I. Call to Order

II. Approval of Minutes (Vote)
   • Minutes of the 2021-2022 Faculty Senate Meeting #11 (October 26, 2021) Attach. #1

III. Consent Agenda (Vote)

IV. Chair’s Report

V. Provost’s Report

VI. Committee Reports
   • UCC 137 Interdisciplinary Studies Minor (Inactivate) - Charles Tibbals Attach. #2
   • UCC 146 Justice Studies Minor (Inactivate) - Brian Wolf Attach. #3

VII. Other Announcements and Communications
   • ASUI Timely Grading Presentation - Savannah Stroebel
   • Gateway Program Update – Torrey Lawrence, Suzi Ball, and Annette Folwell

VIII. Special Orders

IX. New Business

X. Adjournment
Attachments:

- Attach. #1: Minutes of the 2021-2022 Faculty Senate Meeting #11
- Attach. #2: UCC 137
- Attach. #3: UCC 146
2021 – 2022 Faculty Senate – Pending Approval
Meeting # 11
Tuesday, October 26, 2021, 3:30 pm – 5:00 pm
Zoom only

Present: Ahmadzadeh, Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, A. Smith (Vice Chair), Tenuto, Thorne, Wargo
Absent: R. Smith (excused), Schwarlaender, Stroebel

Guests/Presenters: Charles Goebel, Darryl Woolley, Dean Kahler, Cynthia Castro, Terry Grieb, Eric Stuen, Bart Sonnenberg, Shawna Bertlin, Kristen McMullin

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

Approval of Minutes (vote):
- Minutes of the 2021-22 Meeting #10 – Attach. #1.
  The minutes of the 2021-22 Meeting #10 were approved as distributed.

Chair’s Report:
- Many thanks to President Green for organizing a special session for Faculty Senators with Dr. Heidi Gardner yesterday to discuss strategies for bolstering collaboration on campus, and big thanks to those of you who participated. A recording of this session will be made available to others who couldn’t attend.
- The policy on Affinity Groups proposed by FSPG is expected to come before Senate soon.
- We are looking for Senators to sit on additional committees to ensure that faculty voices are heard.
  o The Senate position on the Benefits Advisory Group is currently vacant. This group makes recommendations concerning employee benefits offered through the university, which has been a topic of conversation in recent meetings.
  o We will need to find a new Senator to serve on the VandalStar Implementation Committee, preferably a Senator who uses VandalStar regularly and can provide some feedback to the committee. The Senator currently on this committee will be moving into a new committee assignment soon.
- Vice Chair Smith reminded Senators that nominations for the University P&T Committee are due October 29, at 5 pm.

Discussion:
A Senator asked whether a list of faculty who are currently on the committee is available and whether it is a three-year appointment. Provost Lawrence explained that it is not a three-year appointment – each year the membership is the result of a multi-step process. There is no list. Senators should forward as many nominations as allowed for their college.
Provost’s Report:

- COVID update: test kits are available and can be obtained without medical referral, from 9am to 5pm daily, by students, faculty, and staff. A tent will be set up daily just outside the Vandal Health Clinic.
- The transition to Canvas will happen in January 2022. CETL seminars and various forms of training are being made available online after live events. See the below link for available resources. [https://www.webpages.uidaho.edu/cetl/canvas-transition.asp](https://www.webpages.uidaho.edu/cetl/canvas-transition.asp)
- The required training for all U of I employees must be completed by October 31.
- Update on “Great Colleges to Work for” survey results: we should be getting them this week. A webpage has been built for this purpose.
- A question from last week about mandatory COVID vaccines for federal employees: there is a conflict between federal and state mandates. It is a very complicated question for legal and regulatory reasons. We are working with the State Board, our state government, and other institutions to find a path forward. Watch for updates.
- Library fees have been eliminated. This is an important student-centric effort. Thanks to Dean Ben Hunter!

Discussion:

Are vaccine clinics still ongoing? Provost Lawrence said that they will continue as long as there is interest and need. Posted on the Zoom chat: November 3, from 1 to 3 pm in the ISUB Vandal Lounge. [https://www.uidaho.edu/vandal-health-clinic/coronavirus/vaccine/pre-register](https://www.uidaho.edu/vandal-health-clinic/coronavirus/vaccine/pre-register)

The next question was about the budget surplus from increased enrollment, and what the plans are for using those funds. Provost Lawrence responded that the new budget model will be used this year to determine next year’s budget. University budgets are complicated. A large part comes from enrollment, which went up and thus created additional resources. We haven’t had to decide what to do with new resources for a number of years, so this is exciting and refreshing. The list of needs is very long but we are moving in the right direction. Provost Lawrence looks forward to working with the deans to determine what portion of those fees will go back into academic affairs to be strategically re-invested in our people and our programs. This will become a real focus in the next few months. More information will come.

Following up on the previous question, another Senator inquired about the possibility of using the surplus to increase our net position and give principal investigators access to their F&A accounts that have been building up for years. The Provost noted that our net position is the result of a complicated calculation. Plans for the surplus are about future budgets. Finances from last year will soon be audited and finalized, and only then will we know exactly where we are and how we can free up other resources that have become available. It’s going to take some time, but we are moving in the right direction.

There was another question about the budget: last year we made budget projections based on expected enrollment, which created problems. Because retention is still an issue, we could again overestimate the number of students for next semester. The Provost agreed that such a possibility exists. Should there be a massive change in January, we will have to adjust. But assuming we will remain within variations typically seen from fall to spring, colleges and units should be able to make plans. Provost Lawrence hopes to have that information before Thanksgiving, if possible, but certainly before the winter break.

Do we know what types of students make up the increased enrollment? The Provost replied that, indeed, the university has great data and can identify students by specific groups (out-of-state,
graduate, etc.). Some of that information can be found in the latest President’s memo. The challenge is retention of our current students, and for those as well we have data by demographics, year, college, unit, etc.

Is the retention problem a scholarship issue? Can we make more scholarships available? The Provost responded that this is what the Capital Campaign is about. Financial hardship is the main reason why students do not complete a degree, and we are trying to raise as much as we can for financial aid.

Committee Reports:

- UCC 361 - Rangeland Ecology and Management (B.S.) name change – Charles Goeble, Attach. #2
  The degree name change from Rangeland Ecology and Management to Rangeland Conservation was designed to increase the appeal of the major to a broader community and increase enrollment. The anticipated enrollment increases have not been realized. Additionally, as part of a recent Rangeland Industry Summit hosted by the College of Natural Resources Advisory Board, many employers expressed concern about the current name of the degree program and recommended that the degree name be returned to its original form - Rangeland Ecology and Management.
  Vote: 23/23 in favor, 0/23 against.

- UCC 443 - Enterprise Systems Integration Certificate – Eric Stuen, Attach. #3
  This is part of a program of five new certificates. To make good decisions, business professionals need access to information and the skills to commit to their decisions. The courses in this certificate are intended to develop analysis-and-leadership skills for managers, understand how to use appropriate enterprise tools, and implement decisions based on proper analysis.
  Vote: 23/23 in favor, 0/23 against.

- UCC 450 - Technical Program Management Certificate – Eric Stuen, Attach. #4
  This certificate serves the purpose of combining project management with information systems and data management skills.
  Discussion:
  Do community colleges around us offer this type of certificate? Also, is there evidence that these certificates have an impact on undergraduate enrollment? Eric Stuen responded that interest in credentials other than degrees (“micro credentials”) is picking up, especially among nontraditional students. More students are looking for credentials that are smaller than a bachelor’s degree.
  Vote: 23/23 in favor, 0/23 against.

- UCC 449 - Applied Finance Academic Certificate - Terry Grieb, Attach. # 5
  This certificate was designed with a couple of constituencies in mind. One of them is place-bound nontraditional students who want to have some grounding in a range of business topics to help them advance in their jobs. The certificate is also well built towards students who want to take their first two years at one of our junior colleges. The third constituency is people who are looking for specific exposure in a topic area – perhaps not a degree-seeking student but someone who wants to acquire applied finance skills. They brought back a handful of courses that fit into this structure of courses, such as insurance, real estate, and financial planning. We consulted with several companies and decided that the best way would be to put topic areas into smaller one- and two-credit course frameworks.
  Vote: 23/23 in favor, 0/23 against.
Other Announcements and Communications:
Retention Presentation – Dean Kahler, Cynthia Castro, Shawna Bertlin, Kristen McMullin, Bart Sonnenberg, Attach. # 6
Dean Kahler and his team gave a presentation on current student success initiatives. Those include academic support programs – such as tutoring and academic coaching – and a number of other (personal and academic) support services. Please see the presentation slides attached to the binder of meeting #11 for a thorough description of the programs and useful links.

Discussion:
Chair Meeuf noted it was getting late for a thorough Q&A and suggested to make some time next week for an open discussion. He thanked the speakers for the robust presentation and the exciting and dynamic work that everyone's doing to support our students. Clearly, everyone is working very hard and coming up with innovative strategies. So, a natural question is: why this slow erosion of our retention rates since about five years? Do we have research to suggest what the main mechanism might be? Dean Kahler replied that keeping students engaged is becoming more difficult. The student satisfaction survey mentioned in the presentation gives a tremendous amount of information about areas with improvement opportunities. We must move forward with recommendations driven by that data.
Observing that male students are graduating at a much lesser rate than our female students, a Senator inquired whether programs are in place to remedy this situation. Dean Kahler emphasized that they want to serve all of our students. There is a large amount of data that perhaps is being under-utilized and might provide some guidance. But we don't want to give the impression that we're serving one population at the expense of another. Dean Kahler said he is open to ideas.

The next question was about the changes that are happening in the labor market, with people needing to be retrained and problems with qualifications. Corporations (such as Amazon and Walmart) are paying for their employees to take undergraduate credits. Perhaps this could be an opportunity for us as well as Idaho companies. Dean Kahler appreciated the question. He and his team have had conversations with the Idaho Department of Labor and with some of our industry partners about the best way to help our graduates serve the needs of the labor market. The certificates discussed earlier are great opportunities to send people into the job market with new skills. We have had some conversations with Torrey and Chris Nomura and we will help as much as we can.

Provost Lawrence reiterated the importance of what we are doing to serve the people in our state. Again, he applauded CBE for their certificate programs. We often think of a university as primarily serving 18-year-olds who are going to move to Moscow, Idaho, but higher education offers a wealth of other opportunities. There are many people who want to retrain but don't necessarily want a four- or a two-year degree. Instead, they might find a 12-credit certificate more manageable. After completing that certificate, they may wish to take further steps, any of which is a new win for Idaho. It’s a new way of thinking, and the Provost hopes we all are thinking about it in our programs. The Senator’s question is really critical to what we approved an hour ago.

Dean Kahler commented on the importance of online/distance availability of higher education, especially for nontraditional students who have jobs elsewhere in the state.
Adjournment:
The agenda not being completed, Chair Meeuf called for a motion to adjourn. So moved (Fairley, Smith). The meeting was adjourned at 5:03pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate
137: INTERDISCIPLINARY STUDIES MINOR

Export to PDF Export to Word

In Workflow
1. 001 Chair (tcreag@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (tcreag@uidaho.edu)
4. 18 Dean (quiland@uidaho.edu)
5. Provost’s Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar’s Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President’s Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path
1. Wed, 29 Sep 2021 19:34:07 GMT
   Traci Craig (tcreag): Approved for 001 Chair
2. Mon, 04 Oct 2021 21:07:01 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
   Traci Craig (tcreag): Approved for 18 Curriculum Committee Chair
4. Tue, 05 Oct 2021 00:27:38 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
5. Tue, 05 Oct 2021 18:12:09 GMT
   Dean Panttaja (panttaja): Approved for Provost’s Office
   Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Thu, 07 Oct 2021 16:11:44 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Fri, 15 Oct 2021 16:33:54 GMT
   Dwaine Hubbard (dhubbard): Approved for Registrar’s Office
   Steve Stubbs (sstubbs): Approved for Ready for UCC
10. Tue, 26 Oct 2021 15:47:54 GMT
    Steve Stubbs (sstubbs): Approved for UCC

Program Inactivation Proposal
Date Submitted: Wed, 29 Sep 2021 18:08:37 GMT

Viewing: 137: Interdisciplinary Studies Minor

Last edit: Wed, 29 Sep 2021 18:08:37 GMT
Changes proposed by: Charles Tibbals
Final Catalog
2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation
This minor has not been widely used in some time and is largely duplicated by the 18 credits area of emphasis that students may complete for the CLASS Additional Bachelor of Science requirements. Many students make use of the 18 credit area of emphasis options for the Additional Bachelor of Science requirement.
Attach State Form

Faculty Contact

Change Type (Choose all that apply)

Description of Change

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

Academic Level
Undergraduate

College
Letters Arts & Social Sciences

Department/Unit:
Letters Arts & Social Sciences

Effective Catalog Year
2022-2023

Program Title
Interdisciplinary Studies 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

Attach Program Change

CIP Code
30.9999 - Multi-/Interdisciplinary Studies, Other.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

A student may present a minor curriculum not included among the ones listed elsewhere in this catalog. The program must include at least 24 credits and be approved by:

1. at least one faculty member from each of the participating departments,

2. the chair of one of the departments involved, and
3. in the case of minors that involve a department in the College of Letters, Arts, and Social Sciences, the Dean or Associate Dean of CLASS.

In some cases, the Dean or Associate Dean of CLASS may approve participation by departments from other colleges and universities. Participation of such departments may permitted as long as one of the participating departments in the program is a CLASS department, and other University of Idaho and CLASS requirements are met.

Degree Maps:

**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

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

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**

In which of the following geographical areas can this program be completed in person?

Coeur d’Alene
Moscow
Boise

Where?

**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.

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

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

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

When will assessment activities occur and at what frequency?

**Student Learning Outcomes**

Have learning outcomes changed?

Learning Objectives

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

Supporting Documents
Requires TECC Review

Department Voting Results

College Voting Results

Reviewer Comments

Key: 137

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A
Program:
Proposal B

Submit Cancel
146: JUSTICE STUDIES MINOR

Export to PDF Export to Word

In Workflow
1. 465 Chair (bwolf@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (tcreag@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu)
5. Provost’s Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar’s Office (none)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. President’s Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path
1. Fri, 17 Sep 2021 22:49:05 GMT
   Brian Wolf (bwolf): Approved for 465 Chair
   Charles Tibbals (ctibbals): Approved for CLASS Review
   Traci Craig (tcreag): Approved for 18 Curriculum Committee Chair
4. Mon, 04 Oct 2021 22:44:02 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
5. Tue, 05 Oct 2021 18:12:18 GMT
   Dean Panttaja (panttaja): Approved for Provost’s Office
6. Wed, 06 Oct 2021 20:30:10 GMT
   Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Thu, 07 Oct 2021 16:11:25 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Fri, 15 Oct 2021 16:34:26 GMT
   Dwaine Hubbard (dhubbard): Approved for Registrar’s Office
9. Tue, 26 Oct 2021 15:48:02 GMT
   Steve Stubbs (sstubbs): Approved for UCC

Program Inactivation Proposal
Date Submitted: Wed, 15 Sep 2021 20:44:37 GMT

Viewing: 146 : Justice Studies Minor

Last edit: Thu, 16 Sep 2021 16:51:18 GMT
Changes proposed by: Brian Wolf
Final Catalog
2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation
There are redundancies with the criminology BS degree in this minor. In addition, there has been difficulty securing seats in classes associated with this degree, crowding out major students

Attach State Form

Faculty Contact
Change Type (Choose all that apply)

Description of Change

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

Academic Level
Undergraduate

College
Letters Arts & Social Sciences

Department/Unit:
Sociology & Anthropology

Effective Catalog Year
2022-2023

Program Title
Justice Studies 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
Attach Program Change

CIP Code
43.0104 - Criminal Justice/Safety Studies.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

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<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<td>3</td>
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<tr>
<td>CRIM 330</td>
<td>Juvenile Delinquency</td>
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<td>or CRIM 334</td>
<td>Police and Social Control</td>
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Select one of the following: 3

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<th>Title</th>
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<tr>
<td>PHIL 469</td>
<td>Course PHIL 469 Not Found</td>
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</tbody>
</table>
PHIL 470  Course PHIL 470 Not Found
POLS 467  Constitutional Law
POLS 468  Civil Liberties
SOC 420  Sociology of Law
Select at least three courses (9 credits) from the following:

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<th>Course Title</th>
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<td>Law, Ethics, and the Environment</td>
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<tr>
<td>ANTH 451</td>
<td>Forensic Anthropology</td>
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<td>CRIM 325</td>
<td>Family, Violence, and Society</td>
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<td>CRIM 329</td>
<td>Homicide</td>
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<td>CRIM 333</td>
<td>Elite and White Collar Crime</td>
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<td>Terrorism, Society and Justice</td>
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<td>Comparative Criminal Justice Systems</td>
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<td>CRIM 337</td>
<td>Violence and Society</td>
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<td>CRIM 338</td>
<td>Regulation of Vice</td>
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<td>CRIM 339</td>
<td>Crime and the Media</td>
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<td>CRIM 415</td>
<td>Citizen's Police Academy</td>
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<td>CRIM 420</td>
<td>Substance Use and Society</td>
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<td>CRIM 421</td>
<td>Gender and Crime</td>
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<td>CRIM 435</td>
<td>Psychopathy and Crime</td>
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<td>CRIM 436</td>
<td>Mental Health and Crime</td>
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<td>CRIM 439</td>
<td>Inequalities in the Justice System</td>
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<td>CRIM 464</td>
<td>Criminology Abroad</td>
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<td>PSYC 311</td>
<td>Abnormal Psychology</td>
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<td>SOC 201</td>
<td>Introduction to Inequity and Justice</td>
</tr>
<tr>
<td>SOC 327</td>
<td>Sociology of the Family</td>
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<tr>
<td>SOC 345</td>
<td>Extremism and American Society</td>
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<td>SOC 346</td>
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<td>SOC 404</td>
<td>Special Topics</td>
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<td>Racial and Ethnic Relations</td>
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<tr>
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Total Hours 21

Courses to total 21 credits for this minor

Degree Maps:

**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

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

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**

In which of the following geographical areas can this program be completed in person?

- Coeur d'Alene
- Moscow
- Where?
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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

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

Supporting Documents

Requires TECC Review

Department Voting Results

College Voting Results

Reviewer Comments

Key: 146

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A

Program:
Proposal B

Submit Cancel