the University of Massachusetts (Amherst), and Virginia Polytechnic Institute, to name just a few. The PPE minor will give students at UI an opportunity that students at these and other universities enjoy to engage and transform (see below). It will provide a competitive advantage to UI, as there currently no other PPE programs in the state or the region (the nearest programs are at Western Washington University and University of Washington (Tacoma)). The minor will require no additional resources, as its curriculum comprises courses already offered.

**Strategic Plan**

The proposed minor aligns with the second and third goals of the University's Strategic Plan. Students in the minor will increase their engagement, developing the skills to make ethically reasoned, politically informed, economically sensitive decisions in their communities and their careers. It will provide an opportunity for transformative educational experiences by integrating the concepts and methods of the three disciplines. This integration supports a strong sense of social and personal responsibility, as it will give them a better understanding of the economic, political, and ethical dimensions of the institutions that shape contemporary global society.

UCC-19-037

## 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 2019 | | |
| | 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: | | | |

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

| | | | | | |
|---|---|---|---|---|---|
| Major: | | CIP Code: | 45.1004 | Degree: | |

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

| | |
|---|---|
| Option: | |
| Emphasis: | |
| Minor: | Philosophy, Politics, and Economics |
| Academic Certificate less than 30 credits: | |
| Teaching Endorsement (Major/Minor): | |

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

This minor will provide an interdisciplinary integration of philosophy, politics, and economics. It will pursue the mission of the PPE Society, which is "to encourage the interaction and cross-fertilization of three intellectual disciplines that are, in their history, deeply intertwined and that now, and going forward, have much to offer one another."

## 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**: *Students will be able to integrate the methods of Philosophy, Political Science, and Economics to study policies, institutions, current events, and decisions in their personal lives.*

**Think and create**: *Students will be able to discuss the ethical, political, and economic aspects of contemporary global society from a variety of disciplinary perspectives.*

**Communicate**: *Students will be able to communicate effectively about topics related to politics, ethics, and economics through oral, written, and visual formats.*

**Clarify purpose and perspective**: *Students will be able to explain their own social responsibilities within their economic and political contexts.*

**Practice Citizenship**: *Students will be able to explain the interconnected ethical, political, and economic contexts that define our current global society.*

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

Each course offered through the minor will continue to be assessed as it has been historically; we will continue to use current assessment tools to verify the quality of affiliated courses. These are completed at the department level and include feedback from students. Further, the program director will be tasked, in part, with monitoring the quality of the courses and instructors affiliated with the program.

Further, the director of the program will be tasked with completing an annual assessment through the college and university. This will include developing and disseminating assessment protocols (pre and post tests) to students as they enter and exit the program.

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

The affiliated faculty will meet each semester to discuss the program and implement needed improvements. The director will be tasked with implementing changes as weaknesses become evident. This will be completed in conjunction with the affiliated faculty.

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

The director of the program will develop an assessment tool that will be distributed to students in the gateway course, PHIL 350/POLS 350. It will then be given to people graduating with the minor in order to evaluate the success the minor has had in reaching the learning outcomes outlined above.

The director will also periodically facilitate a third party's construction of focus groups and interviews with students to evaluate areas needing improvement.

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

Pre-tests will be completed each year in PHIL 350/POLS 350. Post-tests will be provided to graduating seniors who have completed the minor. These tests will measure integrated knowledge of Philosophy, Political Science, and Economics. They will also evaluate students' understandings of the primary methods of each of these disciplines. Interviews or focus groups with enrolled students will occur annually. There will be a faculty meeting every semester.

UCC-19-037

## 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 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.

University of Idaho
A LEGACY OF LEADING

UCC-19-043

**PROPOSAL TO:**

1. **CHANGE THE INTERIOR DESIGN MAJOR TO INTERIOR ARCHITECTURE AND DESIGN**
2. **CHANGE THE B.I.D. (Bachelor of Interior Design) TO B.I.A.D. (Bachelor of Interior Architecture and Design)**

**CURRICULUM:**

The Interior Architecture and Design program is a four-year professional program that leads to a Bachelor of Interior Architecture ~~Design~~. Our mission is to serve as Idaho's only public, accredited, professional interior architecture and design program by providing a strong interdisciplinary design experience through a curriculum accredited by the Council for Interior Design Accreditation (CIDA), allied research, and outreach opportunities. We prepare our graduates to serve society through their professional and community work.

Due to the unique configuration and relationship between Architecture and Interior Architecture and Design, students in the ~~interior design~~ Interior Architecture and Design program graduate with a major in ~~interior design~~ Interior Architecture and – with one additional course - a minor in ~~architecture~~Architecture. Students can also minor in other disciplines of their choice. Students have the option of completing seamless degrees in ~~interior design and architecture~~ Interior Architecture and Design and Architecture over the period of seven years, thus graduating with a B.I.~~D~~A. in ~~interior design~~ Interior Architecture and an M.Arch. in ~~architecture~~Architecture. Students must hold a minimum GPA of 2.50. A portfolio and transcript review will be conducted in the spring of the sophomore year. The portfolio, of no more than 10 pages, should be submitted in an 11" x 17" format. Results of the evaluation are made known to applicants in July.

Program(s) permission is required for admittance into Architecture and Interior Architecture and Design studio courses:

| | | |
|---|---|---|
| ARCH 253 | Architectural Design I | 4 |
| ARCH 254 | Architectural Design II | 4 |
| ~~ID~~IAD 152 | Interior Design I | 3 |
| ~~ID~~IAD 254 | Architectural Design II | 4 |
| ~~ID~~IAD 351 | Interior Design III | 6 |
| ~~ID~~IAD 352 | Interior Design IV | 6 |
| ~~ID~~IAD 451 | Interior Design V | 6 |
| ~~ID~~IAD 452 | Interior Design VI | 6 |

and students must achieve a minimum grade of C in the previous Interior Design studio course to enroll in the next sequential studio course.

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

| | | |
|---|---|---|
| ARCH 385<br>or ARCH 386 | Global History of Architecture<br>Global History of Architecture II | 3 |
| ARCH 151 | Introduction to the Built Environment | 3 |
| ARCH 154 | Introduction to Architectural Graphics | 3 |
| ARCH 243 | Media in Architecture | 3 |
| ARCH 253 | Architectural Design I | 4 |
| ARCH 266 | Materials and Methods | 3 |
| ARCH 463 | Environmental Control Systems I | 3 |
| ARCH 463L | Environmental Control System I Lab | 1 |
| ARCH 464 | Environmental Control Systems II | 3 |
| ARCH 464L | Environmental Control System II Lab | 1 |
| ARCH 475 | Professional Practice | 3 |
| ART 100 | World Art and Culture | 3 |
| ART 110 | Integrated Art and Design Communication | 2 |
| ART 112 | Drawing as Integrated Design Thinking | 2 |
| ART 121 | Integrated Design Process | 2 |
| COMM 101 | Fundamentals of Public Speaking | 2 |
| ~~ID~~IAD 151 | Introduction to Interior Design | 3 |
| ~~ID~~IAD 152 | Interior Design I | 3 |

| | | |
|---|---|---|
| ~~ID~~IAD 254 | Architectural Design II | 4 |
| ~~ID~~IAD 281 | History of the Interior I | 3 |
| ~~ID~~IAD 282 | History of the Interior II | 3 |
| ~~ID~~IAD 332 | Furniture Design and Construction | 4 |
| ~~ID~~IAD 344 | Digital Design Tools for Interior Design | 2 |
| ~~ID~~IAD 351 | Interior Design III | 6 |
| ~~ID~~IAD 352 | Interior Design IV | 6 |
| ~~ID~~IAD 368 | Materials and Specifications | 3 |
| ~~ID~~IAD 404 | Special Topics | 2 |
| ~~ID~~IAD 410 | Capstone Proposal Development | 2 |
| ~~ID~~IAD 443 | Universal Design | 3 |
| ~~ID~~IAD 451 | Interior Design V | 6 |
| ~~ID~~IAD 452 | Interior Design VI | 6 |
| **Total Hours** | | **97** |

**Courses to total ~~126~~123 credits for this degree**

**Rationale:** These proposed changes allow us to be more representative of what we offer here and differentiate our program from other Interior design programs in immediate vicinity and across the nation, also to better the earning potential of our graduates as described in the text and appeal to a larger constituency

We aim to maintain our rigorous accreditation for this professional degree which reacquires significant HLSW and studio applications. One of these six credit hour studios serves as our capstone course, and allows for synthesis, application, and hands on problem solving which across the curriculum provide avenues into retention strategies for interior design, as well as developing students' capacity. This degree also offers a minor of architecture with the addition of one more course if students chose to; together making our students highly more marketable.

UCC-19-043

# 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: | Rula Awwad-Rafferty | Email: | rulaa@uidaho.edu |
| College: | Art & Architecture | | |
| Department/Unit: | Interior Design | | |
| Dept/Unit Approval Date: | Sept 5, 2018 | Vote Record: | 3 Yes, 0 No. and 0 Abstention |
| College Approval Date: | Sept. 28, 2018 | Vote Record: | 6 Yes, 0 No and 0 Abstention |
| Primary Point of Contact: | Rula Awwad-Rafferty | Email: | rulaa@uidaho.edu |
| Briefly describe the change you are requesting: | Change the name of the major and degree to “Interior Architecture and Design” from “Interior Design”; to be more consistent with the focus of the program, the curriculum taught, and context of where the program is offered, maintaining the statewide mission to deliver instruction in this area... | | |

**What is the financial impact of the requested change?**

| | | | | |
|---|---|---|---|---|
| | Greater than $250,000 per FY: | X | Less than $250,000 per FY: | ****Note: If financial impact is greater than $250,000, you must complete a Program Proposal form.** |

**Describe the financial impact:**

It is anticipated that the name change will prove beneficial and distinguishes our program from our neighbors, and as such results in higher visibility and recruitment yield, which will enhance the revenue side of financial impact.
Minimal financial cost, primarily in updating printed material such as catalogue and curriculum sheets that are modified and printed as needed; this the cost is primarily a function of running the business. We do not have a sign for a building to change (no cost there).
Future financial impact in terms of earning potential for our graduates is great, there is a higher income bracket for CIP associated with the new name (Interior Architecture); there is difference of at least 15,000 for same years of education and experience in favor of Interior architecture.

## 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 rational for a name change or degree designation change, if applicable.

Our program offers an **accredited professional degree** that prepares students for certification and professional responsibilities in the fields of interior architecture and interior design; designing and stewarding structural interiors. We are committed to delivering this statewide instruction in interior architecture and design. Historically, the name of the program, major, and degree with the same curriculum were “Interior architecture”, the name was changed in 2001 to “interior design” when interior architecture and interior design licensing title legislations were emerging across the US and a branch of architects in the state feared that impact on their careers. We responded then to afford our students the opportunity to work hand in hand with their professional colleagues and maintain the quality in the state. Since then, these titles and practice acts are resolved, and there is a differentiated and recognized level of expertise, responsibilities, income potential, and collaborative opportunities for interior architects. Reviewing our mission, curriculum, standards, Department of Labor and Classification of Instructional Programs definitions, we recognized the critical need to return to the name of the program, major, and degree being: “Interior Architecture and Design”. Consulting with our professional peers (architects, interior designers, interior architects, alumni, advisory board, etc) in industry and affiliated practices they welcomed this change and the potentials for our graduates in the field. They are fully supportive and onboard. Essentially, Interior architecture as described by Department of Labor, and the Classification of Instructional Programs- associated CIP code is Interior design PLUS, so, we will continue to deliver on our promise and the statewide mission of instruction in interior architecture and design to the constituents at large.

The rationale for this change is multiple folds: to be more representative of what we offer here and differentiate our program from other Interior design programs in immediate vicinity and across the nation, also to better the earning potential of our graduates as described in the text below and appeal to a larger constituency. Our numbers would also improve because of this differentiation, clarity of potentials, career implications, and future earning potential. This is very similar to University of Oregon (Interior architecture program), Colorado state university (Interior architecture and Design), Florida State university (Interior architecture and Design), and Kansas State University (Interior Architecture), and many others. At Kansas state university for example, the interior architecture program is associated with a college of architecture and planning (which is similar to our college), whereas interior design is in college of human ecology (or human sciences), which is similar to other programs but not ours.

The opportunity to revisit the name of the program (which is a relatively recent name in the life of a rooted interior architecture, design and planning program) came about following Classification of Instructional Programs review last year. This interest gained significant momentum when the students in the program, following intra-university student engagement efforts (across several universities in the NW), observed the distinctiveness of their degree from those of their peers from other institutions and petitioned for the change in the name of the program and the title of the degree (see attached letter from students).

The National Center for Educational Statistics (NCES) provides the following details and definition for CIP Code 04.0501 Interior Architecture; “Interior Architecture. A program that prepares individuals to apply architectural principles in the design of structural interiors for living, recreational, and business purposes and to function as professional interior architects. Includes instruction in architecture, structural systems design, heating and cooling systems, occupational and safety standards, interior design, specific end-use applications, and professional responsibilities and standards”. The related services aligned with this CIP code include architecture, urban and city and regional planning, environmental design, landscape architecture, and interior architecture. Our program, in its context, philosophy, curriculum, setting, and focus on preparing students for professional responsibilities is 100% in alignment with this definition and affiliated disciplines. This definition, and the related fields are 100% in alignment.

NCES also provides the following details and definition for CIP 50.0408–Interior design “Definition: A program in the applied visual arts that prepares individuals to apply artistic principles and techniques to the professional planning, designing, equipping, and furnishing of residential and commercial interior spaces. Includes instruction in computer applications, drafting, and graphic techniques; principles of interior lighting, acoustics, systems integration, and color coordination; furniture and furnishings; textiles and their finishing; the history of interior design and period styles; basic structural design; building codes and inspection regulations; and applications to office, hotel, factory, restaurant and housing design.” The affiliated disciplines include visual and performing arts, digital arts, dance, photography, …etc.

At the University of Idaho, our program prepares the students for professional responsibilities that protect health, safety, and welfare of stakeholders and occupants, designing structural interiors for living, recreation, business, and other purposes. The students graduate with a minor in architecture, which further demonstrates the strong connection in identity, preparation and focus with the architectural and built environment fields (see attached degree map).

Internationally, the name interior architect signifies responsibilities dealing with the planning, design, and implementation of interior architecture; whereas interior design is broadly seen as focusing on the arts and decoration.

Further, this name change, in addition to reflecting our program identity better, will enable our graduates a fair market base compensation and better earning potential commensurate with their training, education, and practical experience. The Department of Labor indicates that CIP associated with interior architecture earns on average of $15,000 annually more than income associated with similar years of education and experience for CIP of an Interior Design. We are disadvantaging our students when we do not pursue this name change that speaks to their preparation, and affords them greater recognition of this preparation and broader participation globally.

With this name change we anticipate enhanced recognition of what differentiates our program from others in neighboring states, showcases similarities and competitiveness with others, and enhance our recruitment and retention 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: | Interior Design |
| New Name: | Interior Architecture and Design |
| Current Degree: | BID (Bachelor of Interior Design) |

| | |
|---|---|
| New Degree: | BIAD (Bachelor of Interior Architecture and Design) |
| Other Details: | See attached message from students enrolled in the program, in support of this request.<br>Course names/abbreviations will be interior architecture (IA) instead of interior design (ID) nomenclatures. |
| Effective Date: | Summer 2019 |

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes X 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 X 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 | | | | |

UCC-19-043

## 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 | | Discontinue | Implementation Date: | | | |
| | Graduate Level | | Undergraduate Level | | 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: 04.0501 | | Degree: | |

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

| | |
|---|---|
| Option: | |
| Emphasis: | |
| Minor: | |
| -*-*/ | |
| 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 | 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 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.

UCC-19-043a

MEMO

From: Rula Awwad-Rafferty, Term Head, Interior Design Program, College of Art and Architecture

To: UCC and Registrar's Office

CC: Shauna Corry Term Dean, CAA and Jaap Voss, CAA Curriculum Committee Chair

Subject: Prefix change Request

Please create the IAD prefix to replace the current ID prefix used in all of the Interior Design catalogue abbreviations and courses as well as schedule listings. This request is made in conjunction and alignment with the program and degree change from Interior Design to Interior Architecture & Design.

Thank You

Rula

**College of Art and Architecture**
**Proposed Catalog Changes**
**Effective Summer 2019**

**VIRTUAL TECHNOLOGY AND DESIGN**

1. Add the following courses:

**VTD 151L Lab: Virtual World Building 1**
**1 credit**
This course is designed to support and further develop the comprehension of virtual reality design technology within the VTD 151: Virtual World Building 1 course.
**Coreq:** VTD 151 or Permission

**VTD 152L Lab: Virtual World Building 2**
**1 credit**
This course is designed to support and further develop the comprehension of virtual reality design technology within the VTD 152: Virtual World Building 2 course.
**Coreq:** VTD 152 or Permission

**VTD 153L Lab: Virtual World Building 3**
**1 credit**
This course is designed to support and further develop the comprehension of virtual reality design technology within the VTD 153: Virtual World Building 3 course.
**Coreq:** VTD 153 or Permission

**VTD 154L Lab: Virtual World Building 4**
**1 credit**
This course is designed to support and further develop the comprehension of virtual reality design technology within the VTD 154: Virtual World Building 4 course.
**Coreq:** VTD 154 or Permission

**Available via distance:** Yes
**Geographical Area:** Moscow
**Rationale:** The VTD program has developed a new design foundation sequence VTD151-154 (2cr ea.) and has requested to use these courses to establish a possible certificate program (12 credits). These new Lab courses will assist the corresponding design studio courses with online content/exercises that are designed to reinforce course curriculum and provide for a (12) credit experience for the certificate. These online labs can also be used for students who need additional support to expand their technical knowledge outside of the certificate.

UCC-19-028a

# 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 W Anderson | Email: | jwa@uidaho.edu |
| College: | Art & Architecture | | |
| Department/Unit: | Virtual Technology & Design (VTD) | | |
| Dept/Unit Approval Date: | October 25, 2017 | Vote Record: | 7 in favor, 1 absent |
| College Approval Date: | October 27, 2017 | Vote Record: | 6 – 0 Approved |
| Primary Point of Contact: | John W Anderson | Email: | jwa@uidaho.edu |
| Briefly describe the change you are requesting: | The creation of a 12 credit VTD certificate in Virtual Technologies using the current VTD foundational technology courses (VTD 151-154). | | |

**What is the financial impact of the requested change?**

| | | | | |
|---|---|---|---|---|
| | Greater than $250,000 per FY: | X | Less than $250,000 per FY: | ****Note: If financial impact is greater than $250,000, you must complete a Program Proposal form.** |

Describe the financial impact:

There will be minimal financial impact to the VTD program as it currently funds the delivery of the proposed courses that make up the certificate in *Virtual Technologies*. The VTD program has redeveloped the foundational technology curriculum (VTD 151-154) over the past two years to be delivered online to make a certificate option feasible. The VTD program will use existing resources and continued program development funds from the regular and summer academic revenue models to initiate this certificate. An increase of funds to the VTD program is expected through online course fees and by attracting nontraditional students from regional universities and community colleges that wish to enhance their current degree with a virtual technologies certificate from the University of Idaho. Future additional revenue may be developed by offering this certificate as dual credit.

- Realignment of instructional assignments of 0.5 FTE will be made to manage the foundational technology certificate in virtual technologies.
- To sustain any future growth there will be a need to acquire graduate teaching assistant support that can aid in the delivery and assessment of the certificate.

## 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 rational for a name change or degree designation change, if applicable.

The Virtual Technology and Design (VTD) program requests to create a new (12) credit online certificate in *Virtual Technologies* that utilizes foundational curricula from the Bachelors of Science in Virtual Technology and Design degree. The VTD curriculum has been fashioned to respond to the needs of contemporary design professionals with a focus on current Virtual Reality (VR) technology (virtual, mixed, augmented). With the rapid emergence and fluidity of VR within markets it is time to realign pedagogy so that it can keep pace with current/future industry demands.

This request seeks to capitalize on both the technical and intellectual assets of the University of Idaho and to focus on student needs for professional employment. The certificate will provide new opportunities to meet the strategic objectives of the University of Idaho while attracting nontraditional students by providing an alternative multi-dimensional approach to technology education. Through online delivery, this certificate is uniquely accessible to rural communities and serves both defined, and yet to be defined, disciplinary needs. The certificate teaches visual design coding skills and informs students of the nuances and subtleties of virtual technology science. It will prepare students to utilize electronic media as a primary means of communication from mobile applications to fully immersive VR environments. Students from the certificate program learn foundational VR technology skills while developing a professional portfolio that showcases their technical proficiencies for employment post-graduation.

Virtual Technologies Online Certificate Core Courses*:*

- VTD 151 (2 credit) + VTD 151L (1 credit) – Virtual World Building I: *(3-credits with lab / 8-week session)*
  Introduction to the processes and principles of design associated with virtual world building
- VTD 152 (2 credit) + VTD 152L (1 credit) – Virtual World Building II: *(3-credits with lab / 8-week session)*
  Applied tools and techniques. Exploration of the processes and principles of design associated with virtual building.
- VTD 153 (2 credit) + VTD 153L (1 credit) – Virtual World Building III: *(3-credits with lab / 8-week session)*
  Intermediate level virtual world building with an emphasis on intermediate-level tools and techniques for creating more complex environments, modeling, lighting, materials, characters, interaction, and behaviors.
- VTD 154 (2 credit) + VTD 154L (1 credit) – Virtual World Building IV: *(3-credits with lab / 8-week session)*
  Synthesis of processes, principles, tools and techniques associated with virtual world building.

**The core courses are currently established within the VTD program and the content has been developed to be administered online.*
***The current curriculum requirements for the courses identified will continue to be updated by the VTD program yearly upon final review of new technology, industry and student feedback.*

Admission into the Virtual Technologies certificate program will conform with the University of Idaho's admissions policy to have at least a 2.5 grade point average (on a 4.0 scale) from a secondary school. Students must also meet the criteria for admission to university level study in their home country. If participants already have achieved a post-secondary degree, they are fully eligible to enroll.

## 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 2019 | |
| | Graduate Level | X | Undergraduate Level | | Law Level | Credit Requirement: | 12 |
| Are new courses being created: (circle your response) | | | | **NO** | Yes | **If yes**, how many courses will be created: | |

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

UCC-19-028a

| Major: | | CIP Code: | 100304 | Degree: | |
|---|---|---|---|---|---|

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

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

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

The certificate in *Virtual Technologies* teaches foundational VR development knowledge for entry level visualization, simulation and entertainment industries. The certificate is designed to provide defined, and yet to be defined, disciplines with professionals who are attracted to the possibilities that virtual technologies offer for building creative, experiential and sustainable economies.

## 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:

Certificate students will be trained in the use modern VR development software that is supported with lesson plans that expand design thinking abilities. Students in the program will know how to design and build virtual worlds using VR software that contextualizes interdisciplinary knowledge and problem domains. Students learn to appreciate the many complexities of life through a curriculum that develops new insight into the nature of reality through a series of VR world building exercises. Students of the program come away with the knowledge and appreciation of how virtual technologies can be used to help develop a more enlightened understanding of our world. Students will enhance their abilities to effectively communicate by using virtual technologies that connect themselves to exchange information with both physical and online communities.

VTD learning student learning outcomes:

- Ability to express design concepts using other media forms.
- Ability to integrate both the art and science of virtual design, with existing and developing virtual technologies.
- Attitude and ability to contribute as members of multi-disciplinary teams.
- Demonstrate critical thinking skills when drawing upon multiple disciplines to engage in a diversity of ideas and thoughtful inquiry to solve problems and imagine futures.
- Synthesize information through design processes and methodologies and apply knowledge to virtual environmental problems that lead to appropriate solutions.
- Understand and appreciate how electronically mediated environments are increasingly impacting access to economic opportunities, public services, entertainment, culture and education.
- Understand how the instruments of human interaction, production and consumption are being reconfigured by the evolution of virtual technologies

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

Each week online course exercises are uploaded for a general assessment on meeting the required proficiency standards of the course. During weeks four and eight the course, students synthesize and publish their work in an online professional portfolio for a formalized review by the VTD program where online feedback is given on overall technical proficiency, accuracy, design solution and creativity. VTD will evaluate certificate students within the current university student assessment strategy for the VTD program. This strategy assesses the learning outcomes by analyzing student portfolios for their ability to integrate both the art and science of virtual design with existing and developing virtual technologies. Online portfolios showcase leaned knowledge that is produced throughout the certificate. Graduates of the certificate program will also be assessed on how many are able to secure entry level employment utilizing the skills learned from the certificate.

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

We will synthesize student evaluations, faculty feedback and industry assessment to continually evaluate the quality, demand and impact of the certificate. Since the certificate utilizes the current VTD foundational design technology curriculum it will evolve as the program evolves. When new VR technologies and techniques emerge, the courses are updated by VTD to reflect the changes in the industry. The VTD program will work closely with supporting industries to ensure that the curriculum meets the general requirements for entry level employment.

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

We utilize course project exercises (virtual reality worlds) and online professional portfolios as direct measures when assessing core proficiencies and learning. The culminated knowledge of the coursework is highly visual and interactive making it possible to see and experience whether a student has learned the core concepts of the course.
Indirect measures come in the form of peer evaluation by the program's accrediting body, the National Association of Schools of Art and Design (NASAD), external industry assessments, and course evaluations.

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

Course assessments reports are generated by the VTD program at the end of each course (8 weeks). Yearly curricular assessments occur at the end of the regular University of Idaho academic year by the VTD faculty. NASAD accreditation standards review and assessments occur every 10 years.

## 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 | |
| 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.

University of Idaho

UCC-19-031

**PROPOSAL TO CREATE 45-CREDIT NATURAL SCIENCE TEACHING ENDORSEMENT**

**CURRICULUM:**

Must hold an existing endorsement in one of the following areas: Biological Science, Chemistry, Earth Science, Geology, or Physics; and complete a total of twenty-four (24) semester credit hours as follows:

a. Existing Biological Science Endorsement. Eight (8) semester credit hours in each of the following areas: Physics, Chemistry, Earth Science/Geology.
b. Existing Physics Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science/Geology.
c. Existing Chemistry Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Physics, Earth Science/Geology.
d. Earth Science or Geology Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Physics, Chemistry.

UCC-19-031

# 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. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the **department chair** will e-mail the completed form to provost@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. Incomplete forms will be returned.**

## Submission Information

| | | | |
|---|---|---|---|
| Dept Chair Name: | Dr. Raymond Dixon | Email: | rdixon@uidahoe.edu |
| Department/Unit: | Curriculum and Instruction | | |
| College: | College of Education, Health and Human Sciences | | |
| Dept/Unit Curriculum Committee Approval Date: | Sec. Ed Program 8/31/18<br>C&I 9/7/2018 | Vote Record: | Unanimous 7-0<br>Unanimous 18-0 |
| Dept Chair Signature of Approval | | | |
| College Curriculum Committee Approval Date: | TECC 9/11/18<br>CCC 9/12/18<br>All EHHS Faculty 9/20/18 | Vote Record: | Unanimous 12-0<br>Unanimous 10-0<br>Unanimous 35-0 |
| Dean Signature of Approval | | | |
| Primary Point of Contact: | Dr. Taylor Raney | Email: | tcraney@uidaho.edu |
| Briefly describe the change you are requesting: | Add a composite Natural Science endorsement comprised of Biology, Physics, Chemistry and Earth Science/Geology. | | |

**What is the financial impact of the requested change?**

| | | | |
|---|---|---|---|
| | Greater than $250,000 per FY: | X | Less than $250,000 per FY: |

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

Describe the financial impact:

## Rationale for Program Component Request or Name Change

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 rational for a name change or degree designation change, if applicable.

The Department of Curriculum and Instruction, College of Education, Health and Human Sciences proposes a composite Natural Science endorsement. This endorsement is comprised of four other endorsements (Biology, Physics, Chemistry, Earth Science/Geology) for which we are already approved, so it does not need State Board approval. The proposed endorsement language is taken directly from Idaho code 08.02.02.024.05, “Natural Science (5-9 or 6-12).”

UCC-19-031

## 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 semester 2019 | | |
| | Graduate Level | | Undergraduate Level | | Law Level | Credit Requirement: | 45 |
| 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: | Secondary Education | CIP Code: | 13.1205 | Degree: | B.S. Ed. |

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

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

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

UCC-19-031

45-Credit Natural Science Teaching Major

Must hold an existing endorsement in one of the following areas: Biological Science, Chemistry, Earth Science, Geology, or Physics; and complete a total of twenty-four (24) semester credit hours as follows:

a. Existing Biological Science Endorsement. Eight (8) semester credit hours in each of the following areas: Physics, Chemistry, Earth Science/Geology.
b. Existing Physics Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science/Geology.
c. Existing Chemistry Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Physics, Earth Science/Geology.
d. Earth Science or Geology Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Physics, Chemistry.

## 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 candidate recognizes how common misconceptions and/or partial understandings of scientific disciplinary core ideas affect student learning.
The candidate designs and implements lessons that align with Idaho State Science (K-12) standards.
The candidate designs opportunities to apply science practices to propose, investigate, and evaluate possible solutions to problems.
The candidate designs lessons which allow students to utilize mathematics to analyze, interpret, and display scientific data.

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

Formative assessment will occur during candidates' progression toward completion through analysis of content course outcomes. Additionally, assessment of candidate competencies occurs during the required (EDCI) teaching methods and practicum courses. Summative assessment will occur through the state-mandated *Praxis II* assessment: 5435. This is accomplished during the formative assessment "candidate competencies . . . teaching methods and practicum courses." Candidates are required to pass this assessment, which is aligned with program outcomes, with a minimum score of 149. Finally, assessment will occur following graduation, as the Department of Curriculum and Instruction maintains employment histories of its alumni through analysis of publicly available school district reporting mechanisms.

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

The findings from all of the above-mentioned assessment strategies are employed to evaluate program outcomes annually in-house and every seven years through our state and national accreditation process. Additionally, the state requires an interim evaluation three years following initial approval of a new teaching endorsement.

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

Direct:, practicum placement observations and K-12 partner teacher evaluation, *Praxis II* assessment 5435 (This is a content exam. In order to design and implement lessons aligned to Idaho standards, that content must be mastered.)
Indirect: employment data, candidate progress through required content course work

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

Direct: annually in the summer/fall from the previous academic year
Indirect: annually in the late fall/winter as school districts report (due 10/15 each year) employment data

UCC-19-031

## 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.

University of Idaho

UCC-19-032

**PROPOSAL TO CREATE 21-CREDIT SOCIOLOGY/ANTHROPOLOGY TEACHING ENDORSEMENT**

**CURRICULUM:**

| | | |
|---|---|---|
| ANTH 100 | Introduction to Anthropology | 3 |
| ANTH 102 | Peoples of the World | 3 |
| SOC 101 | Introduction to Sociology | 3 |
| SOC 201 | Inequities and Inclusion | 3 |
| SOC 311 | Development of Social Theory | 3 |

Two electives in SOC, ANTH, or AIST to total 21 credits

NOTE: EDCI 432 and 442 (methods and practicum) are also required for this endorsement.

UCC-19-032

# 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. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the **department chair** will e-mail the completed form to provost@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. Incomplete forms will be returned.**

## Submission Information

| | | | |
|---|---|---|---|
| Dept Chair Name: | Dr. Raymond Dixon | Email: | rdixon@uidaho.edu |
| Department/Unit: | Curriculum and Instruction | | |
| College: | College of Education, Health and Human Sciences | | |
| Dept/Unit Curriculum Committee Approval Date: | Sec. Ed Program 8/31/18<br>C&I 9/7/2018 | Vote Record: | Unanimous 7-0<br>Unanimous 18-0 |
| Dept Chair Signature of Approval | | | |
| College Curriculum Committee Approval Date: | TECC 9/11/18<br>CCC 9/12/18<br>All EHHS Faculty 9/20/18 | Vote Record: | Unanimous 12-0<br>Unanimous 10-0<br>Unanimous 35-0 |
| Dean Signature of Approval | | | |
| Primary Point of Contact: | Dr. Taylor Raney | Email: | tcraney@uidaho.edu |
| Briefly describe the change you are requesting: | Add an endorsement in Sociology/Anthropology to its available options for secondary education candidates. | | |

**What is the financial impact of the requested change?**

| | | | |
|---|---|---|---|
| | Greater than $250,000 per FY: | X | Less than $250,000 per FY: |

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

Describe the financial impact: There will be no financial impact due to the implementation of this program. All course work is already offered, and students will simply fill available seats.

## Rationale for Program Component Request or Name Change

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 rational for a name change or degree designation change, if applicable.

The Department of Curriculum and Instruction, in partnership with the Department of Sociology/Anthropology seeks to add an endorsement in Sociology/Anthropology to its available options for secondary education candidates. The proposed requirements meet the State of Idaho code (08.02.02.024.14) expectations which read as follows:

**14. Sociology/Anthropology (5-9 or 6-12)**. Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-29-17)

Assessment will fall under the already-approved cyclical procedures for the secondary education program, subject to initial review by the Idaho Professional Standards Commission and State Board of Education.

UCC-19-032

## 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: | | | |
| | Graduate Level | | Undergraduate Level | | Law Level | Credit Requirement: | 21 |
| 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: | Secondary Education | CIP Code: | 13.1205 | Degree: | B.S. Ed. |

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

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

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

UCC-19-032

21-Credit Teaching Major

| | | |
|---|---|---|
| ANTH 100 | Introduction to Anthropology | 3 cr |
| ANTH 102 | Peoples of the World | 3 cr |
| SOC 101 | Introduction to Sociology | 3 cr |
| SOC 301 | Diversity and Stratification | 3 cr |
| SOC 311 | Development of Social Theory | 3 cr |

Two electives in SOC, ANTH, or AIST to total 21 credits

NOTE: EDCI 432 and 442 (methods and practicum) are also required for this endorsement.

## 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:

Candidates will differentiate between a variety of sociological theories.
Candidates will evaluate important social institutions' responsiveness to social needs.
Candidates will examine the social construction of groups and their impact on the life chances of individuals.
Candidates will identify common patterns of social inequality.

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

Formative assessment will occur during candidates' progression toward completion through analysis of content course outcomes. Additionally, assessment of candidate competencies occurs during the required (EDCI) teaching methods and practicum courses. Summative assessment will occur through the state-mandated *Praxis II* assessment: 5952. Candidates are required to pass this assessment, which is aligned with program outcomes, with a minimum score of 154. Finally, assessment will occur following graduation, as the Department of Curriculum and Instruction maintains employment histories of its alumni through analysis of publicly available school district reporting mechanisms.

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

The findings from all of the above-mentioned assessment strategies are employed to evaluate program outcomes annually in-house and every seven years through our state and national accreditation process. Additionally, the state requires an interim evaluation three years following initial approval of a new teaching endorsement.

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

Direct: candidate progress through required content course work, practicum placement observations and K-12partner teacher evaluation, *Praxis II* assessment 5952
Indirect: employment data

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

Direct: annually in the summer/fall from the previous academic year
Indirect: annually in the late fall/winter as school districts report (due 10/15 each year) employment data

## 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.

University of Idaho

UCC-19-033

**PROPOSAL TO CREATE 20-CREDIT DRAMA TEACHING ENDORSEMENT**

**CURRICULUM:**

| | | |
|---|---|---|
| COMM 101 | Fundamentals of Public Speaking | 2 |
| COMM 111 | Introduction to Communication Studies | 3 |
| THE 101 | Introduction to Theater | 3 |
| THE 102 | Introduction to Design | 3 |
| THE 105 | Basics of Performance | 3 |
| THE 103 | Theater Technology I | 3 |
| THE 471 | Directing I | 3 |

*Note: EDCI 436 and 446 (methods and practicum) are also required for this endorsement.

UCC-19-033

# 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. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the **department chair** will e-mail the completed form to provost@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. Incomplete forms will be returned.**

## Submission Information

| | | | |
|---|---|---|---|
| Dept Chair Name: | Dr. Raymond Dixon | Email: | rdixon@uidahoe.edu |
| Department/Unit: | Curriculum and Instruction | | |
| College: | College of Education, Health and Human Sciences | | |
| Dept/Unit Curriculum Committee Approval Date: | Sec. Ed Program 8/31/18<br>C&I 9/7/2018 | Vote Record: | Unanimous 7-0<br>Unanimous 18-0 |
| Dept Chair Signature of Approval | | | |
| College Curriculum Committee Approval Date: | TECC 9/11/18<br>CCC 9/12/18<br>All EHHS Faculty 9/20/18 | Vote Record: | Unanimous 12-0<br>Unanimous 10-0<br>Unanimous 35-0 |
| Dean Signature of Approval | | | |
| Primary Point of Contact: | Dr. Taylor Raney | Email: | tcraney@uidaho.edu |
| Briefly describe the change you are requesting: | Add an endorsement in Drama to be available to secondary education candidates. | | |

**What is the financial impact of the requested change?**

| | | | | |
|---|---|---|---|---|
| | Greater than $250,000 per FY: | X | Less than $250,000 per FY: | ****Note: If financial impact is greater than $250,000, you must complete a Program Proposal form.** |

Describe the financial impact: All courses are already offered, so students will simply enroll in those courses and fill empty seats.

## Rationale for Program Component Request or Name Change

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 rational for a name change or degree designation change, if applicable.

The Department of Curriculum and Instruction has partnered with the Department of Theatre Arts to propose the creation of a Drama endorsement within the existing secondary education program. Endorsement programs must meet Idaho code 08.02.02.024.16 and the *Standards for Initial Preparation of Professional School Personnel*. The Idaho code reads as follows:

16. Theater Arts (5-9 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Theater Arts Teacher, including coursework in each of the following areas: acting and directing, and a minimum of six (6) semester credits in technical theater/stagecraft. To obtain a Theater Arts (6-12) endorsement,

applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theater. (3-29-17)

The proposed program meets these expectations. The referenced methods course is a requirement embedded within the secondary program. A matrix of the program's meeting of the *Standards* is provided as an attachment.

Assessment will coincide with assessment of the other available teaching endorsements on a rotating schedule.

## 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: | | | |
| | Graduate Level | | Undergraduate Level | | Law Level | Credit Requirement: | 21 |
| 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: | Secondary Education | CIP Code: | 13.1205 | Degree: | B.S. Ed. |

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

| | |
|---|---|
| Option: | |
| Emphasis: | |

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

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

20-Credit Drama Teaching Minor

| | | |
|---|---|---|
| COMM 101 | Fundamentals of Public Speaking | 2 cr |
| COMM 111 | Introduction to Communication Studies | 3 cr |
| THE 101 | Introduction to Theater | 3 cr |
| THE 102 | Introduction to Design | 3 cr |
| THE 105 | Basics of Performance | 3 cr |
| THE 103 | Theater Technology I | 3 cr |
| THE 471 | Directing I | 3 cr |

*Note: EDCI 436 and 446 (methods and practicum) are also required for this endorsement.

## 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 candidate knows the history of theater as a form of entertainment as a societal influence.
The candidate understands the process of directing theater.
The candidate incorporates various styles of acting techniques to communicate character and honor the playwright's intent.
The candidate safely manages the requirements unique to the drama classroom.

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

Formative assessment will occur during candidates' progression toward completion through analysis of content course outcomes. Additionally, assessment of candidate competencies occurs during the required (EDCI) teaching methods and practicum courses. Summative assessment will occur through the state-mandated *Praxis II* assessment: 5641. Candidates are required to pass this assessment, which is aligned with program outcomes, with a minimum score of 148. Finally, assessment will occur following graduation, as the Department of Curriculum and Instruction maintains employment histories of its alumni through analysis of publicly available school district reporting mechanisms.

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

The findings from all of the above-mentioned assessment strategies are employed to evaluate program outcomes annually in-house and every seven years through our state and national accreditation process. Additionally, the state requires an interim evaluation three years following initial approval of a new teaching endorsement.

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

Direct: candidate progress through required content course work, practicum placement observations and K-12partner teacher evaluation, *Praxis II* assessment 5641
Indirect: employment data

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

Direct: annually in the summer/fall from the previous academic year
Indirect: annually in the late fall/winter as school districts report (due 10/15 each year) employment data

## 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.

**College of Education, Health and Human Sciences**
**Proposed Catalog Changes**
**Effective Summer 2019**

**CURRICULUM AND INSTRUCTION**

1. Add the following courses:

**EDCI 418 Culturally Response Pedagogy**
**1 credit**
This course provides a general introduction to the principles of Culturally Relevant Pedagogy. In particular, this module will help students attain a high level of cultural competence, social justice, and diversity such that they can apply this knowledge to lesson planning, pedagogy, and engagement with diverse learners. It will also equip future instructors to work with parents, families, and communities from diverse cultural and linguistic backgrounds.

**Available via distance:** Yes
**Geographical area:** Moscow, online
**Rationale:** This course is part of the proposed Academic Certificate in Culturally Responsive Pedagogy and Universal Design in Learning. It is one of six online 1-credit courses that will be required for the certificate.

**EDCI 420 Gender and Sexual Diversity in Schools**
**1 credit**
This course provides future instructors with the skills needed to critically and sensitively work with gender non-conforming, gay, lesbian, and bisexual students in schools. It will provide those enrolled with a basic understanding of the ways that such students have been and continue to be marginalized within traditional education, the rights of students and communities re: schools, and best practices for working with and empowering gender non-conforming, gay, lesbian, and bisexual students in schools.

**Available via distance:** Yes
**Geographical area:** Moscow, online
**Rationale:** This course is part of the proposed Academic Certificate in Culturally Responsive Pedagogy and Universal Design in Learning. It is one of six online 1-credit courses that will be required for the certificate.

**EDCI 421 Racial and Ethnic Diversity in Schools**
**1 credit**
This course provides future instructors with the skills needed to critically and sensitively work with students of color in schools. It will provide those enrolled with a basic understanding of the ways that students of color have been and continue to be marginalized within traditional education, the rights of students and communities re: schools, and best practices for working with and empowering students of color in schools.

**Available via distance:** Yes
**Geographical area:** Moscow, online

**Rationale:** This course is part of the proposed Academic Certificate in Culturally Responsive Pedagogy and Universal Design in Learning. It is one of six online 1-credit courses that will be required for the certificate.

**EDCI 422 Socio-Economic Diversity in Rural Schools**
**1 credit**
This course provides future instructors with the skills needed to critically and sensitively work with low-income students from rural communities. It will provide those enrolled with a basic understanding of the ways that such students have been and continue to be marginalized within traditional education, the rights of students and communities re: schools, and best practices for working with and empowering low-income students from rural communities.

**Available via distance:** Yes
**Geographical area:** Moscow, online
**Rationale:** This course is part of the proposed Academic Certificate in Culturally Responsive Pedagogy and Universal Design in Learning. It is one of six online 1-credit courses that will be required for the certificate.

**EDCI 424 Universal Design in Learning**
**1 credit**
This course provides a general introduction to the principles of Universal Design in Learning. It will introduce the principles, guidelines, and checkpoints that are included in the framework. It will focus on the importance of intentional, systematic and flexible design of instruction in which ALL students are included and making progress in learning.

**Available via distance:** Yes
**Geographical area:** Moscow, online
**Rationale:** This course is part of the proposed Academic Certificate in Culturally Responsive Pedagogy and Universal Design in Learning. It is one of six online 1-credit courses that will be required for the certificate.

**EDCI 426 Working with Native American Students and Communities**
**1 credit**
This course provides future instructors with the skills needed to critically and sensitively work with Native American students and communities. It will provide those enrolled with a basic understanding of the ways that Native students have been marginalized within traditional education, the rights of Native students and communities re: schools, and best practices for working with and empowering Native students in schools.

**Available via distance:** Yes
**Geographical area:** Moscow, online
**Rationale:** This course is part of the proposed Academic Certificate in Culturally Responsive Pedagogy and Universal Design in Learning. It is one of six online 1-credit courses that will be required for the certificate.

**PROPOSAL TO CREATE CULTURALLY RESPONSIVE PEDAGOGY AND UNIVERSAL DESIGN FOR LEARNING UNDERGRADUATE CERTIFICATE**

**CURRICULUM**

| | | |
|---|---|---|
| **Selected emphasis electives** | | **6** |
| COMM 335 | Intercultural Communication | |
| COMM 432 | Gender and Communication | |
| EDSP 300 | Educating for Exceptionalities | |
| EDCI 302 | Teaching Culturally Diverse Learners | |
| SOC 201 | Introduction to Inequities and Inclusion | |
| SOC 423 | Sociology of Prosperity: Social Class and Economics in the 21st Century | |
| SOC 424 | Sociology of Gender | |
| SOC 427 | Racial and Ethnic Relations | |
| PSYC 315 | Psychology of Women | |

| | | |
|---|---|---|
| **Mandatory Online 1-credit courses** | | **6** |
| EDCI 418 | Culturally Responsive Pedagogy | |
| EDCI 420 | Gender and Sexual Diversity in Schools | |
| EDCI 421 | Racial and Ethnic Diversity in Schools | |
| EDCI 422 | Socio-Economic Diversity in Rural Schools | |
| EDCI 424 | Universal Design in Learning | |
| EDCI 426 | Working with Native American Students and Communities | |

**Courses to total 12 credits for this academic certificate**

UCC-19-034a

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

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

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

## Submission Information

This section must be completed

| | | | |
|---|---|---|---|
| Dept Chair Name: | Dr. Raymond Dixon | Email: | rdixon@uidaho.edu |
| College: | College of Education, Health and Human Sciences | | |
| Department/Unit: | Curriculum and Instruction | | |
| Dept/Unit Approval Date: | September 8, 2017/CCC 09/12/18 | Vote Record: | 17 (C&I department) |
| College Approval Date: | EHHS 09/20/18 | Vote Record: | 51 |
| Primary Point of Contact: | Aleksandra Hollingshead | Email: | ahollingshead@uidaho.edu |
| Briefly describe the change you are requesting: | An academic certificate in Culturally Responsive Pedagogy and Universal Design for Learning. | | |

**What is the financial impact of the requested change?**

| | | | | |
|---|---|---|---|---|
| | Greater than $250,000 per FY: | x | Less than $250,000 per FY: | ****Note: If financial impact is greater than $250,000, you must complete a Program Proposal form.** |

Describe the financial impact: The program is built from courses already offered. While enrollment may be slightly elevated in courses currently offered, there should be room to accommodate program participants in the current course schedule. Thus it should not require a significant amount of resources. The modules have already been constructed, funded by a CEHHS/CLASS Summer grant. However, the director of the program may eventually require a course buyout in order to supervise/participate in instruction and to manage their additional responsibilities as director. Depending on enrollment growth, this is a topic that may need to be revisited in the future.

## 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.

We seek to create an academic certificate (12 credits) in Culturally Responsive Pedagogy and Universal Design for Learning at the University of Idaho. This certificate will require students to complete three currently offered University courses in addition to six online 1-credit courses. These 1-credit courses are newly developed (thanks to funding by the College of Education, Health and Human Sciences and College of Letters, Arts, and Social Sciences Summer 2017 Funding Award).

**Rationale for the Project**

In the field of education inequities in opportunity, access, and learning outcomes persist (Cartledge & Kourea, 2008; Richards et al., 2007). Students from racial and ethnic minority groups often experience higher dropout rates (Lee, 2002) and those from low socio-economic groups are often less prepared to learn in the early grades (Sirin, 2005). Understanding the intricacies of diversity in education is critical in a development of teachers who are to create inclusive and respectful learning environments (Dukes & Lamar-Dukes, 2009). Culturally responsive pedagogy and Universal Design for Learning are a perfect pairing to prepare inclusive educators who provide relevant instruction to all of their students despite of their ability level, race, ethnicity, language, socio-economic status, and other variabilities.

This teacher professional development program serves both pre-service and in-service teachers interested in enhancing their knowledge and skills related to cultural responsive pedagogy and the Universal Design for Learning framework. These areas are essential to the success of UI students as they become educators in that they allow instructors to reach a wider range of students and design meaningful and culturally relevant instruction. Specifically, this program helps UI students and potential students whom

are currently serving as educators in Idaho to better serve marginalized student populations including students with disabilities, English language learners, students from diverse cultural, racial, or religious backgrounds, students with low socio-economic status, etc.
This certificate will not only serve current UI students who seek to be educators, but also draw a new body of students: in-service teachers working in Idaho. In-service teachers must take a certain number of continuing education credits and this certificate program can meet that requirement.

**Strategic Plan**

The proposed academic certificate in Culturally Responsive Pedagogy and Universal Design for Learning meets two key elements of the new strategic plan for the University of Idaho.

First, this certificate directly meets the first goal of the College of Education, Health and Human Sciences' strategic plan: cultural proficiency. This certificate hosts courses to train pre- and in-service teachers to serve specific underserved populations in Idaho: Native students; students of color; students with disabilities; gay, gender queer and transgender students; students living in poverty; and students from rural areas.

Second, Engage. "Engagement with partners" is a central goal in the strategic plan outlined by the College of Education, Health and Human Sciences. This certificate empowers current and potential UI students to use their gifts and talents to better serve (steward and nurture) marginalized communities throughout the state of Idaho.

**Workload Management**

As mentioned, this certificate will require students to complete three courses, currently offered by the university. Students will be able to choose from a long list of interdisciplinary courses related to diversity and education. In addition, students will complete six online 1-credit courses. These 1-credit courses were developed over the summer of 2017 and are set up so that students can access and complete them with little to no faculty involvement.

## 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.

UCC-19-034a

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| x | Create New | | Discontinue | Implementation Date: | Fall 2019 | | |
| | Graduate Level | x | Undergraduate Level | | Law Level | Credit Requirement: | 12 |
| Are new courses being created: (circle your response) | | | | No | (Yes) | **If yes**, how many courses will be created: | 6 |

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

| | | | | | |
|---|---|---|---|---|---|
| Major: | | CIP Code: | 13.0202 | Degree: | |

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

| | |
|---|---|
| Option: | |
| Emphasis: | |
| Minor: | |
| Academic Certificate less than 30 credits: | Culturally Responsive Pedagogy and Universal Design for Learning |
| 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:

**Learn and Integrate:** Students will be able to report on the barriers underserved communities face in education. They will also be able to apply practical solutions to better serve these student groups

**Think and create:** Students will be able to design course pedagogy to meet the needs of all students, including those from historically marginalized populations.

**Communicate:** Students will be able to communicate effectively about topics related to diversity and with diverse communities through oral, written, and visual formats.

**Clarify purpose and perspective:** Students will be able to explain their own positionality given socio-political-historical processes. They will be able to use this knowledge to better inform their work as educators.

**Practice Citizenship:** Students will be able to explain the historical contexts that have given rise to our current inequality and design their courses in ways that benefit all students.

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

Each course offered through the academic certificate will continue to be assessed as it has been historically; we will continue to use current assessment tools to verify the quality of affiliated courses. These are completed at the department level and include feedback from students. Further, the program director will be tasked, in part, with monitoring the quality of the courses and instructors affiliated with the program. Further, the director of the program will be tasked with completing an annual assessment through the college and university. This will include developing and disseminating assessment protocols (pre and post tests) to students as they enter and exit the academic certificate.

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

The director will be tasked with implementing improvements based on the assessment of courses and the program as a whole.

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

| |
|---|
| The director will develop an assessment tool that will be distributed to students when they first sign up for the academic certificate. It will then be given as a post-test to students graduating in order to evaluate the success the certificate has had in reaching the learning outcomes outlined above. |
| 5. When will assessment activities occur and at what frequency? |
| Pre-tests will be completed each year when students sign up for the certificate. Post-tests will be provided to graduating seniors who have completed the certificate. |

## 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.

UCC-19-035

# 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: | Todd Thorsteinson | Email: | tthorste@uidaho.edu |
| College: | CLASS | | |
| Department/Unit: | Psychology and Communication Studies | | |
| Dept/Unit Approval Date: | Sept. 5, 2018 | Vote Record: | 13 in favor; none opposed |
| College Approval Date: | Sept. 19, 2018 | Vote Record: | 9 in favor; none opposed |
| Primary Point of Contact: | Todd Thorsteinson | Email: | tthorste@uidaho.edu |
| Briefly describe the change you are requesting: | Change name of minor from Communication Studies to Communication | | |

**What is the financial impact of the requested change?**

| | | | | |
|---|---|---|---|---|
| | Greater than $250,000 per FY: | X | Less than $250,000 per FY: | ****Note: If financial impact is greater than $250,000, you must complete a Program Proposal form.** |

| |
|---|
| Describe the financial impact:<br><br>There should 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 rational for a name change or degree designation change, if applicable.

| |
|---|
| We would like to change the name of our minor in Communication Studies to Communication. The change is to make the name of the minor consistent with the name of the major (Communication). |

## 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: | Communication Studies |
| New Name: | Communication |
| Current Degree: | |
| New Degree: | |
| Other Details: | |
| Effective Date: | Summer 2019 |

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

UCC-19-035

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 **X** 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 | | Discontinue | Implementation Date: | | | |
| | Graduate Level | | Undergraduate Level | | 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: | |
|---|---|---|---|---|---|

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:

| |
|---|
| |

## 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.

University of Idaho
A LEGACY OF LEADING

UCC-19-036-v2

**PROPOSAL TO CHANGE THE NAME OF THE "DIVERSITY AND STRATIFICATION" UNDERGRADUATE CERTIFICATE TO "DIVERSITY AND INCLUSION"**

**CURRICULUM:**

| | | |
|---|---|---|
| **Academic Exploration Component** | | |
| SOC ~~301~~201 | Introduction to Inequities and Inclusion~~Diversity and Stratification~~ | 3 |
| **Select 6 credits of upper-division emphasis electives from the following courses:** | | **6** |
| AIST 316 /HIST | American Indian History | |
| AMST 301 | Studies in American Culture | |
| ANTH 102 | Introduction to Cultural Anthropology | |
| ~~ANTH 220~~ | ~~Peoples of the World~~ | |
| ANTH 327 | Belief Systems | |
| ANTH 329 | North American Indians | |
| ANTH 412 | Human Races | |
| ANTH 422 | Plateau Indians | |
| ANTH 462 | Human Issues in International Development | |
| COMM 335 | Intercultural Communication | |
| COMM 410 | Conflict Management | |
| COMM 432 | Gender and Communication | |
| COMM 491 | Communication and Aging | |
| EDCI 302 | Teaching Culturally Diverse Learners | |
| ENGL 380 | ~~Introduction to~~ Studies in U.S. Ethnic Literatures | |
| ENGL 382 | Studies in Queer Literature | |
| ENGL 383 | Studies in African American Literature | |
| ENGL 384 | Studies in American Indian Literature | |
| ENGL 481 | Seminar in Women's Literature | |
| ~~ENGL 483~~ | ~~African American Literature~~ | |
| ~~ENGL 484~~ | ~~American Indian Literature~~ | |
| FCS 410 | Growing Old in a New Age | |
| HIST 315 | Comparative African-American Cultures | |
| HIST 420 | History of Women in American Society | |
| ~~HIST 426~~ | ~~Red Earth White Lies: American Indian History 1840-Present~~ | |
| ~~HIST 431~~ | ~~Stolen Continents, The Indian Story: Indian History to 1840~~ | |
| HIST 441 | Slavery and Freedom in the Americas | |
| JAMM 340 | Cultural Diversity and the Media | |
| JAMM 441 | Women in the Media | |
| JAMM 490 | Global Media | |
| MUSH 201 | History of Rock and Roll | |
| MUSH 410 | Studies in Jazz History | |
| POLS 423 | Politics, Policy and Gender | |

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| | | |
|---|---|---|
| PSYC 315 | Psychology of Women | |
| PSYC 330 | Human Sexuality | |
| PSYC 419 | Adult Development and Aging | |
| SOC 325 | Family, Violence, and Society | |
| SOC 327 | Sociology of the Family | |
| SOC 340 | Social Change & Globalization | |
| ~~SOC 343~~ | ~~Power, Politics, and Society~~ | |
| SOC 421 | Gender and Crime | |
| SOC 423 | Economic (In)Justice in the United States | |
| SOC 424 | Sociology of Gender | |
| SOC 427 | Racial and Ethnic Relations | |
| SOC 431 | Personal and Social Issues in Aging | |
| SOC 439 | Inequalities in the Justice System | |
| WGSS 367 | Topics in Women's, Gender, and Sexuality Studies | |
| WGSS 410 | Feminist Theory and Action | |
| **Application Component Electives** | | |
| Select 3 credits, no more than 6 credits can apply to this certificate. | | 3 |
| ANTH 203 | Workshop | |
| ANTH 403 | Workshop | |
| SOC 203 | Workshop | |
| SOC 403 | Workshop | |
| Experiential Learning | | |
| **Total Hours** | | **12** |

**Courses to total 12 credits for this certificate**

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**Geographical Area:** Moscow
**Rationale:** Requesting a change of the title for the program, which is noted on this form. Soc 201 replaces Soc 301 for the introductory requirement for the Certificate program. Other changes reflect different department decisions to add, drop, or change course numbering and titles over the year.

Learning Outcomes will be assessed following current practices (exit interviews, focus groups, and surveys). No new faculty are required to teach these courses.

UCC-19-036-v2

## 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: | Kristin Haltinner, Director of Diversity and Stratification Certificate Program | Email: | khaltinner@uidaho.edu |
| College: | CLASS | | |
| Department/Unit: | Sociology & Anthropology / Certificate of Diversity and Stratification | | |
| Dept/Unit Approval Date: | September 12, 2018 | Vote Record: | 11 approve (quorum achieved) |
| College Approval Date: | September 19, 2018 | Vote Record: | 9 approve |
| Primary Point of Contact: | Kristin Haltinner | Email: | khaltinner@uidaho.edu |
| Briefly describe the change you are requesting: | We wish to change the current name for our certificate program "Diversity and Stratification" to "Diversity and Inclusion." Attached form provides updated website description of certificate program. | | |

**What is the financial impact of the requested change?**

| | | | | |
|---|---|---|---|---|
| | Greater than $250,000 per FY: | X | Less than $250,000 per FY: | ****Note: If financial impact is greater than $250,000, you must complete a Program Proposal form.** |

Describe the financial impact: **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 rational for a name change or degree designation change, if applicable.

The current title for the certificate program, "Diversity and Stratification," is dated and ignores an important component of the certificate learning outcomes, which is to provide students tools for establishing inclusive interactions and environments in the personal and professional lives. For this reason, we propose changing the certificate's program title to "Diversity and Inclusion."

### 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: | Certificate of Diversity and Stratification |
| New Name: | Certificate of Diversity and Inclusion |
| Current Degree: | Certificate Program |
| New Degree: | |
| Other Details: | |
| Effective Date: | Summer 2019 |

UCC-19-036-v2

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: X 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 X 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 | | Discontinue | Implementation Date: | | | |
| | Graduate Level | | Undergraduate Level | | 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: | |
|---|---|---|---|---|---|

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:

| |
|---|
| |

## 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.

University of Idaho

UCC-19-038

# 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. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the **department chair** will e-mail the completed form to provost@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. Incomplete forms will be returned.**

## Submission Information

| | | | |
|---|---|---|---|
| Dept Chair Name: | Christopher Williams | Email: | chrisw@uidaho.edu |
| Department/Unit: | Statistical Science | | |
| College: | Science | | |
| Dept/Unit Curriculum Committee Approval Date: | 08/30/2018 | Vote Record: | unanimous 12-0 |
| Dept Chair Signature of Approval | Chris Williams | | |
| College Curriculum Committee Approval Date: | 09/27/2018 | Vote Record: | Unanimous (7-0) |
| Dean Signature of Approval | Ginger Carney | | |
| Primary Point of Contact: | Mark Nielsen | Email: | markn@uidaho.edu |
| Briefly describe the change you are requesting: | The Statistical Science Department would like to discontinue the Process and Performance Academic Certificate. There have been no students in this option for several years and there doesn't seem to be a demand for the certificate. | | |

**What is the financial impact of the requested change?**

| | | | | |
|---|---|---|---|---|
| | Greater than $250,000 per FY: | X | Less than $250,000 per FY: | **Note: If financial impact is greater than $250,000, you must complete a Program Proposal form. |

Describe the financial impact: There will be no financial impact as no courses will stop being offered as the courses used for this degree are used for other graduate degrees.

## Rationale for Program Component Request or Name Change

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 rational for a name change or degree designation change, if applicable.

There have been no students in this option for several years and there doesn't seem to be a demand for the certificate.

## 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.

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| | |
|---|---|
| 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 | X | Discontinue | Implementation Date: | | | |
| | Graduate Level | | Undergraduate Level | | 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: | Statistics | CIP Code: | | Degree: | Academic Certificate |

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

| | |
|---|---|
| Option: | |
| Emphasis: | |
| Minor: | |
| Academic Certificate less than 30 credits: | Process and Performance Excellence Graduate Academic Certificate (16 credits as listed in current [2018-19] catalog) |
| Teaching Endorsement (Major/Minor): | |

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

There have been no students in this option for several years and there doesn't seem to be a demand for the certificate.

UCC-19-038

## 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 | |

UCC-19-038

## 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.

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UCC-19-039

Institutional Tracking No. _____

# Idaho State Board of Education

Proposal for Discontinuation

| | |
|---|---|
| Date of Proposal Submission: | Sep 27, 2018 |
| Institution Submitting Proposal: | University of Idaho |
| Name of College, School, or Division: | College of Engineering |
| Name of Department(s) or Area(s): | Chemical & Materials Engineering |
| | |

**Program Identification for Proposed Discontinued Program:**

| | |
|---|---|
| Title: | Metallurgy |
| Degree/Certificate: | MS |
| Method of Delivery: | Live; on-campus |
| CIP code: | 15.0611 |
| Proposed Discontinuation Date: | Summer 2019 |

**Indicate whether this request is a <u>discontinuation</u> of either of the following:**

- [ ] Undergraduate Program
- [x] Graduate Program
- [ ] Undergraduate Certificate
- [ ] Graduate Certificate
- [ ] Administrative/Instructional Unit
- [ ] Other
- [ ] **New Program (check all that apply)**
  - [ ] Basic Technical Certificate
  - [ ] Intermediate Technical Certificate
  - [ ] Advanced Technical Certificate
  - [ ] Associate of Applied Science Degree

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

**1. Provide rationale for the discontinuance**.

There have been no students in the program since before 2007—before the merger of MSE with ChE.

**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.

None. There are no students.

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

Yes; MS Metallurgical Engineering which is currently offered from the Materials Science and Engineering Program in the Chemical and Materials Engineering Department and will continue.

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

N/A

**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** |
| **University of Utah** | **Master of Science (M.S.)** | **Metallurgical Engineering.**<br><br>**Area of emphasis: Mineral Processing, hydrometallurgy, pyrometallurgy, physical metallurgy, synthesis and processing of advanced materials.** |
| | | |
| | | |
| | | |

**4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions. N/A**

| Existing Similar Programs: Historical enrollments and graduate numbers | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Institution and Program Name** | **Headcount Enrollment in Program** | | | | **Number of Graduates From Program** | | | |
| | FY__ | FY__ | FY__ | FY__ (most recent) | FY__ | FY__ | FY__ | FY__ (most recent) |
| **BSU** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **ISU** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **UI** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **LCSC** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

None, no courses will be cancelled.

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

None

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

None. No faculty or staff are affected. There is no operating or other budget line items connected with this program.

**College of Engineering**
**Proposed Catalog Changes**
**Effective Summer 2019**

**NUCLEAR ENGINEERING**

1. Add the following courses:

**NE 521 Nuclear Material Storage, Transportation and Disposal**
**3 credits**
Cross-listed with TM 521
There is a wide range of nuclear materials that are stored, transported and disposed of each day. The materials include medical radioisotopes, new fuel pellets, used fuel, and industrial radioisotopes. This course will cover the regulations that govern nuclear material storage, transportation and disposal, as well as the engineering requirements and practical aspects of handling these materials.
**Prereq:** Permission

**Available via distance:** Yes
**Geographical availability:** Idaho Falls, online
**Rationale:** This course will be part of an 18-credit academic certificate entitled Nuclear Technology Management. The goal is to have the certificate certified by the International Atomic Energy Agency (IAEA).

**NE 522 Management of Nuclear Facilities**
**3 credits**
Cross-listed with TM 522
Nuclear facilities need a sustainable management system to make sure that matters of importance are not dealt with in isolation of other issues in the decision making process. Integrating all relevant issues, ranging from safety, security and safeguards to health and economic and environmental questions, leads to well-informed and balanced decisions. This course addresses from a practical point of view the safety and regulatory issues of operating and planned reactors in the U.S. and other countries.
**Prereq:** Permission

**Available via distance:** Yes
**Geographical availability**: Idaho Falls, online
**Rationale:** This course will be part of an 18-credit academic certificate entitled Nuclear Technology Management. The goal is to have the certificate certified by the International Atomic Energy Agency (IAEA).

**TECHNOLOGY MANAGEMENT**

1. Add the following courses:

**TM 520 Leadership and Conflict Resolution in a Technological Environment**
**3 credits**
The course explores leadership and related conflict management issues; personal and collective ways in which interpersonal and organizational conflict from a leadership perspective can be managed; focuses on theoretical and practical analysis of principles and processes for the management of conflict in relationships. Through a leadership framework, the skills and techniques for the identification, prevention, and resolution of conflict in interpersonal and workplace relationships will be discussed.
**Prereq:** Permission

**Available via distance:** Yes
**Geographical Area:** Idaho Falls, online
**Rationale:** This course has already been offered as a special topics course in 2017 and it is requested to be added as a permanent course.

**TM 521 Nuclear Material Storage, Transportation and Disposal**
**3 credits**
Cross-listed with NE 521
There is a wide range of nuclear materials that are stored, transported and disposed of each day. The materials include medical radioisotopes, new fuel pellets, used fuel, and industrial radioisotopes. This course will cover the regulations that govern nuclear material storage, transportation and disposal, as well as the engineering requirements and practical aspects of handling these materials.
**Prereq:** Permission

**Available via distance:** Yes
**Geographical availability**: Idaho Falls, online
**Rationale:** This course will be part of an 18-credit academic certificate entitled Nuclear Technology Management. The goal is to have the certificate certified by the International Atomic Energy Agency (IAEA).

**TM 522 Management of Nuclear Facilities**
**3 credits**
Cross-listed with NE 522
Nuclear facilities need a sustainable management system to make sure that matters of importance are not dealt with in isolation of other issues in the decision making process. Integrating all relevant issues, ranging from safety, security and safeguards to health and economic and environmental questions, leads to well-informed and balanced decisions. This course addresses from a practical point of view the safety and regulatory issues of operating and planned reactors in the U.S. and other countries.
**Prereq:** Permission

**Available via distance:** Yes
**Geographical availability**: Idaho Falls, online
**Rationale:** This course will be part of an 18-credit academic certificate entitled Nuclear Technology Management. The goal is to have the certificate certified by the International Atomic Energy Agency (IAEA).

# PROPOSAL TO CREATE NUCLEAR TECHNOLOGY MANAGEMENT GRADUATE CERTIFICATE

## CURRICULUM:

The certificate consists of 18 credits, i.e., it requires six 3-credit courses. The courses would be taken in conjunction with the Technology Management MS or the Nuclear Engineering MS.

| | | |
|---|---|---|
| **Required courses** | | **15** |
| INDT 434 | Power Distribution | |
| TM 514 | Nuclear Safety | |
| TM 516 | Nuclear Rules and Regulations | |
| TM 521 /NE | Nuclear Material Storage, Transportation and Disposal | |
| TM 522 /NE | Management of Nuclear Facilities | |
| **Required course for TM/NE** | | **3** |
| TM 520 | Leadership and Conflict Resolution[1] | |
| NE 450 | Principles of Nuclear Engineering[2] | |

**Courses to total 18 credits**

[1]required for NE majors
[2]required for TM majors

UCC-19-041a

# 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 Engineering | | |
| Department/Unit: | Technology Management, Nuclear Engineering | | |
| Dept/Unit Approval Date: | 9/6/2018 | Vote Record: | TM 9/6/18; NE 10/26/18 |
| College Approval Date: | 21 Sept 2018 | Vote Record: | 7 yes/0 no |
| CIP code (Consult Institutional Research): | Nuclear Engineering 14.2301 | | |
| Primary Point of Contact (Name and Email): | Lee Ostrom, Rich Christensen | | ostrom@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 rational for a name change or degree designation change if applicable.

Nuclear Technology Management Certificate.

The certificate consists of 18 credits, i.e., it requires six 3-credit courses. The courses would be taken in conjunction with the Technology Management MS or the Nuclear Engineering MS.

Required courses (15 cr):
- TM 514 Nuclear Safety (3 cr)
- TM 516 Nuclear Rules and Regulations (3 cr)
- INDT 434 Power Distribution (3 cr)
- TM/NE xxx (requested 528) Management of Nuclear Facilities (3 cr)
- TM/NE xxx (requested 527) Nuclear Material Storage, Transportation and Disposal (3 cr)

Required course for TM/NE (3 cr):
- TM xxx (requested 520) Leadership and Conflict Resolution (3 cr) (required for NE majors)
- NE 450 Principles of Nuclear Engineering (3 cr) (required for TM majors)

UCC-19-041a

## 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: | x | Modify: | | Discontinue: | | Implementation Date: | | | |
| Graduate Level: | x | Undergraduate Level: | | Law Level: | | Credit Requirement: | | | |
| Are new courses being created: | | No | | Yes | x | 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: | |

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

| | |
|---|---|
| Option: | |
| Emphasis: | |
| Minor: | |
| Academic Certificate less than 30 credits: | Certificate of Critical Infrastructure Resilience (15 credit hours) |
| 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: |
| | This certificate is to be in accordance with the International Atomic Energy Agency's (IAEA) International Nuclear Management Academy (INMA) guidelines for Nuclear Technology Management programs. There are 4 overarching areas of these programs: |

External Environment; Technology; Management; and Leadership. Each of these areas are broken down and mapped to specific IAEA guidelines. In a brief statement the students who complete this program will:

1. Be able to discuss and interpret the United States' regulatory requirements for managing a nuclear facility.
2. Be able to discuss and explain the technology of basic nuclear reactor types.
3. Be able to plan and implement a budget for a nuclear facility.
4. Be able to recognize leadership qualities and apply leadership qualities to complex workplace settings.

| | |
|---|---|
| 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 students will be assessed by assignments, examinations, course projects and interactive presentations. The courses that comprise this certificate program are and/or will be developed to contain the content that maps to the four overall learning outcomes that are briefly described about. The IAEA will visit UI, along with representatives from other certified programs, to verify that the courses provide the necessary assessments as part of the process to have the program attain an IAEA stamp of approval. The examinations for the courses, for example, will be mapped to the IAEA criteria. These criteria can be found on the attached sheet. Exit interviews will also be conducted with the students.

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

The results from the assessment instruments will be used to determine if course content, delivery, or even the assessment tools need to be modified. On an annual basis the faculty associated with this planned certificate will review the student work and student course evaluations and use these data to determine if the courses and the certificate in general need to be modified. It is anticipated that the courses will be updated on a regular basis. These updates will be made as new technologies, regulations, and public perceptions evolve in the nuclear engineering world. Information from the IAEA's INMA site visit team will be used to modify course/program content. The IAEA INMA team meets once a year to determine how the programs are doing.

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

Direct measures are scores on assessments and results of the exit interviews. Obviously, good scores and exit interview results indicate a quality program. An indirect measure is how well the program is attracting students. If it isn't then changes will be made.

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

The assessment activities will occur in every class in every semester. The overall program assessment will occur annually and will be in conjunction with the IAEA annual meeting.

## 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 program will be funded from the INL contract as a part of normal course delivery. The individual courses will be made available to all graduate students. No additional funds will be requested. | | | |

## 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 | | | |
| Coeur d'Alene | | | |
| Boise* | | | |
| Idaho Falls* | X | | |
| Other** | X | Location(s): | Online |

*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: | | | |

University of Idaho

UCC-19-042

**PROPOSAL TO CREATE CYBERSECURITY UNDERGRADUATE CERTIFICATE**

**CURRICULUM:**

A grade of 'C' or higher is required in all coursework for this academic certificate.

| **Required Courses** | | **21** |
|---|---|---|
| CS 150 | Computer Organization and Architecture | |
| CS 240 | Computer Operating Systems | |
| CS 270 | Systems Software | |
| CS 336 | Introduction to Information Assurance | |
| CS 438 | Network Security | |
| CS 439 | Applied Security Concepts | |
| CS 447 | Computer and Network Forensics | |

**Courses to total 21 credits**

UCC-19-042

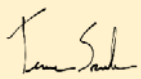
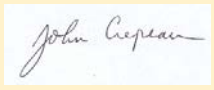
# PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

**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. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the **department chair** will e-mail the completed form to provost@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. Incomplete forms will be returned.

## Submission Information

| | | | |
|---|---|---|---|
| Dept Chair Name: | Terence Soule | Email: | tsoule@uidaho.edu |
| Department/Unit: | Department of Computer Science | | |
| College: | College of Engineering | | |
| Dept/Unit Curriculum Committee Approval Date: | 2018 September 20 | Vote Record: | Total votes: 15. Approve: 12 (80%); Reject: 2 (13%); Abstain: 1 (7%). Total current faculty members 19 with two on sabbatical this semester. |
| Dept Chair Signature of Approval |  | | |
| College Curriculum Committee Approval Date: | 28 Sept 2018 | Vote Record: | 7 Approve, None against |
| Dean Signature of Approval |  | | |
| Primary Point of Contact: | James Alves-Foss | Email: | jimaf@uidaho.edu |
| Briefly describe the change you are requesting: | We are proposing the addition of an undergraduate academic certificate titled "Cybersecurity". | | |

**What is the financial impact of the requested change?**

| | | | | |
|---|---|---|---|---|
| | Greater than $250,000 per FY: | X | Less than $250,000 per FY: | **Note: If financial impact is greater than $250,000, you must complete a Program Proposal form. |

Describe the financial impact: All courses required within this proposed Cybersecurity undergraduate academic certificate are already taught on a continuous basis in the department.

## Rationale for Program Component Request or Name Change

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 rational for a name change or degree designation change, if applicable.

We propose the creation of an undergraduate academic certificate in cybersecurity for College of Engineering and other students wishing to pursue a designated cybersecurity focus on their transcripts. Using a certificate option allows students in computer science, computer engineering, and other disciplines to select this focus. Courses included in this certificate are already offered on a regular basis, and a regularly assessed. The impact will be a minor increase in workload for tracking students selecting this option.

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Since 1999, the University of Idaho has been designated a National Center of Academic Excellence in Information Assurance and Cyber Defense (CAE/CD). To maintain this designation, we now need a specified required course path, and a transcript designation for all students selecting the cybersecurity area of study. This certificate will allow us to meet these accreditation requirements with minimal impact on resources.

## Name or Degree Change Only Requests

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

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

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

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐ 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 | N/A | An ability to apply security principles and practices to the environment, hardware, software, and human aspects of a system. | Exam questions and/or assignments in CS 439: Will provide and measure given answers for hands-on laboratories demonstrating ability to apply cybersecurity principles, practices and tools. Answers will be evaluated for accuracy and completeness. | Yes (assessed annually) |
| SLO#2 | N/A | An ability to analyze and evaluate systems with respect to maintaining operations in the presence of risks and threats. | Exam questions and/or assignments in CS 438: Will provide and measure given answers for scenario-based questions and/or assignments. These will provide students with a system evaluation scenario, student solutions will be evaluated for completeness, accuracy, and impact of proposed cybersecurity solutions. | Yes (assessed annually) |
| SLO#3 | N/A | Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles. | Exam questions and/or assignments in CS 336: Will provide and measure given answers for questions and/or assignments specifically focused on security, privacy, legal, and ethical aspects of computing and their potential impacts on society. | Yes (assessed annually) |

## 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: | UI catalog for 2019-2020 (Summer 2019) | | |
| | Graduate Level | X | Undergraduate Level | | Law Level | Credit Requirement: | 21 |
| Are new courses being created: (circle your response) | | | | No | | If yes, how many courses will be created: | N/A |

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

| | | | | | |
|---|---|---|---|---|---|
| Major: | N/A | CIP Code: | 11.1003 | Degree: | N/A |

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

| | |
|---|---|
| Option: | N/A |
| Emphasis: | N/A |
| Minor: | N/A |
| Academic Certificate less than 30 credits: | Undergraduate Academic Certificate: Cybersecurity |
| Teaching Endorsement (Major/Minor): | N/A |

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

The Cybersecurity undergraduate academic certificate provides graduates with the knowledge, skills, and abilities needed to succeed when performing professional and technical work in cybersecurity. The certificate provides a strong foundational knowledge and practical hands-on skills for securing modern computing systems and networks.

## 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:

1. Graduates will be able to apply security principles and practices to the environment, hardware, software, and human aspects of a system.

2. Graduates will be able to analyze and evaluate systems with respect to maintaining operations in the presence of risks and threats.

3. Graduates will be able to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

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 University of Idaho is designated a National Center of Academic Excellence in Information Assurance and Cyber Defense (CAE/CD). This designation requires an annual assessment of students in the program. The UI internal CAE committee will review the direct measures and survey information each year, discuss results, and take corrective actions if needed. Assessment of program component learning outcomes will be performed based on the direct mapping of program learning outcomes to courses. Learning outcomes will be assessed in each course as described in point 4.

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

As part of our assessment process for the CAE annual review, we will examine the results of the assessments and discuss changes to course materials, presentations, assignments, and laboratories to ensure the program is meeting the student learning outcomes and is improving.

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

For learning outcome 1: Exam questions and/or assignments in CS 439: Will provide and measure given answers for hands-on laboratories demonstrating ability to apply cybersecurity principles, practices and tools. Answers will be evaluated for accuracy and completeness.

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| |
|---|
| For learning outcome 2: Exam questions and/or assignments in CS 438: Will provide and measure given answers for scenario-based questions and/or assignments. These will provide students with a system evaluation scenario, student solutions will be evaluated for completeness, accuracy, and impact of proposed cybersecurity solutions.<br><br>For learning outcome 3: Exam questions and/or assignments in CS 336: Will provide and measure given answers for questions and/or assignments specifically focused on security, privacy, legal, and ethical aspects of computing and their potential impacts on society. |
| 5. When will assessment activities occur and at what frequency? |
| The size and scope of this program, plus the CAE/CD requirements, dictate that we will collect the assessment data during the courses and the survey data each Spring. Every Fall semester the UI internal CAE committee will evaluate the assessment data and take corrective actions if needed. |

## 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 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.

University of Idaho
A LEGACY OF LEADING

UCC-19-045

**PROPOSAL TO CREATE NEW PLANT PROTECTION MINOR**

| | | |
|---|---|---|
| ENT 322 | General and Applied Entomology | 4 |
| PLSC 338 | Weed Control | 4 |
| PLP 415 | Plant Pathology | 3 |
| | ENT, PLP, or PLSC courses[1] | 9 |

[1]Suggested courses: PLSC 410, PLSC 438, ENT/PLSC Electives

**Courses to total 20 credits for this minor**

UCC-19-045

# 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: | Edwin Lewis | Email: | eelewis@uidaho.edu |
| College: | College of Agriculture and Life Sciences | | |
| Department/Unit: | Department of Entomology, Plant Pathology and Nematology | | |
| Dept/Unit Approval Date: | 9/28/2018 | Vote Record: | 12 yes (4 did not respond) |
| College Approval Date: | 10/1/2018 | Vote Record: | Unanimous |
| Primary Point of Contact: | Brenda K. Schroeder | Email: | bschroeder@uidaho.edu |
| Briefly describe the change you are requesting: | Requesting to add a new minor in Plant Protection for the B.S. in Entomology degree | | |

**What is the financial impact of the requested change?**

| | | | | |
|---|---|---|---|---|
| | Greater than $250,000 per FY: | X | Less than $250,000 per FY: | ****Note: If financial impact is greater than $250,000, you must complete a Program Proposal form.** |

The courses required for this minor are already offered within the EPPN department and being delivered. There is no additional 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 rational for a name change or degree designation change, if applicable.

In 2016 the documents were submitted for the bifurcation of Plant Sciences and Entomology, Plant Pathology and Nematology. In those documents was stated that EPPN would put forward a BS. in Entomology. This document is being put forward and the documents is to request the addition of a minor in Plant Protection for this degree.

## 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: | |

UCC-19-045

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: | July 2019 | | |
| | Graduate Level | X | Undergraduate Level | | Law Level | Credit Requirement: | 20 |
| Are new courses being created: (circle your response) | | | | No X | 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: | Entomology | CIP Code: | 01.1105 | Degree: | BS |

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

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

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

Plant Protection Minor will provide students with an education focused on aspects of Plant Protection including the knowledge of plant, insect and weed pests and the theories of management to control them.

## 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:

Desired Learning Outcomes thus are as follows:
A Understanding of the critical scientific principles and concepts of Plant Protection including the knowledge of plant, insect and weed pests and the theories of management to control them. The ability to apply these

concepts to real-life situations and the ability to analyze and critically evaluate scientific information published in respect to Plant Protection.

B. Demonstrate ability to clearly express and discuss scientific concepts with in both a classroom and work environment using oral and written communication skills.

Outcomes (A) align with UI Outcomes (1) Learn and Integrate, (2) Communicate, (3) Clarify Purpose and Perspective, and (4) Practice Citizenship; Outcomes (B) align with UI Outcomes (1) Learn and Integrate, (2) Think and Create, and (3) Communicate.

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

Direct Measure Process (per our current protocols and metrics):

A. Ability to apply disciplinary knowledge to broader scientific and societal issues, including the knowledge of plant pathogens and disease management, this will be assessed within specific exam questions that faculty agree will assess the principles and concepts of Plant Protection including the knowledge of plant, insect and weed pests and the theories of management to control them.

B. Demonstrated ability to apply academic knowledge to real-world problems and controversies using case studies in Senior Experience Capstone course (ENT/PLSC/SOIL 438); performance on parts of standardized exams including essay questions that assess ability to integrate and synthesize various concepts and their presentations will be evaluated for oral communication skills.

Indirect Measure Process (per our current protocols and metrics):

A. Successful completion of internships with various employers around the region; numbers of students participating in clubs/organizations and service learning, student evaluations of teaching; student grades in core courses, including performance on lecture exams, laboratory exams, class projects, and term papers.

B. Exit interviews with graduating seniors, including overall assessment of degree program, internships, student clubs/organizations, and opportunities for service learning activities.

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

We anticipate that the Curriculum Committee for the Department of Entomology, Plant Pathology and Nematology will be charged with interpretation of annual Learning Outcome metrics for all EPPN instructional programs and that will recommend specific policy for consideration and implementation by the EPPN Administrator. An underpinning objective will be to contribute to UI Strategic Plan Goals for Undergraduate enrollment.

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

Direct Benchmarks (per our current protocols and metrics):

Majority of students in Senior Experience Capstone course display demonstrate ability to critically analyze and report on case studies; at least 80% of students pass standardized tests; at least 80% of employers are satisfied with performance of student interns; at least 75% of students actively participate in club/organization and/or service learning activities.

Indirect Benchmarks (per our current protocols and metrics):

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

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

Learning Outcomes Assessment will occur throughout the academic year. Metrics will be reported annually during September for the prior Academic Year

UCC-19-045

## 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.

UCC-19-046-v2

**PROPOSAL TO CREATE UNDERGRADUATE AGRICULTURAL COMMODITY RISK MANAGEMENT CERTIFICATE**

| | | |
|---|---|---|
| **Two of the following:** | | **6** |
| AGEC 489 | Understanding & Using Futures & Options Markets | |
| AGEC 414 | Financial Analysis of Agricultural Firms | |
| AGEC 490 | Commodity Price Analysis | |

| | | |
|---|---|---|
| **One of the following:** | | **3** |
| FIN 465 | Introduction to Market Trading | |
| FIN 466 | Market Trading Strategies | |
| AGEC 489[1] | Understanding and Using Futures and Options Markets | |
| AGEC 414[1] | Financial Analysis of Agricultural Firms | |
| AGEC 490[1] | Commodity Price Analysis | |

[1]*cannot be double counted*

| | | |
|---|---|---|
| **At least 3 credits from the following:** | | **3** |
| AGEC 468 | Commodity Merchandising | |
| AGEC 469 | Commodity Trading | |
| AGEC 489L | Applied Commodity Market Analysis | |
| FIN 467 | Barker Capital Management Group | |
| FIN 468 | Market Trading Lab | |

**Courses to total 12 credits for this certificate**

UCC-19-018-Tabled-2
Reference for UCC-19-046

**College of Agricultural and Life Sciences**
**Proposed Catalog Changes**
**Effective Summer 2019**

**AGRICULTURAL ECONOMICS AND RURAL SOCIOLOGY**

1. Add the following course:

**AGEC 490 Commodity Price Analysis**
**3 credits**
Methods used to analyze factors affecting agricultural prices; analysis of agricultural prices and price movements with respect to time, space, and form; and examination of methods of price forecasting and techniques of time series analysis.
**Prereq**: STAT 251, AGEC 489 or FIN 466, AGEC 289

**Available via distance:** No
**Geographical Area:** Moscow
**Rationale:** To implement a course to accommodate student interest from both the College of Agricultural and Life Sciences and College of Business and Economics, provided as part of the requirements for the CBE Trading Certificate. The course provides a deeper understanding of underlying factors that help to determine commodity prices and the function of commodity price risk, developing tools to investigate them, as well as a first approximation to the relevant literature and frameworks.

University of Idaho

# 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. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the **department chair** will e-mail the completed form to provost@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. Incomplete forms will be returned.

## Submission Information

| | | | |
|---|---|---|---|
| Dept Chair Name: | Chris McIntosh | Email: | mcintosh@uidaho.edu |
| Department/Unit: | Department of Agricultural Economics and Rural Sociology | | |
| College: | College of Agricultural and Life Sciences | | |
| Dept/Unit Curriculum Committee Approval Date: | September 21, 2018 | Vote Record: | 13 in favor, 0 opposed, 0 abstain |
| Dept Chair Signature of Approval | | | |
| College Curriculum Committee Approval Date: | September 25, 2018 | Vote Record: | |
| Dean Signature of Approval | | | |
| Primary Point of Contact: | Gayle Gleason | Email: | ggleason@uidaho.edu |
| Briefly describe the change you are requesting: | Adding a new certificate program in agricultural commodity risk management | | |

**What is the financial impact of the requested change?**

| | | | |
|---|---|---|---|
| | Greater than $250,000 per FY: | X | Less than $250,000 per FY: |

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

| |
|---|
| Describe the financial impact: |

## Rationale for Program Component Request or Name Change

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 rational for a name change or degree designation change, if applicable.

The Department of Agricultural Economics and Rural Sociology (AERS) created the Agricultural Commodity Risk Management Program in the spring of 2017 as a collaborative effort with the College of Business and Economics (CBE) through the Barker Trading Program. Since the inception of the program, AERS has developed new curriculum to accommodate growing interest in this field of study for CALS students. To acknowledge completion of a concentrated coursework in the study of agricultural risk management for both CALS and CBE students participating in the Barker Program, AERS is seeking approval for a certificate in Agricultural Commodity Risk Management. Workload for the new certificate will be facilitated with the recent addition of two new faculty members in AERS, along with an existing faculty member who is also Director of the AERS risk management program. AERS faculty will be developing and teaching the new curriculum integrated into the certificate, which will be complemented by several courses currently being offered through the CBE.

UCC-19-046

## 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 Semester 2019 | | |
| | Graduate Level | X | Undergraduate Level | | Law Level | Credit Requirement: | 12 Credits |
| 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: | 01.0103 AgEcon | Degree: | |

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

| | |
|---|---|
| Option: | |
| Emphasis: | |
| Minor: | |
| Academic Certificate less than 30 credits: | Agricultural Commodity Risk Management |
| Teaching Endorsement (Major/Minor): | |

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

Completion of this certificate signifies student has attained a direct working knowledge in commodity price-risk management through trading real-world cash commodities and futures contracts, understanding the complexities of agricultural supply-chain management, applied market analytical methodologies and appropriate trading techniques for agricultural commodity futures and options.



XXXXXX

## 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: |
|---|
| Students completing the certificate curriculum will be able to:<br>▪ Analyze the life cycle of a commodity<br>▪ Develop and implement commodity hedging strategies for regional agricultural products.<br>▪ Understand the mechanics of trading futures, options and spreads<br>▪ Analyze supply and demand factors — locally, regionally and globally — to develop strategies<br>▪ Risk manage the agricultural supply chain from farm to fork |
| 2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component: |
| Intended learning outcomes of the program will be assessed through assignments collected from each course to assemble a body of work for program evaluation. In addition, indirect measures will be obtained to provide assessment through external means as a check on direct measures. The learning outcomes are assessed through a two-fold process of activity-based curriculum with final projects and assignments submitted by the students, all serving as a body of work to determine if in fact overall learning objectives of the program curriculum are being met. |
| 3. How will you ensure that the assessment findings will be used to improve the program? |
| The body of work encompassed by students completing the program will be evaluated on an annual basis. Curriculum content and instruction will be modified to address areas of the program that show a need for improvement or reinforcement of concepts. |
| 4. What direct and indirect measures will be used to assess student learning? |
| Direct measures will include homework assignments, trading outcomes from the point of rationale used to implement hedged and outright trading positions, and application of sound risk management practices will be utilized as a gauge of student learning from the program. For example, analysis of the life cycle for a commodity relative to supply and demand factors is an intended learning outcome of AGEC 489L, built upon the definitions and mechanics of futures markets learned in AGEC 489 and applied through trade simulators. The ability to develop and implement commodity hedging strategies is an intended learning outcome of AGEC 468, assessed by student ability to establish actual hedged grain positions utilizing regional cash grain markets and exchange-traded futures. The ability to implement actual futures trading positions based upon market analysis and risk parameters is learned in AGEC 469. Indirect measures will be derived from internship response from providers, exit interviews from students participating in the program, career placement and industry feedback from employers, along with continued input from advisory board representatives from both the Barker Program in the College of Business & Economics and Department of Agricultural Economics and Rural Sociology in the College of Agricultural & Life Sciences. |
| 5. When will assessment activities occur and at what frequency? |
| Assessment of overall certificate program activities will be reviewed on an annual basis through both departmental and industry representation, but student feedback will be assessed both during and after each semester of coursework as an indicator of program effectiveness. |

## 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.

University of Idaho
A LEGACY OF LEADING

UCC-19-047-Post-UCC

# PROPOSAL TO CREATE NEW EMPHASES IN THE MASTER OF ACCOUNTANCY: 1) TAXATION AND 2) AUDIT AND ASSURANCE

The Master of Accountancy degree requires 30 semester credits beyond the bachelor's degree, and is designed to meet the 150-credit requirement for taking the CPA examination in Idaho. Completion of this degree qualifies students to enter the public accounting profession in auditing, tax, or other positions ultimately requiring a CPA license.

Students seeking the M.Acct. degree will develop a degree plan in consultation with their advisors, complete at least 30 credits of course work, and successfully complete a comprehensive paper and portfolio.

If a student has earned a BS in Accounting (or equivalent), the required courses include:

| | | |
|---|---|---|
| ACCT 586 | Contemporary Management Accounting Issues | 3 |
| ACCT 590 | Advanced Auditing Seminar | 3 |
| ACCT 592 | Financial Accounting and Reporting Seminar | 3 |
| **Select two courses from the following:** | | **6** |
| ACCT 515 | Advanced Financial Accounting & Reporting | |
| ACCT 521 | Accounting Data Analytics | |
| ACCT 530 | Accounting for Public Sector Entities | |
| ACCT 550 | Fraud Examination | |
| ACCT 561 | Comparative Accounting Theory | |
| ACCT 584 | Federal Taxation of Entities | |
| ACCT 585 | Estate and Elder Planning | |
| ACCT 598 | Internship (Max 3 credits) | |
| ACCT 599 | Non-thesis Master's Research (Max 6 credits) | |
| Additional 15 credits from approved courses | | 15 |

Total hours ~~15~~30

**Taxation Emphasis**

General Master of Accountancy requirements apply. A total of 30 credits are required for this degree.

**A Taxation Emphasis is available by completing 12 credits from the following or electives approved by a major professor 12**

| | |
|---|---|
| ACCT 584 | Federal Taxation of Entities |
| ACCT 585 | Estate and Elder Planning |
| ACCT 598 | Internship (Max 3 credits) |
| BLAW 425 | Business Law of Entities |

**Additional 9 credits are chosen from approved courses 9**

**Audit and Assurance Emphasis**

General Master of Accountancy requirements apply. A total of 30 credits are required for this degree.

**An Audit and Assurance Emphasis is available by completing 12 credits from the following or electives approved by a major professor: 12**

| | |
|---|---|
| ACCT 521 | Accounting Data Analytics |

| | |
|---|---|
| ACCT 550 | Fraud Examination |
| ACCT 590 | Advanced Auditing Seminar |
| ACCT 598 | Internship (Max 3 credits) |
| MIS 453 | Database Design |
| MIS 455 | Database Management for Big Data |

**Additional 9 credits are chosen from approved courses 9**

In addition students must have taken at least one US tax class, and at least one Business Law class at the upper-division undergraduate level or at the graduate level. ~~An additional 15 credits are chosen from approved options~~. Those electing the thesis option include 6 credits of ACCT 500 in the additional 15 credits (must still complete comprehensive paper and portfolio).

If a student has not earned a BS in Business (or equivalent), in addition to the above mentioned courses, the student must take or have taken at least 24 credits of business, economics, statistics, and business law courses at the undergraduate level or at the graduate level. These courses must include at least two business disciplines (e.g. management, marketing, and finance).

**Rationale:** ACCT 561 Comparative Accounting Theory and ACCT 521 Accounting Data Analytics are current and relevant courses that are appropriate to be taken as accounting electives in the MACCT program.
ACCT 561 and ACCT 521 have been offered for several years, therefore no additional resources are needed.
Since the courses are electives the learning objectives will not be assessed for all MACCT students at the program level. Note that the course learning objectives are assessed at the course level by the accounting faculty member teaching the course.
Taxation Emphasis; and Audit and Assurance Emphasis:
The Accounting Department faculty with the support of the Accounting Advisory Board is requesting two emphases in the Master of Accountancy degree: Taxation; Audit and Assurance. The emphasis in Taxation will provide in-depth knowledge of taxation and estate planning issues and related accounting issues. The emphasis in Audit and Assurance will provide accounting graduates in gaining in-depth knowledge of audit and fraud examination issues and procedures and related accounting issues. The Program Component (Group B) Request Short Form has been submitted.
Two additional taxation courses and one audit/assurance related courses will need to be offered at $6,000.00 per course plus fringe benefits of $1,554 per year, for a total of $22,662.00. Fees received from summer school courses will be used to pay for the additional instruction costs. It is expected that additional revenue will be earned from undergraduate and MACCT students as well as law students who take the additional courses during the summer session.
The advising function for the proposed emphases will be performed by the major professors and will not require additional resources.
Assessment of emphases:
The Accounting faculty will assess the professional tax and audit knowledge in the specific courses in the respective emphasis using direct measures of exams, papers, and/or projects. They will analyze the results and report their findings and recommendations to the Accounting Department Head at the end of each semester. Note that the other learning goals (general accounting knowledge; critical thinking and ethical critical thinking and research skills; written and oral communication skills; clarify purpose and perspective; and teamwork and leadership) will remain the same for all of the MACCT students at the overall MACCT program level.

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

UCC-19-047-Post-UCC

**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: | Marla A. Kraut | Email: | marlam@uidaho.edu |
| College: | College of Business and Economics | | |
| Department/Unit: | Department of Accounting | | |
| Dept/Unit Approval Date: | May 2, 2018 | Vote Record: | 6 For, 0 Against, 1 Abstention |
| College Approval Date: | Sep 28, 2018 | Vote Record: | 19-0 |
| Primary Point of Contact: | Marla A. Kraut | Email: | marlam@uidaho.edu |
| Briefly describe the change you are requesting: | Offer two emphases in the Master of Accountancy degree: Taxation; Audit and Fraud Examination. | | |

**What is the financial impact of the requested change?**

| | | | | |
|---|---|---|---|---|
| | Greater than $250,000 per FY: | X | Less than $250,000 per FY: | ****Note: If financial impact is greater than $250,000, you must complete a Program Proposal form.** |

Describe the financial impact: Two additional taxation courses and one audit/fraud examination related courses will need to be offered at $6,000.00 per course plus fringe benefits of $1,554 per year, for a total of $22,662.00. Fees received from summer school courses will be used to pay for the additional instruction costs. It is expected that additional revenue will be earned from undergraduate and MACCT students as well as law students who take the additional courses during the summer session.

The advising function for the proposed emphases will be performed by the major professors and will not require additional resources.

## 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 rational for a name change or degree designation change, if applicable.

The Accounting Department faculty with the support of the Accounting Advisory Board is requesting two emphases in the Master of Accountancy degree: Taxation; Audit and Fraud Examination. The emphasis in Taxation will provide in-depth knowledge of taxation and estate planning issues and related accounting issues. The emphasis in Audit and Fraud Examination will provide accounting graduates in gaining in-depth knowledge of audit and fraud examination issues and procedures and related accounting issues.

Offering the MACCT Taxation Emphasis should increase enrollments (UI Strategic Plan Goal #3 Transform Objective A). Note that most national CPA firms pay up to $10,000 additional compensation for graduates with a taxation emphasis in a master's program. Several BYU-ID accounting students have told the Accounting Department Head that they chose Boise State University because it has a tax emphasis, but would have chosen to attend UI if we offered the emphasis. The following peer institutions also offer a taxation emphasis or option in their graduate accounting program: Gonzaga, University of Washington, and University of Oregon. Idaho State University offers a Master in Taxation. Some of the UI Law School faculty members think the MACCT Taxation Emphasis would be an opportunity for the Concurrent JD/MACCT students.

The admission requirements and the program component curriculum for the Master of Accountancy program will remain the same. The 12 credits of each emphasis will be part of the electives in the general MACCT curriculum. The total 30 credits requirement for the MACCT degree will remain the same.

The proposed emphases will include existing courses from the existing MACCT program and two additional courses in taxation and one in audit/fraud examination area. As stated previously, the costs of instruction for the courses will be covered by summer school fees.

UCC-19-047-Post-UCC

## 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 x☐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 | MACCT students will acquire advanced accounting knowledge to prepare them for the accounting profession or further graduate work. | N/A | | |
| SLO#1A – For Taxation Emphasis | ***N/A*** | MACCT students will acquire advanced knowledge of taxation issues, tax law, and regulations to prepare them to be a successful tax professional. | Research papers in each emphasis course. The knowledge will be evaluated by the faculty member. | no |
| SLO#1B – For Audit and Fraud Examination Emphasis | ***N/A*** | MACCT students will acquire advanced knowledge of audit issues and principles to prepare them to be a successful audit professional. | Final exams in each emphasis course. The knowledge will be evaluated by the faculty member. | no |
| SLO#2 | ***Critical Thinking, Ethical Problem Solving, and Research Skills*** | N/A | | |
| SLO#3 | Professional Oral and Written Communication Skills | N/A | | |
| SLO#4 | Relationship development and appreciation of global perspectives | N/A | | |
| SLO#5 | ***Teamwork and leadershipskills*** | N/A | | |

## 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 2019 |

UCC-19-047-Post-UCC

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| X | Graduate Level | | 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: | Master of Accountancy | CIP Code:520301 | | Degree: | Accountancy |

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

| | |
|---|---|
| Option: | |
| Emphasis: | Taxation; Audit and Fraud Examination |
| 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 Master of Accountancy degree requires 30 credits beyond the bachelor's degree. The Taxation Emphasis is available by completing four courses in taxation, business law, or internship. The Audit and Fraud Examination Emphasis is available by completing four courses in audit, fraud examination, data analytics, or internship.

## 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:

Learning Goal #1 - Professional Accounting Knowledge:

For the Taxation Emphasis: MACCT students will acquire advanced knowledge of taxation issues, tax law, and regulations to prepare them to be a successful tax professional.

For the Audit and Fraud Examination Emphasis: MACCT students will acquire advanced knowledge of audit issues and principles to prepare them to be a successful audit professional.

Note that the other learning goals (general accounting knowledge; critical thinking and ethical critical thinking and research skills; written and oral communication skills; clarify purpose and perspective; and teamwork and leadership) will remain the same for all of the MACCT students at the overall MACCT program level.

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 Accounting faculty will assess the professional tax and audit knowledge in the specific courses in the respective emphasis using direct measures of exams, papers, and/or projects. They will analyze the results and report their findings and recommendations to the Accounting Department Head at the end of each semester.

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

The results of the assessment findings will be reported to the Accounting faculty and Accounting Advisory Board annually by the Accounting Department Head. The Accounting faculty with input from the Accounting Advisory Board will discuss the results at the fall meeting to develop recommendations to individual courses and the program as a whole to improve student learning.

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

| |
|---|
| Direct measures will include course embedded exams, papers, and projects and MACCT Portfolio Paper at the end of the student's program.<br>Indirect measures will include graduating student survey, Accounting Advisory Board discussions, focus groups, and alumni survey. |
| 5. When will assessment activities occur and at what frequency? |
| Direct measures occur continuously within the semester.<br><br>Indirect measures occur annually (except for the alumni survey which occurs every five years). |

## 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.

UCC-19-026b

**Office of the Registrar**
**Proposed Catalog Changes**
**Effective Summer 2019**

# Regulation H - Final Examinations

**H-1.** The last five days of each semester are scheduled as a final exam week (two-hour exams) in all divisions except the College of Law. The following provisions apply:

**H-1-a**. No quizzes or exams may be given in lecture-recitation periods during the week before finals week. Exams in lab periods and in physical education activity classes, final in-class essays in English composition classes, and final oral presentations in speech classes are permitted.

**H-1-b**. Final exams or final class sessions are to be held in accordance with the schedule approved by the Faculty Council. Instructors may deviate from the schedule only on the recommendation of the college dean and prior approval by the provost or provost's designee.

**H-1-c.** The final exam time will be scheduled based on the lecture portion of a course. The final exam time is based on the meeting schedule of the course section, as it exists in the class schedule for that semester. If a class meets Monday, Wednesday, and Friday, for example, the final exam time will be based on the time the class is scheduled to meet on these days. If the meeting day(s) and/or time of the lecture portion of a course change during the semester the final exam time will be scheduled based on the first meeting time.

**H-1-d.** Where exams common to more than one course or section are required, they must be scheduled through the Registrar's Office and are regularly held in the evening.

**H-1-e**. Students with more than two finals in one day may have the excess final(s) rescheduled. ~~A student must make arrangements with the department and the instructor of the course to schedule the final exam in one of the conflict exam periods.~~ Students who need to have a final rescheduled should make arrangements as early in the semester as possible, but no later than two weeks prior to the start of final examination week. ~~Requests submitted after this date are left to the discretion of the instructors.~~ If voluntary accommodation is not achieved, the instructor of the class with the lowest enrollment will offer an alternative exam. The rescheduled exam will take place during one of the designated conflict exam periods or as arranged with the course instructor. Requests submitted after the deadline are left to the discretion of the instructors.

**H-1-f.** Athletic contests are not to be scheduled during finals week.

**H-2**. Students who miss final exams without valid reason receive Fs in the exams. Students who are unavoidably absent from final exams are required to present evidence in writing to the instructor to prove that the absence is/was unavoidable.

**H-3.** Instructors, with the concurrence of their departments, may excuse individual students from final exams when such students have a grade average in the course that will not be affected by the outcome of the final exam. In such instances, the grade earned before the final exam is to be assigned as the final grade.

**H-4.** Early final exams are permitted for students, on an individual basis, who clearly demonstrate in writing that the reasons for early final exams are compelling. Such requests require approval by the department and instructor of the course.

UCC-19-040

**PROPOSAL TO CHANGE THE NAME OF THE GEOLOGICAL ENGINEERING MINOR TO GEOLOGICAL AND MINING ENGINEERING**

**CURRICULUM:**

| | | |
|---|---|---|
| **Required Courses** | | **12** |
| ENGR 220 | Engineering Dynamics | |
| CE 325 | Fundamentals of Hydrologic Engineering | |
| GEOE 465 | Excavation and Materials Handling | |
| GEOE 407 | Rock Mechanics | |

| | | |
|---|---|---|
| **Elective Courses (choose 3)** | | **9-12** |
| CE 360 | Fundamentals of Geotechnical Engineering | |
| CE 330 | Fundamentals of Environmental Engineering | |
| CE 421 | Engineering Hydrology | |
| CE 460 | Geotechnical Engineering Design | |
| GEOE 428 | Geostatistics | |
| GEOL 111 | Physical Geology for Science Majors | |
| GEOL 111L | Physical Geology for Science Majors Lab | |
| GEOL 345 | Structural Geology | |
| GEOL 422 | Principles of Geophysics | |
| GEOL 335 | Geomorphology | |
| GEOL 344 | Earthquakes and Seismic Hazards | |
| GEOL 345 | Structural Geology | |
| GEOL 309 | Groundwater Geology | |
| GEOL 361 | Geology and the Environment | |
| GEOL 410 | Techniques of Groundwater Study | |
| GEOL 422 | Principles of Geophysics | |
| HYDR 409 | Quantitative Hydrogeology | |
| HYDR 412 | Environmental Hydrology | |

| | | |
|---|---|---|
| ~~CE 360~~ | ~~Fundamentals of Geotechnical Engineering~~ | ~~4~~ |
| ~~CE 460~~ | ~~Geotechnical Engineering Design~~ | ~~3~~ |
| ~~GEOL 111~~ | ~~Physical Geology for Science Majors~~ | ~~3~~ |
| ~~GEOL 111L~~ | ~~Physical Geology for Science Majors Lab~~ | ~~1~~ |
| ~~GEOL 345~~ | ~~Structural Geology~~ | ~~4~~ |
| ~~GEOL 422~~ | ~~Principles of Geophysics~~ | ~~4~~ |
| ~~GEOE 407~~ | ~~Rock Mechanics~~ | ~~3~~ |
| ~~GEOE 436~~ | ~~Geological Engineering Analysis and Design~~ | ~~3~~ |
| ~~HYDR 409~~ | ~~Quantitative Hydrogeology~~ | ~~3~~ |
| ~~**One approved Technical Elective in the Geotechnics area**~~ | | ~~**3**~~ |

**Total Hours** ~~**31**~~21

**Courses to total ~~31~~21 credits for this minor**

**Rationale:** The title change of this minor from Geological Engineering to Geological and Mining Engineering emphasizes the critical importance of the courses listed in this curriculum to the mining industry. Mining is a thriving, vital component of Idaho's economy. The fields of geological engineering and mining engineering are closely allied; both programs fall under the leadership of the same professional organization: The Society for Mining, Metallurgy, and Exploration. This minor will be the only curriculum directly associated with the mining industry in the State of Idaho. The mining industry generates over 15,000 Idaho jobs and contributes over $ 1.8 B to Idaho's GDP.

No new courses are proposed. No additional workload on faculty or staff will be required. Graduates with this minor will gain expertise in fields such as geomechanics, groundwater hydrology, environmental remediation, and the mitigation of geological hazards. Students in this minor, who will also graduate with either a Geological Sciences or Civil Engineering degree, will be highly competitive for both graduate school admission and professional employment.

Specifically, the minor's educational objectives with respect to geological/mining engineering are as follows. Graduates will have proficiency in geological science topics that emphasize geologic processes, as will be assessed by the instructors' evaluations of student performance in courses and labs. Graduates will be able to visualize and solve geological, geotechnical, hydrological and mining problems in three and four dimensions, as will be assessed by the instructors' evaluation of student performance in courses. Graduates will demonstrate the ability to apply design principles in a variety of design situations as will be assessed in the form of instructor's evaluation of student performance in engineering design courses. Graduates will demonstrate a solid and broad foundation in fundamental principles, both theoretical and practical, of mathematics, science, and engineering enabling them to excel in professional employment as well as in post-graduate education, as will be assessed in terms of overall instructor's evaluation of student performance in engineering science courses. Graduates will demonstrate knowledge of the larger contexts of the application of their engineering, including global, environmental, societal, and legal concerns and will be able to communicate these concepts. This minor program will be assessed by the Department of Civil and Environmental Engineering using similar direct and indirect assessment methods as are used to assess the B.S. degree in Civil Engineering.

UCC-19-040

University of Idaho

# 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. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the **department chair** will e-mail the completed form to provost@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. Incomplete forms will be returned.**

## Submission Information

| | | | |
|---|---|---|---|
| Dept Chair Name: | Patricia J. S. Colberg | Email: | colberg@uidaho.edu |
| Department/Unit: | Civil and Environmental Engineering | | |
| College: | Engineering | | |
| Dept/Unit Curriculum Committee Approval Date: | 10 April 2018 | Vote Record: | 10 yes, 0 no |
| Dept Chair Signature of Approval | | | |
| College Curriculum Committee Approval Date: | 4 May 2018 | Vote Record: | 7 yes, 0 no |
| Dean Signature of Approval | | | |
| Primary Point of Contact: | Fritz Fiedler | Email: | fritz@uidaho.edu |
| Briefly describe the change you are requesting: | We are requesting the addition of "mining" to the name of the geological engineering minor | | |

**What is the financial impact of the requested change?**

| | | | |
|---|---|---|---|
| | Greater than $250,000 per FY: | x | Less than $250,000 per FY: |

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

Describe the financial impact: none

## Rationale for Program Component Request or Name Change

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 rational for a name change or degree designation change, if applicable.

The name change of this minor from Geological Engineering to Geological and Mining Engineering emphasizes the critical importance of the courses listed in this curriculum to the mining industry. Mining is a thriving, vital component of Idaho's economy. The fields of geological engineering and mining engineering are closely allied; both programs fall under the leadership of the same professional organization: The Society for Mining, Metallurgy, and Exploration. This minor is the only curriculum directly associated with the mining industry in the State of Idaho. The mining industry generates over 15,000 Idaho jobs and contributes over $1.8 B to Idaho's GDP. No new courses are proposed. No additional workload on faculty or staff will be required. Graduates with this minor gain expertise in fields such as geomechanics, groundwater hydrology, environmental remediation, and the mitigation of geological hazards. Students in this minor, who will also graduate with either a B.S. in either Geological Sciences or Civil Engineering, will be highly competitive for both graduate school admission and professional employment.

UCC-19-040

## 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: | Geological Engineering |
| New Name: | Geological and Mining Engineering |
| Current Degree: | Minor |
| New Degree: | Minor |
| Other Details: | |
| Effective Date: | Fall 2019 |

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

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

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

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

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

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

## Program Component Request

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

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

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Create New | | Discontinue | Implementation Date: | | | |
| | Graduate Level | | Undergraduate Level | | 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: | |

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:

| |
|---|
| |

## 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 proposed course changes in this minor better prepare students majoring in Geological Sciences or Civil Engineering for careers in mining, geotechnology, or water resources. Specifically, the minor's educational objectives with respect to geological/mining engineering are as follows. Graduates will have proficiency in geological science topics that emphasize geologic processes. Graduates will be able to visualize and solve geological, geotechnical, hydrological and mining problems in three and four dimensions. Graduates will demonstrate the ability to apply design principles in a variety of design situations. Graduates will demonstrate a solid and broad foundation in fundamental principles, both theoretical and practical, of mathematics, science, and engineering enabling them to excel in professional employment as well as in post-graduate education. Graduates will demonstrate knowledge of the larger contexts of the application of their engineering, including global, environmental, societal, and legal concerns and will be able to communicate these concepts. |
| 2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component: |
| Since most of the students in this minor will be majoring in civil engineering, we anticipate using the same assessment processes to assess this minor. Graduates will have proficiency in geological science topics that emphasize geologic processes, as will be assessed by the instructors' evaluations of student performance in courses and labs. Graduates will be able to visualize and solve geological, geotechnical, hydrological and mining problems in three and four dimensions, as will be assessed by the instructors' evaluation of student performance in courses. Graduates will demonstrate the ability to apply design principles in a variety of design situations as will be assessed in the form of instructor's evaluation of student performance in engineering design courses. Graduates will demonstrate a solid and broad foundation in fundamental principles, both theoretical and practical, of mathematics, science, and engineering enabling them to excel in professional employment as well as in post-graduate education, as will be assessed in terms of overall instructor's evaluation of student performance in engineering science courses. Graduates will demonstrate knowledge of the larger contexts of the application of their engineering, including global, environmental, societal, and legal concerns and will be able to communicate these concepts. |
| 3. How will you ensure that the assessment findings will be used to improve the program? |
| Findings from direct and indirect measures will lead to suggested changes in the program. Assessment will be frequent enough to determine if the changes made a different in meeting the program outcomes. |
| 4. What direct and indirect measures will be used to assess student learning? |
| Engineering students in this minor will be qualified to take the Fundamentals of Engineering Exam in their senior year. Geology students in the minor will be qualified to take the ASBOG exam in their senior year. The pass rates on these externally administered exams will be used to assess the quality of the program. |
| 5. When will assessment activities occur and at what frequency? |
| Courses are mostly offered yearly, so assessment activities will occur on a yearly cycle, depending on enrollment. |

## 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.

**Office of the Registrar**
**Proposed Catalog Changes**
**Effective Summer 2019**

# J-7. Concurrent and Subsequent Baccalaureate Degrees.

## J-7-a. Concurrent Degrees.

A student may concurrently pursue degrees in one or more colleges. For exceptions to this rule, see general studies in part 4. In addition to the university requirements students must fulfill the departmental and college requirements for all degrees.

## J-7-b. Subsequent Degrees.

Students who have earned a baccalaureate degree and who wish to complete the requirements for a subsequent degree must earn at least 15 credits as an undergraduate student after completion of the previous baccalaureate degree. And fulfill the university, departmental and college requirements for the second degree. For exceptions to this regulation, see general studies in part 4. This regulation does not apply to students who were concurrently pursuing two different degrees under regulation J-7-a.