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DATE: March 17, 2021

TO: Francesca Sammarruca, Faculty Secretary
Barbara Kirchmeier, Faculty Senate Chair

CC: Diane Whitney, University Policy and Compliance Coordinator

FROM: C. Scott Green, President 

SUBJECT: General Policy Report #69

In response to your memo of March 15, 2021, 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:

- New B.S. in Global Disease Ecology - Edwin Lewis and Brenda Schroeder
- New Minor in Apparel, Textile and Design - Lori Wahl
- New Grad Cert in Technology Integration - Taylor Raney
- New teaching endorsement in Computer Science - Taylor Raney

GENERAL POLICY REPORT #69

February 25, 2021

The items listed below were approved by Faculty Senate on February 23, 2021, and, pursuant to [FSH 1540 C](#), will be considered to have the necessary faculty approvals 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 the end of the day on March 12, 2021. If no petition is received by the deadline, this report will be submitted to the president for approval and, if required, transmittal to the Board of Regents.

If a petition is received by the deadline, the items for which further consideration is requested will be referred to Faculty Senate, and the remainder of the report will move forward. 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. If the petition concerns courses or curricula in CLASS or CALS, and is signed by five faculty members of the respective college, the items for which further consideration is requested will be returned to the college.

- New B.S. in Global Disease Ecology - *Edwin Lewis and Brenda Schroeder* Attach. #3
- New Minor in Apparel, Textile and Design - *Lori Wahl* Attach. #4
- New Grad Cert in Technology Integration - *Taylor Raney* Attach. #5
- New teaching endorsement in Computer Science – *Taylor Raney* Attach. #6

Questions can be directed to Francesca Sammarucca, Faculty Secretary, at fsammarr@uidaho.edu, or Barb Kirchmeier, Faculty Senate Chair, at barbara@uidaho.edu.

Attach. #3

Program Change Request

New Program Proposal

Date Submitted: 11/05/20 1:31 pm

Viewing: **436 : Global Disease Ecology (B.S.)**

Last edit: 02/03/21 11:15 am

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

1. **083 Chair**
2. **07 Curriculum Committee Chair**
3. **07 Dean**
4. **Provost's Office**
5. **Assessment**
6. **Curriculum Review**
7. **Registrar's Office**
8. **UCC**
9. **Faculty Senate Chair**
10. UFM
11. President's Office
12. State Approval
13. NWCCU

Approval Path

1. 11/05/20 1:35 pm
Joana Espinoza
(jespinoza):
Approved for 083
Chair
2. 11/05/20 1:35 pm
Joana Espinoza
(jespinoza):
Approved for 07
Curriculum
Committee Chair
3. 11/05/20 1:36 pm
Joana Espinoza
(jespinoza):
Approved for 07
Dean
4. 11/05/20 1:39 pm
Joana Espinoza

- (jespinoza):
Approved for
Provost's Office
5. 11/16/20 12:57 pm
Rebecca Frost
(rfrost): Rollback to
Provost's Office for
Curriculum Review
6. 11/16/20 1:21 pm
Joana Espinoza
(jespinoza): Rollback
to 083 Chair for
Provost's Office
7. 11/20/20 4:00 pm
Edwin Lewis
(eelewis): Approved
for 083 Chair
8. 11/25/20 10:35 am
Brenda Schroeder
(bschroeder):
Approved for 07
Curriculum
Committee Chair
9. 12/15/20 4:10 pm
Matthew Doumit
(mdoumit):
Approved for 07
Dean
10. 01/21/21 9:14 am
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
11. 01/21/21 10:05 am
Sara Mahuron
(sara): Approved for
Assessment
12. 01/21/21 10:27 am
Rebecca Frost
(rfrost): Approved

for Curriculum
Review
13. 02/03/21 10:43 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
14. 02/08/21 3:46 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Michael Parrella	mpp@uidaho.edu

Academic Level Undergraduate
College Agricultural & Life Sciences
Department/Unit: Entomology, Plant Path & Nemat
Effective Catalog Year 2021-2022
Program Title
Global Disease Ecology (B.S.)
Degree Type Major

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

Program Credits 120
Attach Program Change [CALs - BS in Global Disease Ecology w Budget.pdf](#)
CIP Code 26.1310 - Ecology and Evolutionary Biology.
Emphasis/Option
CIP Code(s)

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Regional

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Describe the financial impact

The proposed new courses will be taught by current faculty.

Due to the interdisciplinary nature of the Global Disease Ecology program, even large increases in student enrollment will have minimal impact on resources in the EPPN department. When enrollment surpasses 50, additional support will be needed for student advising.

Curriculum:

Global Disease Ecology Core Courses

<u>AVS 109</u>	The Science of Animals that Serve Humanity	4
<u>BIOL 114</u>	Organisms and Environments	4
<u>BIOL 115</u>	Cells and the Evolution of Life	3
<u>BIOL 115L</u>	Cells and the Evolution of Life Laboratory	1
<u>CHEM 111</u>	General Chemistry I	3
<u>CHEM 111L</u>	General Chemistry I Laboratory	1
<u>CHEM 112</u>	General Chemistry II	3
<u>CHEM 112L</u>	General Chemistry II Lab	2
<u>ENGL 102</u>	Writing and Rhetoric II	3
<u>ENT 322</u>	General and Applied Entomology	4
<u>PLSC 102</u>	The Science of Plants in Agriculture	3
<u>PHIL 103</u>	Introduction to Ethics	3
<u>SOC 101</u>	Introduction to Sociology	3
<u>SOIL 205</u>	The Soil Ecosystem	3
<u>STAT 251</u>	Statistical Methods	3
<u>MATH 160</u>	Survey of Calculus	4
or <u>MATH 170</u>	Calculus I	
Choose one of the following:		3
<u>CHEM 275</u>	Carbon Compounds	

<u>CHEM 277</u>	Organic Chemistry I	
Choose one of the following:		3
<u>ECON 201</u>	Principles of Macroeconomics	
<u>ECON 202</u>	Principles of Microeconomics	
Choose one of the following:		3
<u>BIOL 310</u>	Genetics	
<u>GENE 314</u>	General Genetics	
Choose one of the following:		4
<u>EPPN 154</u>	Microbiology and the World Around Us	
& <u>EPPN 155</u>	and Microbiology and the World Around Us: Laboratory	
<u>BIOL 250</u>	General Microbiology	
& <u>BIOL 255</u>	and General Microbiology Lab	
Choose one of the following:		3
<u>BIOL 300</u>	Survey of Biochemistry	
<u>BIOL 380</u>	Biochemistry I	
Required Courses		
<u>AVS 268</u>	Companion Animal Diseases	2
<u>AVS 371</u>	Anatomy and Physiology	3
<u>BIOL 312</u>	Molecular and Cellular Biology	3
<u>BIOL 444</u>	Genomics	3
<u>BIOL 447</u>	Virology	3
<u>ENT 438</u>	Pesticides in the Environment	3
<u>EPPN 110</u>	Introduction to Global Disease Ecology	3
<u>EPPN 220</u>	Global Disease Ecology Seminar	3
<u>EPPN 440</u>	Research Practicum	3
<u>PLSC 207</u>	Introduction to Biotechnology	3
Choose one of the following:		3
<u>BIOL 314</u>	Ecology and Population Biology	
<u>BIOL 426</u>	Systems Biology	
Choose one of the following:		3
<u>ENGL 207</u>	Persuasive Writing	
<u>ENGL 313</u>	Business Writing	
<u>ENGL 316</u>	Environmental Writing	
<u>ENGL 317</u>	Technical Writing	
<u>ENGL 318</u>	Science Writing	
Choose one of the following:		3
<u>SOIL 425</u>	Microbial Ecology	
<u>ENT 441</u>	Insect Ecology	
Choose one of the following:		3
<u>ENT 411</u>	Veterinary & Medical Entomology	
<u>ENT 476</u>	Medical Parasitology	

Select 3 credits from the following:

3

AGED 263	History of US & World Ag.
AGED 406	Exploring International Agriculture
AGED 407	Global Agricultural & Life Sciences Systems
AGED 450	Leading People and Teams
AGED 451	Communicating in Agriculture
AGEC 356	Agricultural and Rural Policy
AGEC 477	Law Ethics and the Environment
ANTH 462	Human Issues in International Development
CLDR 360	Ldrship and Comm Dynamics
CLDR 480	Change & Power in Society
COMM 101	Fundamentals of Oral Communication
COMM 335	Intercultural Communication
ENVS 482	Natural Resource Policy and Law
ENVS 448	Drinking Water and Human Health
HIST 379	History of Science II: 1700-Present
HIST 380	Disease and Culture:History of Western Medicine
HIST 424	American Environmental History
IS 322	Int'l Environmental Governance
PSYC 473	Blood and Airborne Pathogens: HIV/STDs/Hepatitis/TB
SOC 340	Environmental Sociology and Globalization
SOC 341	Science, Technology, and Society
SOC 350	Food, Culture, and Society

Select 3 credits from the following:

3

AVS 471	Animal Disease Management
BIOL 432	Immunology
ENVS 409	Princ Environmental Toxicology
FISH 424	Fish Health Management
GEOG 313	Global Climate Change
GEOG 350	Geography of Development
GEOG 430	Climate Change Ecology
PLP 415	Plant Pathology
WLF 416	Molecular Methods in Population Biology

Total Hours

110

Courses to total 120 credits for this degree.

Distance Education Availability

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

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

No

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

Geographical Area Availability

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

Moscow

Student Learning Outcomes

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

The global disease ecology major will use an integrated approach to advance understanding of the concept(s) of disease, the societal, environmental and personal impacts on disease; the science behind discoveries, causes, evolution, diagnosis, treatment and prevention of domestic and international plant, animal and human diseases.

The curriculum will focus on the development of tools to solve complex problems in real-world scenarios to advance creative and critical thinking skills. The major will include a senior research practicum, which the student designs with a faculty mentor to bridge the disciplines of the major to match career interests and maximize career prospects.

The major will focus on three learning outcomes and skill sets:

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

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): Learning Outcomes will be assessed using a variety of metrics including having students demonstrate an ability to apply academic knowledge to real-world problems and controversies using case studies and complete standardized exams that assess ability to integrate and synthesize various concepts. Faculty agree that these measures cover each of the student learning outcomes and that 80% of the students will need to attain an 70% proficiency on all assessments that address learning outcomes.

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

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

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

The Department of Entomology, Plant Pathology and Nematology includes a departmental faculty Curriculum Committee that will be charged with interpretation of annual Learning Outcome metrics for all EPPN instructional programs and will recommend specific policies for consideration and implementation at the yearly faculty meeting and one on one with instructors as needed. An underpinning objective will be to contribute to UI Strategic Plan Goals for undergraduate enrollment.

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

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

Indirect Benchmarks:

We will correlate how are students are performing academically with their overall satisfaction. The goal is to have at least 80% of advisors and students report overall satisfaction with the graduate experience; student evaluations of course and instructor quality in courses required by major and emphasis areas should be 3 (out of four) or higher; students should receive a grade of C or higher in all courses required by major and emphasis areas with an overall score of 3.0 out of a maximum of 4.0.

When will assessment activities occur and at what frequency?

Learning Outcomes Assessment as outlined will occur throughout the academic year. Metrics will be reported annually during September for the prior Academic Year. New or adjusted procedures and metrics will be developed by the EPPN faculty during FY18 and beyond as needed.

Student Learning Outcomes

Learning Objectives

Global Disease Ecology students will learn to recognize, define and differentiate the causes and types of human, animal and plant diseases and apply this information using diverse thinking strategies to address real-world issues. Global Disease Ecology students will be able to integrate information across the scientific disciplines including to implement disease control practices, solve problems, and make decisions that impact the sustainability of human health.

Global Disease Ecology students will be able to convey knowledge using verbal and non-verbal methods of communication in a respectful manner that reflects our complex society.

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

This is a request to establish a new undergraduate program entitled Global Disease Ecology in the Department of Entomology, Plant Pathology and Nematology (EPPN) in the College of Agriculture and Life Sciences (CALs). The establishment of the new Center for Health in the Human Ecosystem at the University of Idaho provides a unique opportunity for EPPN to develop an undergraduate degree program that utilizes our multidisciplinary department to support the Center’s goal of building a more sustainable human ecosystem. The Center’s Directors are members of EPPN making it a logical department for Global Disease Ecology.

Supporting Documents [GDE four year plan.xlsx](#)
[Global Disease Ecology_Reg_Proposed_BS.xlsx](#)

Requires TECC Review No

Reviewer Comments

Rebecca Frost (rfrost) (11/16/20 12:55 pm): Four year plan does not contain a Humanities or an International course. One course in the first elective grouping would satisfy this requirement, but any other course would put the student over the 120 credit minimum. Please see attached 4 year plan for more information.

Rebecca Frost (rfrost) (11/16/20 12:57 pm): Rollback: Four year plan is not accurate. Please see Global Disease Ecology_Reg_Proposed_BS for explanation.

Joana Espinoza (jespinoza) (11/16/20 1:21 pm): Rollback: See notes from the Registrar's office. Four year plan needs revision.

Key: 436

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	November 12, 2019
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Agriculture and Life Sciences
Name of Department(s) or Area(s):	Department of Entomology, Plant Pathology and Nematology

Program Identification for Proposed New or Modified Program:

Program Title:	Global Disease Ecology					
Degree:	B.S.	Degree Designation	X	Undergraduate		Graduate
Indicate if Online Program:	Yes		X	No		
CIP code (consult IR /Registrar):	26.1310					
Proposed Starting Date:	July 2021					
Geographical Delivery:	Location(s)	Moscow		Region(s)	Moaxoq	
Indicate (X) if the program is/has:		Self-Support		Professional Fee		Online Program Fee
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

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

College Dean (Institution)	Date	Vice President for Research (Institution; as applicable)	Date
Graduate Dean or other official (Institution; as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
Provost/VP for Instruction (Institution)	Date	Chief Financial Officer, OSBE	Date

President

Date

SBOE/Executive Director Approval

Date

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

Rationale for Creation or Modification of the Program

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

This is a request to establish a new undergraduate program entitled Global Disease Ecology in the Department of Entomology, Plant Pathology and Nematology (EPPN) in the College of Agriculture and Life Sciences (CALs). The establishment of the new Center for Health in the Human Ecosystem at the University of Idaho provides a unique opportunity for EPPN to develop an undergraduate degree program that utilizes our multidisciplinary department to support the Center's goal of building a more sustainable human ecosystem. The Center's Directors are members of EPPN making it a logical department for Global Disease Ecology.

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

A Bachelor of Science in Global Disease Ecology will support students interested not only in traditional health careers, but also other career paths including but not limited to health policy and regulation, global and public health, animal welfare, plant pathology, microbiology, food and water quality, sustainable agriculture, sustainable forestry and environmental protection. This degree will provide the opportunity for students to develop tools to solve problems in real-world scenarios.

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

Graduates from the Global Disease Ecology program would be qualified to pursue careers in medicine, veterinary medicine, public health and plant pathology. These graduates could work for state and local public health agencies as well as organizations such as the Centers for Disease Control, the World Health Organization, and the U.S. Department of Agriculture.

List the job titles for which this degree is relevant:

Listed below are examples of current open positions. It is not meant to be a complete list of all available positions that a graduate of the Global Disease Ecology program would be competitive.

Idaho State Website:

Agriculture Investigator, Biologist, CRB Program Analyst, Hazardous Waste Science Officer, Water Resource Agent and Safety and Compliance Officer

USDA Website:

Agriculturist -Animal and Plant Health Inspection Service, Plant Protection and Quarantine Officer, Research Biologist/Microbiologist, Forestry Technician

A CIP code to SOC code crosswalk indicates 4 broad occupation areas for graduates of this degree: natural science managers, clinical research coordinators, molecular and cellular biologists, and biological science teachers-postsecondary (a Bright Outlook occupation). The table below includes only data for these 4 SOC areas:

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)		50 jobs in 2018	EMSI: predicts 11.7% job growth through 2029 in the counties within 90 miles of us (including Washington and Oregon)
State		550 jobs in 2018	EMSI: predicts 14.9% job growth through 2029.
Nation		112,030 in 2018	EMSI: predicts 19.1% job growth through 2029.

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

We conducted an EMSI analysis of 18 different jobs that align to this degree. Analysis is provided here.

Average Hiring Competition Over a Deep Supply of Regional Talent

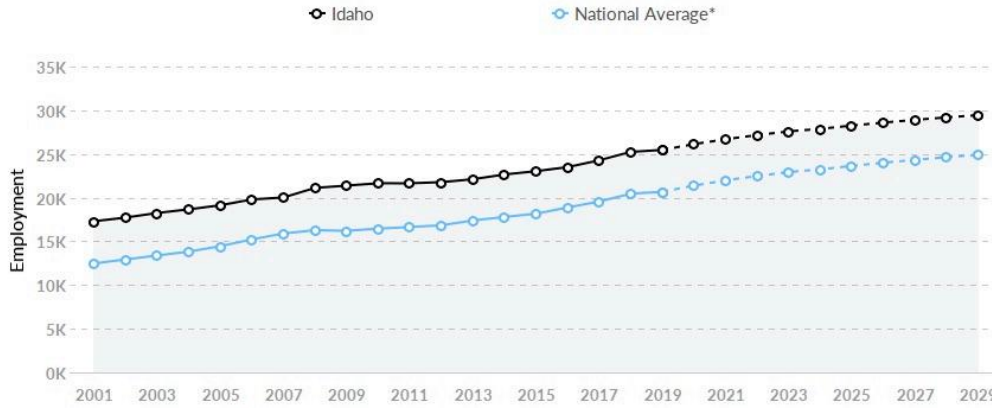


Jobs

Regional Employment Is Higher Than the National Average



An average area of this size typically has 20,670* jobs, while there are 25,455 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



Region	2019 Jobs	2028 Jobs	Change	% Change
● Idaho	25,455	29,183	3,728	14.6%
● National Average	20,670	24,628	3,958	19.1%

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Idaho. In other words, the values represent the national average adjusted for region size.

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

There is no similar program offered throughout the state of Idaho or at any of the neighboring state institutions. A similar program is offered at the University of California-Davis, which began small and now enrolls over a hundred undergraduate students in the program. With the offering of Global Disease Ecology at the University of Idaho, we will be able to provide a unique curriculum and recruit from within Idaho as well as from all the neighboring states. In addition, with the cost of education at the University of Idaho well below that of the University of California-Davis, our program will be competitive with the current program in California. Finally, there is a growing desire by students to have a systems approach to their career development. A degree in Global Disease Ecology will enable the students to use an integrated approach to advance their understanding of the concept(s) of disease, the societal, environmental and personal impacts on disease; the science behind discoveries, causes, evolution, diagnosis, treatment and prevention of domestic and international plant, animal and human diseases.

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

The healthcare system and agricultural production will continue to be important components of Idaho's economy. The management and control of human, animal and plant pathogens are a major concern. With changing environmental conditions, these areas are facing pest and pathogen challenges that we have no prior experience in handling, resulting in substantially increased cost of healthcare, animal husbandry and plant disease management. This program will produce graduates that understand the roles of human, animal and plant pathogens in our society. These students will have the knowledge to apply integrated tools to address their impact on Idaho and beyond.

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

Graduates of the Global Disease Ecology program will contribute to increased health and food security in Idaho and nationwide. Students with an extensive understanding of integrated management of human, animal and plant pathogens will be able to promote the utilization of new tools to address these issues. This will demonstrate the UI's commitment to environmental protection and societal pressure to provide alternative strategies for effective management of human, animal and plant health.

e. If Associate's degree, transferability: not applicable

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

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

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Washington State University	No program	

Oregon State University	No program	
Montana State University	No program	
University of California-Davis	Global Disease Biology B. S.	Global Disease Biology Major

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

Not applicable

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

The approval of this request will allow the new Department EPPN to offer a new Undergraduate program entitled Global Disease Ecology. The expected increase in the number of undergraduate students in EPPN will serve as the foundation for the Ph.D. program in Plant Pathology in the near future. Finally, the additional program will enhance our ability to recruit graduate students and grow the EPPN department. This increased number of undergraduate students will contribute to the University’s goal of becoming a Carnegie R1 school.

Goal	Objective	EPPN’s Contribution
Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.	Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships	<p>The proposal to develop a Global Disease Ecology Program will enable EPPN to <i>expand undergraduate enrollment</i>. This new program will enable EPPN to recruit undergraduate students based on their interest of a sustainable human ecosystem.</p> <p>The Global Disease Ecology Program is interdisciplinary in nature involving an investigation of humans, animals and plants as they interact with their environment. The understanding of how humans, microorganisms (microbiology, molecular biology), vectors, (insects), plants (botany, genetics, breeding) come together will provide students with a broad scientific background.</p>
	Create, validate and apply knowledge through the coproduction of scholarly and creative works by students, staff, faculty and diverse external partners	
	Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.	
Increase our educational impact.	Provide greater access to educational opportunities to meet the evolving needs of society	<p>The proposal will create a new degree program that will serve students who would have previously gone out of state to receive this degree. Faculty responsible for Global Disease Ecology Program will assess and revise as needed to improve the quality of the program as a whole. Attention will be made to the incorporation of integrated curricula and pedagogies.</p>
	Foster educational excellence via curricular innovation and evolution	
	Create an inclusive learning environment that encourages students to take an active role in their student experience	
Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale	Build an inclusive, diverse community that welcomes multicultural and international perspectives	<p>The Faculty in EPPN represent seven different countries and are 40% female. Currently, there are over 10 different countries represented by our graduate students. Continuing to embrace this diversity will enhance the experiences of our undergraduate students and provides a global perspective to the Global Disease Ecology curricula.</p>
	Enhance the University of Idaho’s ability to compete for and retain outstanding scholars and skilled staff	
	Improve efficiency, transparency and communication	

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

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

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

Not applicable to this request.

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

Will this program lead to certification?

Yes _____ No X

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

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

Yes X No _____

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

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

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

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

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

- iii. Is there a contractual obligation or partnership opportunity to justify the program?
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

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

Credit hours in required courses offered by the department (s) offering the program.	25
Credit hours in required courses offered by other departments:	49
Credit hours in institutional general education curriculum	36
Credit hours in free electives	10
Total credit hours required for degree program:	120

- b. **Curriculum.** Provide the curriculum for the program, including a listing of course titles and credits in each.

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

Global Disease Ecology: Core Courses:		
Course:	Title:	
AVS 109	The Science of Animals that Serve Humanity	4
BIOL 114	Organisms and Environments	4
BIOL 115	Cells and Evolution of Life	3
BIOL 115L	Cells and Evolution of Life Laboratory	1
CHEM 111	Principles of Chemistry I	3
CHEM 111L	Principles of Chemistry I Lab	1
CHEM 112	Principles of Chemistry II	3
CHEM 112L	Principles of Chemistry II Lab	2
ENGL 102	College Writing and Rhetoric	3
ENT 322	General and Applied E5833 Entomology	4
PLSC 102	Science Plants in Agriculture	3

PHIL 103	Introduction to Ethics	3
SOC 101	Introduction to Society	3
SOIL 205	Soil Ecosystem	3
STAT 251	Statistical Methods	3
MATH 160 or 170	<i>Analytical Geometry and Calculus</i>	4

one of the following (3 credits)		
CHEM 275	Carbon Compounds	3
CHEM 277	Organic Chemistry	3
		3

one of the following (3 credits)		
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
		3

one of the following (3 credits)		
BIOL 310	Genetics	3
GENE 314	General Genetics	3
		3

one of the following (4 credits)		
Course:	Title:	Credits:
EPPN 154	Microbiology and the World Around Us	3
and		
EPPN 155	Microbiology Lab	1
or		
Biol 250	General Microbiology	3
and		
Biol 255	General Microbiology Lab	2
		4

one of the following (3-4 credits)		
Course:	Title:	Credits:
Biol 300	Survey of Biochemistry	3
or		
Biol 380	Biochemistry I	4
Total		63

Required Courses:		
Course:	Title:	Credits:
AVS 268	Companion Animal Diseases	2
AVS 371	Anatomy and Physiology	3

BIOL 312	Molecular and Cellular Biology	3
BIOL 444	Genomics	3
BIOL 447	Virology	3
	or	
PLP 411	Plant Virology (class being added to the catalog)	3
ENT 438	Pesticides in the Environment	3
EPPN 110	Introduction to Global Disease Ecology	2
EPPN 220	Global Disease Ecology Seminar	2
EPPN 440	Research Practicum (min 2 credit)	2
PLSC 207	Intro to Biotechnology	3
one of the following (3-credits)		
BIOL 314	Ecology and Population Biology	4
BIOL 426	Systems Biology	3
one of the following (3-credits)		
ENGL 207	<i>Persuasive Writing</i>	3
ENGL 313	<i>Business Writing</i>	3
ENGL 316	<i>Environmental Writing</i>	3
ENGL 317	<i>Technical Writing</i>	3
ENGL 318	<i>Science Writing</i>	3
one of the following (3-credits)		
SOIL 425	Microbial Ecology	3
ENT 441	Insect Ecology	3
Select one of the following (3-credits)		
ENT 411	Veterinary & Medical Entomology	3
ENT 476	Medical Parasitology	3
Total		38

Elective Courses (10): Any combination of courses but must include at least 3 credits from the suggestions listed below.		Credits
AGED 263	History of World and US Agriculture	3
AGED 406	Exploring International Agriculture	3
AGED 407	Global Agricultural & Life Sciences Systems	3
AGED 450	Leading People and Teams	3
AGED 451	Communicating in Agriculture	3
AGEC 356	Agricultural and Rural Policy	3
AGEC 477	Law, Ethics & the Environment	3
ANTH 462	Human Issues in International Development	3
CLDR 360	Leadership and Community Dynamics	3
CLDR 480	Change and Power in a Global Society	3
COMM 101	Fundamentals of Oral Communication	2
COMM 335	Intercultural Communication	3

ENVS 446	Drinking Water and Human Health	3
ENVS 482	Natural Resource Policy and Law	3
HIST 378	History of Science I: Antiquity to 1700	3
HIST 379	History of Science II: 1700-Present	3
HIST 380	Disease & Culture: History of West. Med.	3
HIST 424	American Environmental History	3
IS 322	International Environmental Org	3
PSYC 473	Blood & Airborne Path.: HIV/STD's/Hep	3
SOC 340	Social Change Globalization	3
SOC 341	Science, Technology, and Society	3
SOC 350	Food, Culture, and Society	3

Elective Courses (10): Any combination of courses but must include at least 6 credits from the suggestions listed below.		Credits
AVS 471	Animal Disease Management	3
BIOL 432	Immunology	3
ENVS 409	Principles of Environmental Toxicology	3
FISH 424	Fish Health Management	4
GEOG 313	Global Climate Change	3
GEOG 350	Geography of Development	3
GEOG 430	Climate Change Ecology	3
PLP 415	Plant Pathology	3
WLF 416	Molecular Methods in Population Bio.	1

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

A research practicum will be required for graduation. This should be for a minimum of 2 credits and can be repeated once for credit towards graduation. Students will need to identify a faculty member within CALS to complete a research project.

11. Program Intended Learning Outcomes and Connection to Curriculum.

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

The global disease ecology major will use an integrated approach to advance understanding of the concept(s) of disease, the societal, environmental and personal impacts on disease; the science behind discoveries, causes, evolution, diagnosis,

treatment and prevention of domestic and international plant, animal and human diseases.

The curriculum will focus on the development of tools to solve complex problems in real-world scenarios to advance creative and critical thinking skills. The major will include a senior research practicum, which the student designs with a faculty mentor to bridge the disciplines of the major to match career interests and maximize career prospects.

The major will focus on three learning outcomes and skill sets:

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

12. Assessment plans

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

Direct Measure Process (per our current protocols and metrics): Learning Outcomes will be assessed using a variety of metrics including having students demonstrate an ability to apply academic knowledge to real-world problems and controversies using case studies and complete standardized exams that assess ability to integrate and synthesize various concepts. Faculty agree that these measures cover each of the student learning outcomes and that 80% of the students will need to attain an 70% proficiency on all assessments that address learning outcomes.

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

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

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

The Department of Entomology, Plant Pathology and Nematology includes a departmental faculty Curriculum Committee that will be charged with interpretation of annual Learning

Outcome metrics for all EPPN instructional programs and will recommend specific policies for consideration and implementation at the yearly faculty meeting and one on one with instructors as needed. An underpinning objective will be to contribute to UI Strategic Plan Goals for undergraduate enrollment.

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

Direct Benchmarks:

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

Indirect Benchmarks:

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

The goal is to have at least 80% of advisors and students report overall satisfaction with the graduate experience; student evaluations of course and instructor quality in courses required by major and emphasis areas should be 3 (out of four) or higher; students should receive a grade of C or higher in all courses required by major and emphasis areas with an overall score of 3.0 out of a maximum of 4.0.

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

Learning Outcomes Assessment as outlined will occur throughout the academic year. Metrics will be reported annually during September for the prior Academic Year. New or adjusted procedures and metrics will be developed by the EPPN faculty during FY18 and beyond as needed.

Enrollments and Graduates

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

While other Idaho Public Institutions may have an ecology or environmental sciences major they do not have a program that merges ecology, biology, the environment and sustainable human health.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18

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
CEI	0	0	0	0	0	0	0	0
CSI	0	0	0	0	0	0	0	0
CWI	0	0	0	0	0	0	0	0
NIC	0	0	0	0	0	0	0	0

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

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Global Disease Ecology											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY20-21 (first year)	FY21-22	FY22-23	FY23-24	FY24-25	FY25-26	FY20-21 (first year)	FY21-22	FY22-23	FY23-24	FY24-25	FY25-26
10	15	35	50	75	100	0	0	0	8	13	30

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

We expect that the trend for enrollment will be similar to the program at the University of California-Davis. The UC-Davis Global Disease Biology program started with 30 students enrolled and by the end of the first year (2015), they were over 120. Their enrollment surpassed 350 in Fall 2017. Taking into account the size of the University of California-Davis compared to University of Idaho, we expect around 10-15 students enrolled in the first year and the program should have over 100 students enrolled by the FY25-26 school year.

CALS has a dedicated college recruiter and team of student ambassadors to promote our programs, including the Global Disease Ecology. In addition, we plan on partnering with the pre-health advising program at University of Idaho as well as the WAMI medical education program to market the GDE as an alternative to traditional pre-medical school routes.

16. Minimum Enrollments and Graduates.

a. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

The minimum enrollment for the Global Disease Ecology program is 20.

b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

If we do not meet our projected graduates (30) by 2026, we will evaluate the program to determine if it is financially viable. If it is not, we will discontinue the program.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

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

The program is designed to utilize many lecture and laboratory courses that are already being taught. Not applicable.

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

The impact on existing programs will be minimal as students as students will be taking lecture and laboratory courses that are already being taught. Since new courses are being proposed to be added for the new major, we will work with CALS and the University to identify lecture space as needed. We expect this to be minimal.

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

Not applicable. No additional resources are required to support this new major since no new laboratory courses are being added.

18. Library resources

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

The Global Disease Ecology program will only require the creation of two new first year experience courses. The rest of the required courses are already existing, so we expect minimal increase to requests for journal access. Due to the interdisciplinary nature of Global Disease Ecology, currently available journals and other resources adequate for the undergraduate students in the Plant Sciences and Biology programs should be suitable for students in the new Global Disease Ecology program. A faculty member associated with the new EPPN will work with the library director to ensure that all needs are met.

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

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

19. Personnel resources

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

The proposed new courses will be taught by current faculty.

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

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

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

Due to the interdisciplinary nature of the Global Disease Ecology program, even large increases in student enrollment will have minimal impact on resources in the EPPN department. When enrollment surpasses 50, additional support will be needed for student advising.

20. Revenue Sources

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

There are no anticipated impacts to programs inside or outside CALS. Not applicable.

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

There are no anticipated impacts to programs inside or outside CALS. Not applicable.

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

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?
- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

- d) **Student Fees:**

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

for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

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

Program Resource Requirements.

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

I. PLANNED STUDENT ENROLLMENT

	FY 2021			FY 2022			FY 2023			FY 2024		
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	10	10	11	11	11	11	11	11	12	12	12	12
B. Shifting enrollments	0	0	0	0	0	0	0	0	0	0	0	0
Total Enrollment	10	10	11	11	11	11	11	11	12	12	12	12

II. REVENUE

	FY 2021			FY 2022			FY 2023			FY 2024		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request												
2. Institution Funds*	\$178,474.18		\$183,828.40		\$189,343.25		\$195,023.55					
3. Federal												
4. New Tuition Revenues from Increased Enrollments	\$78,640.00		\$89,099.12		\$91,772.09		\$103,118.46					
5. Student Fees	\$7,995.00		\$9,058.34		\$9,330.09		\$10,483.62					
6. Other (i.e., Gifts)												
Total Revenue	\$265,109	\$0	\$281,986	\$0	\$290,445	\$0	\$308,626	\$0				

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 2021			FY 2022			FY 2023			FY 2024		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs												

A. Personnel Costs

1. FTE								
2. Faculty	\$118,747.00	\$122,309.41	\$125,978.69	\$129,758.05				
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	\$15,765.50	\$16,238.47	\$16,725.62	\$17,227.39				
7. Administrative Support Personnel	\$1,880.00	\$1,936.40	\$1,994.49	\$2,054.33				
8. Fringe Benefits	\$42,081.68	\$43,344.13	\$44,644.45	\$45,983.79				
9. Other:								
Total Personnel and Costs	\$178,474	\$183,828	\$189,343	\$195,024	\$0	\$0	\$0	\$0

FY 2021 FY 2022 FY 2023 FY 2024

B. Operating Expenditures

1. Travel	On-going	One-time	On-going	One-time	On-going	One-time
2. Professional Services						
3. Other Services						
4. Communications						
5. Materials and Supplies						

6. Rentals	_____	_____	_____	_____	_____	_____
7. Materials & Goods for Manufacture & Resale	_____	_____	_____	_____	_____	_____
8. Miscellaneous	_____	_____	_____	_____	_____	_____
Total Operating Expenditures	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024</u>
C. Capital Outlay				
1. Library Resources	_____	_____	_____	_____
2. Equipment	_____	_____	_____	_____
Total Capital Outlay	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY</u>	<u>FY</u>	<u>FY</u>	<u>FY</u>
--	-----------	-----------	-----------	-----------

D. Capital Facilities Construction or Major Renovation	_____	_____	_____	_____
-----------------------------------------------------------------------	-------	-------	-------	-------

E. Other Costs	_____	_____	_____	_____
Utilities	_____	_____	_____	_____
Maintenance & Repairs	_____	_____	_____	_____
Other	_____	_____	_____	_____
Total Other Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

TOTAL EXPENDITURES:	<u>\$178,474</u>	<u>\$183,828</u>	<u>\$189,343</u>	<u>\$195,024</u>
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Attach. #4

Program Change Request

New Program Proposal

Date Submitted: 01/21/21 9:12 am

Viewing: **442 : Apparel, Textiles and Design Minor**

Last edit: 02/03/21 11:18 am

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

1. **063 Chair**
2. **07 Curriculum Committee Chair**
3. **07 Dean**
4. **Provost's Office**
5. **Assessment**
6. **Curriculum Review**
7. **Registrar's Office**
8. **UCC**
9. **Faculty Senate Chair**
10. UFM
11. President's Office
12. State Approval
13. NWCCU

Approval Path

1. 01/21/21 9:13 am
Michelle McGuire (smcguire):
Approved for 063 Chair
2. 01/21/21 9:14 am
Joana Espinoza (jespinoza):
Approved for 07 Curriculum Committee Chair
3. 01/21/21 9:14 am
Joana Espinoza (jespinoza):
Approved for 07 Dean
4. 01/21/21 9:14 am
Joana Espinoza

- (jespinoza):
Approved for
Provost's Office
- 5. 01/21/21 10:06 am
Sara Mahuron
(sara): Approved for
Assessment
- 6. 01/21/21 10:22 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
- 7. 02/03/21 10:43 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 8. 02/08/21 3:48 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Shelley McGuire	smcguire@uidaho.edu

Academic Level Undergraduate

College Agricultural & Life Sciences

Department/Unit: Family and Consumer Sciences

Effective Catalog 2021-2022

Year

Program Title
Apparel, Textiles and Design Minor

Degree Type Minor

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

Program Credits 20

Attach Program [ATD Minor 12_11_20 SKM_CR.pdf](#)
Change

CIP Code 19.0901 - Apparel and Textiles, General.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Regional

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Describe the financial impact

There is no financial impact to the program by adding this minor.

Curriculum:

<u>FCS 119</u>	Introduction to Fashion and the Apparel Industry	3
<u>FCS 123</u>	Textiles	3
<u>FCS 323</u>	Apparel Product Development	3
<u>FCS 329</u>	History of Western Dress	3
<u>FCS 419</u>	Dress and Culture	3
3-5 Credits in the following courses:		3-5
<u>FCS 124</u>	Introduction to Apparel Construction	
<u>MKTG 321</u>	Marketing	
<u>FCS 432</u>	Apparel Promotion and Merchandising	
<u>FCS 448</u>	Consumer Economic Issues	

Total Hours 18-20

Courses to total 18-20 credits for this minor

Distance Education Availability

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

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

No

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

Geographical Area Availability

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

Moscow

Student Learning Outcomes

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

Learn and Integrate: Students will be able to understand appearance, human behavior, aesthetic preferences, economic and purchasing decisions, and social, historical and cultural factors and apply these concepts and knowledge in workplace and industry contexts

Communicate: Students will be able to effectively communicate in written, verbal and visual forms about topics related to target markets, product development, consumers and purchasing habits while functioning as an effective team member.

Clarify purpose and perspective: Students will be able to explain larger issues within the global apparel context and use critical and creative thinking to evaluate potential solutions to problems while acknowledging their own role within society and industry.

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.

The Apparel, Textiles and Design program faculty will complete an annual assessment through the college and university. This will include developing and disseminating assessment protocols to students as they enter and exit the program.

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

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

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

Program faculty will develop an assessment tool that will be given to student entering the minor in FCS 119 or FCS 123. It will be given again to students upon completion of the minor to evaluate students' attainment of the learning goals.

When will assessment activities occur and at what frequency?

Assessments will be conducted annually.

Student Learning Outcomes

Learning Objectives

Learn and Integrate: Students will be able to understand appearance, human behavior, aesthetic preferences, economic and purchasing decisions, and social, historical and cultural factors and apply these concepts and knowledge in workplace and industry contexts.

Communicate: Students will be able to effectively communicate in written, verbal and visual forms about topics related to target markets, product development, consumers and purchasing habits while functioning as an effective team member.

Clarify purpose and perspective: Students will be able to explain larger issues within the global apparel context and use critical and creative thinking to evaluate potential solutions to problems while acknowledging their own role within society and industry.

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

Requesting a new minor in Apparel, Textiles and Design.

Supporting
Documents

Requires TECC Review No

Reviewer
Comments

Program Change Request

New Program Proposal

Date Submitted: 10/26/20 10:23 am

Viewing: **432 : Technology Integration Specialist Certificate**

Last edit: 02/03/21 11:08 am

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

- 1. 459 Chair
- 2. 15 Curriculum Committee Chair
- 3. 15 Dean
- 4. Provost's Office
- 5. Assessment
- 6. Curriculum Review
- 7. Graduate Council Chair
- 8. Registrar's Office
- 9. UCC
- 10. Faculty Senate Chair
- 11. UFM
- 12. President's Office
- 13. State Approval
- 14. NWCCU

Approval Path

- 1. 10/26/20 10:25 am
Joana Espinoza (jespinoza):
Approved for 459 Chair
- 2. 10/26/20 10:25 am
Joana Espinoza (jespinoza):
Approved for 15 Curriculum Committee Chair
- 3. 10/26/20 10:25 am
Joana Espinoza (jespinoza):
Approved for 15 Dean

4. 10/26/20 10:25 am
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
5. 11/13/20 9:23 am
Lauren Perkinson
(perkinson):
Rollback to 459
Chair for Graduate
Council Chair
6. 01/21/21 11:13 am
Joana Espinoza
(jespinoza):
Approved for 459
Chair
7. 01/21/21 11:13 am
Joana Espinoza
(jespinoza):
Approved for 15
Curriculum
Committee Chair
8. 01/21/21 11:13 am
Joana Espinoza
(jespinoza):
Approved for 15
Dean
9. 01/21/21 11:13 am
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
10. 01/25/21 8:10 am
Sara Mahuron
(sara): Approved for
Assessment
11. 01/25/21 8:43 am
Rebecca Frost
(rfrost): Rollback to
Provost's Office for
Curriculum Review

- 12. 01/26/21 8:23 am
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
- 13. 01/26/21 8:54 am
Sara Mahuron
(sara): Approved for
Assessment
- 14. 01/26/21 8:58 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
- 15. 01/29/21 4:54 pm
Lauren Perkinson
(perkinson):
Approved for
Graduate Council
Chair
- 16. 02/03/21 10:42 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 17. 02/08/21 3:35 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Raymond Dixon	rdixon@uidaho.edu

Academic Level Graduate

College Education, Health & Human Sci

Department/Unit: Curriculum & Instruction

Effective Catalog 2021-2022

Year

Program Title

Technology Integration Specialist Certificate

Degree Type Certificate

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

Program Credits 12

Attach Program [Technology Integration Cert v3.docx](#)
Change

CIP Code 13.0501 - Educational/Instructional
Technology.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Regional

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Describe the financial impact

The expectation is that this will increase enrollment because many school districts are moving toward a technology coach module to support technology integration in K-12 schools. Schools are seeking individuals with a certificate to take on this role.

Curriculum:

EDCI 556	Tech Integration Specialist	1
EDCI 557	Screencasting	1
EDCI 561	G Suite Tools in the Classroom	1
EDCI 571	Google Classroom	1

EDCI 573	Google Tips Tricks Extensions	1
EDCI 574	Improving Video in Classroom	1
EDCI 575	Integrating Tech Through UDL	1
EDCI 576	Interactives and Simulations	1
EDCI 577	Open Educational Resoures OER	1
EDCI 578	Tools for Digital Assessment	1
EDCI 579	Tools to Support Collaboration	1
EDCI 580	Tools to Support Literacy	1
Total Hours		12

Courses to total 12 credits for this certificate

Distance Education Availability

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

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

Yes

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

Yes

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

Geographical Area Availability

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

Moscow

Student Learning Outcomes

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

The certificate will prepare individuals to take on the role of a technology integration specialist (or technology coach) according to the ISTE Standards for Technology Coaches which include: Visionary Leadership, Teaching, Learning and Assessments, Digital Age Learning Environments, Professional Development and Program Evaluation, Digital Citizenship, Content Knowledge and Professional Growth. See ISTE Standards for Technology Coaches:
<https://www.iste.org/standards/for-coaches>

Program Learning Outcomes:

1. At the end of the program, participants will be able to design and facilitate professional development for teachers regarding various technology integration topics.
2. At the end of the program, participants will be able to model the ISTE Standards for Students and the ISTE Standards for Educators while meeting the ISTE Standards for Coaches.
3. At the end of the program, participants will be able to advocate for digital citizenship and inspire the use of innovative technologies to support teaching and learning in and beyond the classroom.

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 is comprised of four modules with an assessment (quiz, journal, reflection, review, etc.) for each of the first three modules and a performance task for the fourth module.

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

Each course ends with a survey for participants to provide feedback on their experience to improve the courses. Survey data will be looked at at the end of each year and courses will be improved based on feedback each summer.

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

Quizzes, journals, reflections, reviews all focused on course content and one performance task for each course that pulls all skills in that course together in a creativity focused outcome

When will assessment activities occur and at what frequency?

As these are online, self-paced courses, an assessment piece is built into each course module. There are four modules in each course. Assessment for the first three modules is traditional: quiz, journal, reflection, review, etc. The fourth module assessment is a performance task in which participants have to create utilizing the technology of focus in that course.

Student Learning Outcomes

Learning Objectives

At the end of the program, participants will be able to design and facilitate professional development for teachers regarding various technology integration topics.

At the end of the program, participants will be able to model the ISTE Standards for Students and the ISTE Standards for Educators while meeting the ISTE Standards for Coaches.

At the end of the program, participants will be able to advocate for digital citizenship and inspire the use of innovative technologies to support teaching and learning in and beyond the classroom.

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

This certificate will prepare individuals for becoming technology integration specialists (or technology coaches). Participants will be required to take twelve one credit courses. All courses are online and asynchronous. Required Courses include: The Role of a Technology Integration Specialist, Create Instructional Videos with Screencasting, Google Classroom, Google Tips, Tricks & Extensions, G Suite Tools in the Classroom, Improving the Use of Video in the Classroom, Integrating Technology through the Universal Design for Learning, Interactives & Simulations, Open Education Resources, Tools for Digital Assessment, Tools to Support Collaboration In and Out of the Classroom, Tools to Support Literacy Course Descriptions available at <http://uidaho.edu/doceo-online>

Supporting Documents

Requires TECC Review No

Reviewer

Comments

Lauren Perkinson (perkinson) (11/13/20 9:23 am): Rollback: This is being returned for corrections because it is only 9 credits total, as opposed to the 12 credit total for graduate level certificates required by the university. -Lauren Perkinson

Sara Mahuron (sara) (01/25/21 8:10 am): pasted learning outcomes received from Raymond via email.

Rebecca Frost (rfrost) (01/25/21 8:42 am): Created curriculum with correct course numbers as passed in UCC this year. All courses are listed as one credit, which means that all courses should be taken. This is in contradiction to the information included in the rationale that states that 8 of 12 must be selected.

Rebecca Frost (rfrost) (01/25/21 8:43 am): Rollback: Please check with the department as to their curriculum. The rationale indicates there is some choice in the certificate. Certificates require 12 credits which would give students no choice.

Program Change Request

New Program Proposal

Date Submitted: 11/05/20 10:25 am

Viewing: **433 : Computer Science Teaching Minor**

Last edit: 02/03/21 11:10 am

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

1. 459 Chair
2. 15 Curriculum Committee Chair
3. 15 Dean
4. Provost's Office
5. Assessment
6. Curriculum Review
7. Registrar's Office
8. UCC
9. Faculty Senate Chair
10. UFM
11. President's Office
12. State Approval
13. NWCCU

Approval Path

1. 11/05/20 10:28 am
Joana Espinoza (jespinoza):
Approved for 459 Chair
2. 11/05/20 10:29 am
Joana Espinoza (jespinoza):
Approved for 15 Curriculum Committee Chair
3. 11/05/20 10:29 am
Joana Espinoza (jespinoza):
Approved for 15 Dean
4. 11/05/20 10:29 am
Joana Espinoza

- (jespinoza):
Approved for
Provost's Office
5. 11/16/20 11:08 am
Rebecca Frost
(rfrost): Rollback to
15 Curriculum
Committee Chair for
Curriculum Review
6. 01/05/21 8:37 am
Joana Espinoza
(jespinoza):
Approved for 15
Curriculum
Committee Chair
7. 01/05/21 8:40 am
Joana Espinoza
(jespinoza):
Approved for 15
Dean
8. 01/05/21 8:41 am
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
9. 01/05/21 9:48 am
Sara Mahuron
(sara): Approved for
Assessment
10. 01/20/21 3:43 pm
Rebecca Frost
(rfrost): Rollback to
15 Dean for
Curriculum Review
11. 01/21/21 11:03 am
Joana Espinoza
(jespinoza):
Approved for 15
Dean
12. 01/21/21 11:03 am
Joana Espinoza

- (jespinoza):
Approved for
Provost's Office
- 13. 01/21/21 11:08 am
Sara Mahuron
(sara): Approved for
Assessment
- 14. 01/21/21 11:09 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
- 15. 02/03/21 10:42 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 16. 02/08/21 3:38 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Raymond Dixon	rdixon@uidaho.edu

Academic Level Undergraduate

College Education, Health & Human Sci

Department/Unit: Curriculum & Instruction

Effective Catalog 2021-2022

Year

Program Title
Computer Science Teaching Minor

Degree Type Teaching Endorsement

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

Program Credits 20

Attach Program [CEHHS CS Teach Endorse with PSC.pdf](#)

Change

CIP Code 11.0701 - Computer Science.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Regional

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Describe the financial impact

There will be no financial impact to adding this teaching endorsement.

Curriculum:

Computer Science Teaching Endorsement (20 cr)

CSED 512	CS Thinking for Teachers	3
CSED 520	CS I for Teachers	4
CSED 521	CS II for Teachers	3
CSED 522	CS III for Teachers	3
CTE 419/519	Database Applications and Information Management	3
EDCI 590	Computer Science Methods	3
EDCI 591	Computer Science Methods Practicum	1
Total Hours		20

Distance Education Availability

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

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

Yes

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

No

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

Geographical Area Availability

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

Moscow

Student Learning Outcomes

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

Candidates will design instruction to make computer science instruction relevant, accessible, and challenging.

Candidates will understand data representation and abstraction.

Candidates will effectively use two or more development environments.

Candidates will demonstrate an understanding of the social, ethical, and legal issues and impacts of computing.

Candidates will demonstrate an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

Candidates will demonstrate knowledge of evolving social and research issues relating to computer science and computer science education.

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 has specific student learning outcomes. Students' progress on the outcomes will be measured throughout the courses through use of signature assignments. Valid and reliable rubrics will be employed in the assessment of candidates' progress.

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

We will hold review meetings at a minimum of each spring, and more often if necessary, to review students' progress on the student learning outcomes.

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

Measurements will focus on students' ability to complete in-class assignments relevant to the learning standards articulated above. Following the model currently used in the CS department, the target will be median scores of at least 70% on key/signature assignments designed to assess the desired outcomes.

This will include both assignments that measure the students' knowledge (e.g. programming assignments) and assignments that focus on teaching (e.g. creating curricular materials for their classes).

When will assessment activities occur and at what frequency?

Assessments will occur continually during the class in the form of data collected on performance on class work. Review of the assessment materials will happen at least annually.

Student Learning Outcomes

Learning Objectives

Candidates will design instruction to make computer science instruction relevant, accessible, and challenging.

Candidates will understand data representation and abstraction.

Candidates will effectively use two or more development environments.

Candidates will demonstrate an understanding of the social, ethical, and legal issues and impacts of computing.

Candidates will demonstrate an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

Candidates will demonstrate knowledge of evolving social and research issues relating to computer science and computer science education.

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

The proposed program addresses market needs for development of computer science teachers. Beginning in 2021, all graduates of Idaho high schools will be required to complete a computer science course as a portion of their academic core. The computer science endorsement is a recent addition to the available endorsements at the state level, with the expectation that universities bring programs such as this forward.

Supporting Documents

Requires TECC Review	No
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Reviewer

Comments

Rebecca Frost (rfrost) (11/16/20 11:08 am): Rollback: No curriculum is attached. Please submit curriculum for the proposed program.

Joana Espinoza (jespinoza) (01/05/21 8:37 am): College has submitted the appropriate paperwork and the PSC paperwork required.

Rebecca Frost (rfrost) (01/20/21 3:43 pm): Rollback: A curriculum list is required. The attached paperwork has courses included, but no curriculum requirements.

Key: 433