Idaho State Board of Education
Proposal for Baccalaureate Degree Program

Date of Proposal Submission: Fall 2012
Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Agricultural Life Sciences
Name of Department(s) or Area(s): Agricultural Education and 4-H Youth Development

Program Identification for Proposed New, Modified, or Discontinued Program:

| Title: | Agricultural Science, Communication and Leadership |
| Degree: | B.S.Ag.L.S. |
| Method of Delivery: | In person; videotape; video conference; on-line |
| CIP code (consult IR /Registrar) | 01.0802 |
| Proposed Starting Date: | Fall 2013 |

Indicate if the program is:

- Regional Responsibility [x] Statewide Responsibility

Indicate whether this request is either of the following:

- New Program/major
- New Off-Campus Instructional Program
- Contract Program/Collaborative
- Consolidation of an Existing Program
- Expansion of an Existing Program
- Discontinuance of an Existing Program
- Other – at additional off-campus location

College Dean (Institution) Date
Vice President for Research (as applicable) Date
Graduate Dean (as applicable) State Administrator, SDPTE (as applicable) Date
Chief Fiscal Officer (Institution) Date
Academic Affairs Program Manager Date
Chief Academic Officer (Institution) Date
Chief Academic Officer, OSBE Date
President Date
SBOE/OSBE Approval Date
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

1. **Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The College of Agriculture and Life Sciences (CALS) of the University of Idaho (UI) proposes to expand the delivery of the third and fourth year of its existing B.S. in Agricultural Science, Communication and Leadership to students in the southwest region of Idaho. The degree will build upon the Associate of Science Degree in Agricultural Science at the College of Western Idaho and will be delivered through the University of Idaho - Boise Center (please see Appendix C for a letter of support from CWI).

The Agricultural Science, Communication & Leadership B.S.Ag.L.S. is an existing degree program offered in Moscow in a traditional classroom style and in the southeast region of Idaho combining both classroom offerings combined with distance education technologies. Students in the southeast region have been able for 19 years, to take classes at Twin Falls in person, on videotape, by videoconference and online. The program has been a collaboration between the UI and the College of Southern Idaho (CSI). This request is to expand the availability of the degree program to serve the students located in the southwest region. Enhancements to the curriculum to modernize the degree program are being incorporated to better meet the University of Idaho’s responsibility in providing agricultural education.

2. **List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

This proposal is essentially an articulation agreement that allows qualified students from the CWI Associate of Science program to transfer to the B.S. Agricultural Science, Communication and Leadership degree program offered by the University of Idaho College of Agricultural and Life Sciences. CALS will use 70 junior college credits, courses offered through videoconferencing from WSU, video recorded courses, courses offered by on-site UI faculty, UI online courses, Independent Study in Idaho courses, and courses offered by UI faculty delivered via videoconferencing to allow students to complete the degree.

**Expected student learning outcomes and achievements for existing program**
- ASCL Students possess the technical agriculture knowledge and skills to be successful in the food, fiber, and natural resources industry.
- ASCL majors develop communication skills which allow them to communicate agricultural information using verbal, non-verbal, and written communication skills.
- ASCL majors develop and possess interpersonal leadership skills which allow them to successfully enter careers in the food, fiber, and natural resources system.
- ASCL majors develop a comprehensive knowledge of business, accounting, and economics principles.
- ASCL majors apply their technical agriculture knowledge, psychomotor skills, and affective dispositions in field-based industry internships in the food, fiber, and natural resources system.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation.
This question is not applicable to requests for discontinuance.

The College of Agricultural and Life Sciences at the University of Idaho will ensure the quality of the program by maintaining the following articulation standards:
1. For all CWI credits, a 2.0 cumulative GPA must be attained in order to transfer to the UI Agricultural Science, Communication and Leadership degree program and students must meet any other UI transfer requirements.
2. A maximum total of 70 junior college credits will transfer from community colleges to the UI.
3. The UI Agricultural Science, Communication and Leadership degree requires a minimum of 36 upper division, 300-level or above credits.
4. The UI Agricultural Science, Communication and Leadership degree requires a minimum of 30 upper division credits as resident (University of Idaho) credits.
5. Students will meet the State Board Core Requirements or the UI General Education Core requirements.
6. A total of 128 credits will be required for the UI B.S. degree in Agricultural Science, Communication and Leadership.

4. List new courses that will be added to your curriculum specific for this program. Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. This question is not applicable to requests for discontinuance.

New courses will not be created for this existing degree program. Existing courses at the University of Idaho have been identified as appropriate electives. The addition of these courses for students to self-select will better prepare them for their particular interest in industry. The additional courses are specifically identified in Appendix B.

5. Please provide the program completion requirements, to include the following and attach a typical four-year curriculum to this proposal as Appendix A. For discontinuation requests, will courses continue to be taught?

<table>
<thead>
<tr>
<th>Credit hours required</th>
<th>Credit hours in institutional general education or core curriculum:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours in required electives:</td>
<td></td>
</tr>
<tr>
<td>Total credit hours required for degree program:</td>
<td>128</td>
</tr>
</tbody>
</table>

6. 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. This question is not applicable to requests for discontinuance.

Students completing the Agricultural Science, Communication and Leadership degree will complete a field-based capstone internship experience (AgEd 498-10 credits max), which is limited to junior and senior level students with at least a 2.00 CGPA. Prior to enrolling in the internship, students must complete the following: (1) submit and receive approval of an internship proposal (complete with all required signatures), and (2) submit a request to enroll in AgEd 498. An approved proposal must be on file prior to submitting the request to enroll in AgEd 498.

7. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication.

There is a similar program offered between the University of Idaho and the College of Southern Idaho. This program expansion will enable the University to serve students in the southwest region of the state and produce an educated citizenry to fill important roles in the agricultural industry.

October 9, 2012
Page 3
Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>EITC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
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<td></td>
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<tr>
<td>LCSC</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>NIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. **This question is not applicable to requests for discontinuance.**

The demand for educational opportunities including degree programs at locations away from campus is increasing. This demand is created by students who are place-bound or placed by choice because of employment and/or family obligations and they have a need for continuing education and life-long learning. The proposed degree offering provides a mechanism for CWI associate degree students to continue their education and to satisfy their needs for continued education. Students earning this degree are generalists and should be able to find employment in a variety of local and regional agribusiness and food processing industries prominent in the state and region.

9. **Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

**Discontinuations.** Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
<th>Graduate Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Fall 2011</td>
<td>Year 1 Previous Fall 2010</td>
<td>Year 2 Previous Fall 2009</td>
</tr>
<tr>
<td>BSU</td>
<td>M=26 TF=8</td>
<td>M=14 TF=8</td>
<td>M=6 TF=2</td>
</tr>
<tr>
<td>ISU</td>
<td>M=14 TF=8</td>
<td>M=14 TF=8</td>
<td>M=6 TF=2</td>
</tr>
<tr>
<td>LCSC</td>
<td>M=14 TF=8</td>
<td>M=14 TF=8</td>
<td>M=6 TF=2</td>
</tr>
</tbody>
</table>
M= students participating in Moscow
TF= students participating in southeast region
*The graduation rate has been provided by the UI Institutional Research Office. It is calculated using the 2005-06 cohort which began in fall of 2005. This is the most recent six year graduation rate.

10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

It is anticipated that enrollment will increase because the program will be available more broadly within the state.

11. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected 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. This question is not applicable to requests for discontinuance.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local (Regional)</td>
<td>6,127 total jobs</td>
<td>6,218 total jobs</td>
</tr>
<tr>
<td>State</td>
<td>21,910 total jobs</td>
<td>22,239 total jobs</td>
</tr>
<tr>
<td>Nation</td>
<td>54,500 new jobs/year</td>
<td>54,500 new jobs/year</td>
</tr>
</tbody>
</table>

Sources:
http://www.bls.gov/ooh/a-z-index.htm

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.

Current employment in the agricultural industry was gathered from the Idaho Department of Labor website. Projected job openings (national) were gathered from a recent United States Department of Agriculture study.

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

Adding this degree program in the southwest region will stimulate the regional and state economy by providing more qualified employees, who are more highly productive.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.
In addition to employment needs the Agricultural Science, Communication and Leadership degree and courses are beneficial for students interested in service and lifelong learning.

12. **Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.** *This question is not applicable to requests for discontinuance.*

The majority of the courses delivered for the off-campus ASCL program will be delivered through videoconferencing and online. UI instructors will utilize services provided by the Office of Distance and Extended Education (DEE). DEE helps answer questions about the design and creation of web-based classes for the Blackboard BbLearn course management system, and offers training and workshops for faculty looking to expand their use of online teaching resources. They are committed to offering quality, innovative, and student-centered courses and programs in which students and instructors participate in highly interactive and engaging learning activities that leverage Web-based technologies to achieve program and university learning objectives. The DEE website is a valuable marketing tool as it showcases distance delivered courses and programs. The College of Agricultural and Life Sciences will work with DEE to ensure that the off-campus programs are included on the DEE website.

13. **Describe how this request is consistent with the State Board of Education's strategic plan and institution's mission, core themes, and primary emphasis areas.** *This question is not applicable to requests for discontinuance.*

Expanding the Agricultural Science, Communication and Leadership program is consistent with the Idaho State Board of Education 2013-2017 Strategic Plan, specifically Goal 1: A WELL EDUCATED CITIZENRY, under Objective B: Higher Level of Educational Attainment- Increase the educational attainment of all Idahoans through participation and retention in Idaho’s educational system. The implementation of this program directly affects the percent of Idahoans (ages 25-34) who have a college degree or certificate. (Benchmark: 60% by 2020).

Expanding this program is consistent with the University’s mission, core themes, and primary emphasis areas. The University of Idaho is committed to enhancing the scientific, economic, social, legal, and cultural assets of our state, and developing solutions for complex problems facing society. UI delivers this commitment through focused excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus, regional centers, extension offices, and research facilities throughout the state. Consistent with the land-grant ideal, our outreach activities serve the state at the same time they strengthen our teaching as well as scholarly and creative capacities.

14. **Describe how this request fits with the institution’s vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

This request fits with the University’s 2011-2015 Strategic Plan under Goal 1: Teaching and Learning; Objective A: Build adaptable, integrative curricula and pedagogies. Specifically, under Strategy seven: Develop increased learning opportunities for underserved or underrepresented communities.

<table>
<thead>
<tr>
<th>Goals of Institution Strategic Mission</th>
<th>Proposed Program Plans to Achieve the Goal</th>
</tr>
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<td></td>
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</tbody>
</table>

*October 9, 2012*

*Page 6*
15. **Is the proposed program in your institution's 5-year plan? Indicate below.** *This question is not applicable to requests for discontinuance.*

Yes [ ] No [ ]

If not on your institution’s 5-year plan, provide a justification for adding the program.

16. **Explain how students are going to learn about this new program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).** *For requests to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

The College of Western Idaho Agricultural faculty and Advising Center will play a key role in promoting this program to current and potential students. Program promotion will be by word-of-mouth, online promotion, various marketing forums (posters, flyers, email, media sources) from student ambassadors enrolled in the program and from student graduates. In addition, the University of Idaho can assist with program promotion through various advertising avenues and through Extension outreach. It’s anticipated that some students will transfer from institutions other than CWI and UI so a strong online presence is essential for transfer students to learn about the program.

17. **Program Resource Requirements.** Using the *Excel spreadsheet* provided by the Board office indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three 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 budget explanations below. 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 the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

   **a. Personnel Costs**

   The personnel needs to cover the CWI program will be covered by an internal reallocation of current personnel. The courses delivered will be taught by instructors who are currently teaching. In addition, there is a technician on staff who can monitor the videoconferencing courses.

   Dr. Allison Touchstone, instructor in the Department of Agricultural Education and 4-H Youth Development, is housed at the Boise Center. She will assist with the delivery and management of this program. She will help to coordinate the printing of exams, quizzes, and materials, hand them out to students and arrange for: proctoring of exams, send completed exams to instructors, and give handouts to students in class. Dr. Touchstone will draw on assistance from Amanda Moore Kriwox, who has administered this program in Twin Falls for the past 8 years.

   **Faculty and Staff Expenditures**

   Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.
**Annual Salary Rate**  |  **FTE Assignment to this Program**  |  **Projected Student Credit Hours**  |  **FTE Students**  
--- | --- | --- | --- |
Allison Touchstone  | 63,252.80  | 10%  | 72*  | Yr. 1  | 120  | 240  | 3  | 5  | 10  |
Amanda Moore Kriwox  | 33,592.00  | 5%  | 72  | Yr. 2  | 120  | 240  | 3  | 5  | 10  |

* Assuming 12 credit hours per student/semester

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

**Administrative Expenditures**
Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program.

<table>
<thead>
<tr>
<th>Name, Position &amp; Rank</th>
<th>Annual Salary Rate</th>
<th>FTE Assignment to this Program</th>
<th>Value of FTE Effort to this Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**b. Operating Expenditures**
Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

The cost for operating expenditures for travel and professional services, etc. should be very limited. The cost associated with delivering a course will be the responsibility of the College of Agricultural and Life Science’s Academic Programs Office at the University of Idaho. Decisions made will be closely tied to student enrollment.

**c. Capital Outlay**

(1) Library resources

(a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

University of Idaho students can use the College of Western Idaho library. CWI will be provided a list of University of Idaho students each semester and these students will have access to the library. In addition, UI students can use the UI library, including interlibrary loan, by accessing online resources and UI library resources can be mailed directly to their homes.

(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

There will be no additional costs for personnel, space, equipment, monographs, journals, and materials for this program.

(c) For off-campus programs, clearly indicate how the library resources are to be provided.

Students can utilize both College of Western Idaho and University of Idaho libraries. Off-campus students have access to UI library books through online resources and library resources can be mailed directly to them.
(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

There are several required courses that are offered through videoconferencing. These courses can be offered at the University of Idaho- Boise Center where the equipment and technicians are already available. If there is a need for laboratory use for a course, UI and CWI faculty can work together to arrange for space, equipment and assistance in a lab at CWI.

d. Revenue Sources

(1) 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?

As indicated above, it is anticipated that this program will be administered utilizing a reallocation of existing state appropriated funds. It is not anticipated that this program will have a detrimental effect on any of CALS programs.

(2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

(3) 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.

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

(5) Provide estimated fees for any proposed professional or self-support program.
Appendix A

OUTSIDE THE CLASSROOM

INTERN. Gain practical experience. Complete a planned internship of nine weeks to several months in an area related to your career goal. Internships have included work with farmers or ranchers, agricultural businesses, livestock breed associations, university agricultural experiment stations, the United States Department of Agriculture, and the USD Agricultural Research Service.

STUDY ABROAD. Deepen your understanding of your major— and the world. Get abroad to gain valuable knowledge of world agriculture, international business, environmental sustainability, political issues, and cultural diversity. Both CAES and the university’s International Programs Office offer a variety of opportunities. basil from four weeks to several months.

GET INVOLVED. Network on-the-farm, interact with other students, faculty, and advisors in student organizations. You can make new friends and make a difference on campus and in the community. COLLEGES FOR and 4-H clubs can help to organize local career development events, plan livestock judging events, prepare leadership development workshops, and assist with state and national leadership conferences.

CAREER OPPORTUNITIES. Our graduates are highly sought by employers, with starting salaries of approximately $40,000 in government agencies, agribusiness organizations, and businesses. Here are a few possible opportunities.

- EXTENSION EDUCATOR. An extension educator provides training and programming in agriculture, horticulture, family and consumer sciences, livestock, and poultry. The extension educator can help you find a job in agricultural education, research, or other countries.
- YOUTH DEVELOPMENT EDUCATOR. Provides leadership opportunities for 4-H youth development programs in rural, urban, and small-town settings.

FIND OUT MORE ABOUT THE UNIVERSITY OF IDAHO AGRICULTURAL SCIENCE, COMMUNICATION, AND LEADERSHIP MAJOR

AGRICULTURAL SCIENCE, COMMUNICATION, AND LEADERSHIP

FRESHMAN

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag 101</td>
<td>Intro to Agriculture &amp; Extension Education</td>
</tr>
<tr>
<td>Engl 101</td>
<td>Intro to College Writing</td>
</tr>
<tr>
<td>GEDM 101</td>
<td>Integrated Seminar</td>
</tr>
<tr>
<td>Math 130</td>
<td>Finite Mathematics or Math 145</td>
</tr>
<tr>
<td>Pre-Calc 225</td>
<td>Pre-Calculus Algebra &amp; Analytic Geometry</td>
</tr>
<tr>
<td>Soc 225</td>
<td>The Social System</td>
</tr>
</tbody>
</table>

TOTA L 15

SPRING

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>Acc 201</td>
<td>Intro to Accounting</td>
</tr>
<tr>
<td>Econ 101</td>
<td>Fundamentals of Public Speaking</td>
</tr>
<tr>
<td>Eng 101</td>
<td>Intro to Chemistry</td>
</tr>
<tr>
<td>SAG 102</td>
<td>College Writing &amp; Rhetoric</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective-Humanities or Social Science</td>
</tr>
</tbody>
</table>

TOTA L 15

FALL

<table>
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<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>Ag 100</td>
<td>Intro to Agriculture &amp; Extension Education</td>
</tr>
<tr>
<td>Ag 102</td>
<td>Intro to Agriculture &amp; Extension Education</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective-Humanities or Social Science</td>
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</table>

TOTA L 15

SENIOR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag 400</td>
<td>Bachelor of Science in Agriculture</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective-Humanities or Social Science</td>
</tr>
</tbody>
</table>

TOTA L 16

TOTAL CREDITS: 120

TO LEARN MORE

Contact 1.800.621.4383

www.uidaho.edu

ASSISTANT DIRECTOR, COLLEGE RECRUITING 208-885-3395

www.uidaho.edu

DEPARTMENT OF AGRICULTURAL EDUCATION & 4-H YOUTH DEVELOPMENT 208-885-3395

www.uidaho.edu
Appendix B

As mentioned in question 4, existing courses at the University of Idaho have been identified as appropriate electives. Offering a variety of courses to off-campus students would enable students to self-select courses that will better prepare them for their particular interest in industry. The existing UI courses listed below could be offered at a distance to help serve the off-campus programs and students:

Table 1

*Existing courses to offer to off-campus ASCL programs*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plsc 407</td>
<td>Field Crop Production</td>
<td>3 credits</td>
</tr>
<tr>
<td>Plsc 338</td>
<td>Weed Control</td>
<td>3 credits</td>
</tr>
<tr>
<td>Plsc 408</td>
<td>Cereal Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>AVS 305</td>
<td>Animal Nutrition</td>
<td>3 credits</td>
</tr>
<tr>
<td>AVS 471</td>
<td>Animal Disease Management</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Appendix C

John Foltz, Associate Dean for the College of Agricultural and Life Sciences
University of Idaho
Agriculture Science Building
605 Rayburn Street
Moscow, ID
83844-2331

October 12, 2012

Dear Dr. Foltz:

College of Western Idaho enthusiastically supports University of Idaho’s proposal to offer an Agricultural Science and Communication Leadership baccalaureate program in the Treasure Valley. CWI and UI currently have a 2+2 agreement for students transferring from CWI’s Agriculture Science program to the Agriculture Science and Communication Leadership program in Moscow. To have this baccalaureate degree offered on the CWI campus, or in close radius, would be a tremendous benefit to students of southwestern Idaho, many of whom are established in family farming and ranching operations. We believe that this population of students, already immersed in agricultural life, could be better served in this area. This program will help meet that need.

Please know that CWI will assist UI in any way we can to help facilitate a smooth transition for students continuing on this degree pathway. The community college partnership with the four-year universities in the state is extremely important to our mission, and we look forward to the opportunity for collaboration with UI on this project and future projects.

Sincerely,

David Shellberg
Vice President of Instruction and Student Services
College of Western Idaho
Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three 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 the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE* Headcount</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. New enrollments</td>
<td>3</td>
<td>5</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>B. Shifting enrollments</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

II. REVENUE

<table>
<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Appropriated (Reallocation)</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>2. Appropriated (New)</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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</tr>
<tr>
<td>3. Federal</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>4. Tuition</td>
<td>$18,636.00</td>
<td>$32,302.40</td>
<td>$67,089.60</td>
<td>$118,028.00</td>
</tr>
<tr>
<td>5. Student Fees</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>6. Other (Specify)</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$18,636.00</strong></td>
<td><strong>$32,302.40</strong></td>
<td><strong>$67,089.60</strong></td>
<td><strong>$118,028.00</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
</tr>
</tbody>
</table>

**A. Personnel Costs**

1. FTE
   - 8005.0
   - 8005.0
   - 8005.0
   - 24015.00
   - 0.00

2. Faculty
   - 8005.0
   - $0.00
   - $0.00

3. Administrators
   - 8005.0
   - $0.00
   - $0.00

4. Adjunct Faculty
   - 8005.0
   - $0.00
   - $0.00

5. Instructional Assistants
   - 8005.0
   - $0.00
   - $0.00

6. Research Personnel
   - 8005.0
   - $0.00
   - $0.00

7. Support Personnel
   - 8005.0
   - $0.00
   - $0.00

8. Fringe Benefits
   - 8005.0
   - $0.00
   - $0.00

9. Other:
   - 8005.0
   - $0.00
   - $0.00

*Total FTE Personnel and Costs*:

- $0.00
- $0.00
- $0.00
- $0.00
- $0.00
- $0.00
- $0.00
- $0.00
- $0.00
## B. Operating Expenditures

<table>
<thead>
<tr>
<th></th>
<th>FY</th>
<th>FY</th>
<th>FY</th>
<th>FY</th>
<th>FY</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
</tr>
<tr>
<td>1. Travel</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Professional Services</td>
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<td></td>
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<td></td>
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<td>$0.00</td>
</tr>
<tr>
<td>3. Other Services</td>
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<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>4. Communications</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>5. Utilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>6. Materials and Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>7. Rentas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>8. Repairs &amp; Maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>9. Materials &amp; Goods for Manufacture &amp; Resale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>10. Miscellaneous</td>
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<td>$0.00</td>
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<tr>
<td><strong>Total Operating Expenditures</strong></td>
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<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td></td>
<td>FY</td>
<td>FY</td>
<td>FY</td>
<td>FY</td>
<td>Cumulative Total</td>
<td></td>
</tr>
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<td>----------------</td>
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<td>-----</td>
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<td>-----</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
</tr>
<tr>
<td><strong>C. Capital Outlay</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>1. Library Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>2. Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td><strong>Total Capital Outlay</strong></td>
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<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td><strong>D. Capital Facilities</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Construction or Major Renovation</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>E. Indirect Costs</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES:</strong></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Net Income (Deficit)</strong></td>
<td>$18,636.00</td>
<td>$0.00</td>
<td>$32,302.40</td>
<td>$0.00</td>
<td>$67,089.60</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
Articulation Agreement between

College of Southern Idaho
and
the University of Idaho

To create a clear pathway for students of College of Southern Idaho to transfer to and complete their baccalaureate degree at the University of Idaho (UI), this transfer agreement outlines transfer requirements, and provisions. This agreement does not guarantee admission to the university or to a specific program/major.

1. Upon completion of the Associate of Arts (A.A.), Associate of Science (A.S.), Associate in Arts and Sciences (A.A.S.), or other Associate Direct Transfer Agreements at College of Southern Idaho, accepted students will enter UI at junior status (58 semester credits or more).

2. Only non-remedial courses with a grade of D or better will be awarded credit by UI, but all coursework will be recorded on the student's transcript. Some UI programs may require a higher grade than D to receive credit for certain courses or requirements.

3. In completing the degree(s) specified above, students will have met all general education requirements at UI.

4. International Students who complete an A.A.S.-DTA, A.A., or A.S. will have met the English proficiency admission requirements of UI.

5. A baccalaureate degree requires a minimum of 120 semester (180 quarter) credits, and a student may count no more than 70 semester (105 quarter) community college credits toward the degree.

6. Students who matriculate at UI within 3 years of matriculating at College of Southern Idaho would be eligible to follow the articulation agreements in force when they attended College of Southern Idaho, subject to paragraph 8. Students are urged to maintain close contact with a UI advisor due to frequent changes in the programs and in the curriculum.

7. At least one administrative or faculty member from each institution will be appointed to act as agents for the implementation of this agreement, to speak for the institutions and to communicate changes to respective faculty members, advisors, counselors, and others to whom the information is pertinent. Both parties agree to communicate annually any changes in their respective programs that may affect this articulation agreement.
8. This agreement will remain in effect until a mutually agreed-upon change is deemed necessary. Occasionally conditions will arise and cause an agreement, or certain sections of an agreement, to be inoperative. These conditions could include, but not be limited to, changes in state law, changes in State Board of Education policy, changes in accreditation policy, changes or discontinuances in programs or other changes taking place at either institution. If such conditions arise, the unaffected paragraphs of this agreement will remain in full force and effect.

This agreement may be terminated by the UI or College of Southern Idaho with appropriate written notification. Each institution agrees to provide termination notice one year prior to the intended change.

The University of Idaho and College of Southern Idaho officially authorize this agreement on August 7, 2012, with the agreement becoming effective immediately.

Signed ________________ Date: 8-9-12
Provost

Signed ________________ Date: 08/10/12
Vice Provost

Signed ________________ Date: 7/26/2012
Registrar

College of Southern Idaho

Signed ___________________________ Date: ___________________________

Signed ___________________________ Date: ___________________________

Signed ___________________________ Date: ___________________________
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Vice Provost

Signed _____________ Date: 9/26/12

Registrar

College of Western Idaho

Signed __________________________ Date: __________________________

Signed __________________________ Date: __________________________

Signed __________________________ Date: __________________________