University of Idaho  
2016-2017 FACULTY SENATE AGENDA  
Meeting #18  
3:30 p.m. - Tuesday, February 21, 2017  
Paul J. Joyce Faculty-Staff Lounge & Skype for Business  
Order of Business  

I. Call to Order.  

II. Minutes.  
   • Minutes of the 2016-17 Faculty Senate Meeting #17, February 14, 2017 (vote)  

III. Chair’s Report.  

IV. Provost’s Report.  

V. Other Announcements and Communications.  

VI. Committee Reports.  
   University Curriculum Committee  
   • FS-17-041 (UCC-17-020a) Natural Resources: Rangeland Ecology and Management to Rangeland Conservation (Launchbaugh)  
   • FS-17-042 (UCC-17-034a) CALS: FCS & C&I - Career & Technical Education secondary teacher certification (Cannon/Meyer)  
   • FS-17-043 (UCC-17-034b) Education: C&I Secondary Education – Literacy (teaching minor) (Raney)  

VII. Special Orders.  
   • Animal Control Report (Ewart)  
   • Final Exam Formula (Chermak)  

VIII. Unfinished Business and General Orders.  

IX. New Business.  

X. Adjournment.  

Professor Liz Brandt, Chair 2016-2017, Faculty Senate  
Attachments: Minutes of 2016-2017 FS Meeting #17  
FS-17-031 through 043
The Chair called meeting #17 to order at 3:30. A motion (Folwell/Berven) to approve the minutes from February 7th passed without objection.

Chair’s Report: Chair Brandt announced that in the last few minutes an email had been sent regarding program prioritization. The email contains a link that would allow those at remote sites to follow the video on program prioritization that will be shown later in the meeting. Chair Brandt stated that she would dispense with a Chair’s report in order to preserve time for the Provost’s presentation of the Program Prioritization Plan.

Provost’s Report: Provost Wiencek stated that the Institutional Planning and Effectiveness Committee had been working hard to get the video on the prioritization plan out to the Senate today. He thanked Chair Brandt and Senator Nicotra for their help. He observed that there were many things going on at the university, but unless there were questions he would defer further comments in order to save sufficient time to discuss the prioritization plan.

FS-17-037 (UCC-17-022a) Education: College name change to “College of Education, Health and Human Sciences”. Chair Brandt introduced Dean Carr-Chellman to discuss the reasons for the name change. Dean Carr-Chellman stated that the college has been having a discussion of a possible name change for years. The current title does not sufficiently capture the range of courses and research activities going on in the college. More than half of those in the college were not involved with the teacher preparation traditionally associated with a College of Education. In particular, she noted that many of their program areas (like Movement Sciences) have health as a primary concern. There is also a strong interest in nonformal and informal learning which better aligns with the idea of human sciences. While no proposed new name was able to obtain unanimous support, this one achieved the greatest consensus. The proposed name follows national trends for colleges that have a broad portfolio. She suggested that faculty and student recruitment as well as the ability to pursue research grants should be enhanced by this name change. The new name also comes much closer to representing the activities actually going on in the college.

A Senator asked whether the name change reflected any curricula changes that might affect the offerings of other colleges. Dean Carr-Chellman stated that they were not making broad curricula changes. They simply wanted to better reflect the activities of the college. A Senator wondered whether it was typical for Colleges of Education to include areas like Movement Sciences. The dean stated that this was increasingly part of a national trend. While teacher preparation has been declining, Colleges of Education have tended to diversify. A Senator suggested that perhaps the term “human sciences” was overly broad and captured things that should not be included in the college. The dean noted that Ohio State University had adopted the title “College of Education and Human Ecology.” This term seemed too broad to the dean. She emphasized that the proposed name change was an attempt to capture the broad activities of the college, but was not an attempt to take in a new portfolio of courses. After more discussion regarding the name change and whether students would know where to look in a catalog, or whether excessive overlap with other colleges was being created, the proposal was brought to a vote. The name change passed 15-2-3.

FS-17-038 (UCC-17-022b) Education: Movement Sciences—Athletic Leadership Certificate. Chair Brandt invited Professors Philip Scruggs and Sharon Stoll to speak to this proposal. The purpose of the proposal is to
create a certificate that provides recognition of a curriculum focused on preparing leadership qualities for those who participate in athletic or recreation administration. Professor Stoll suggested that this certificate will help prepare students for leadership in the field of athletics. A Senator asked about the inclusion of ISEM courses in the certificate. While Professor Stoll taught some of these ISEM’s, the proposal does not require a student to take the specific ISEM that she is teaching. The proposal passed without objection.

**FS-17-039 (UCC-17-022c) Education: Movement Sciences-Degree name change from Recreation to a BS in Recreation, Sport, and Tourism Management.** The department felt the proposed name better reflected the content offered in the curriculum. Professor Scruggs also stated that the proposed name change came about from a recent external review. A Senator wondered how this new degree aligns with the new name for the college. Professor Scruggs stated that the proposed degree did align because it reflected the concern with health and well-being. There was also a question about the use of the term “management.” Are there courses on management offered in the curriculum? Professor Scruggs responded that there were several courses in the curriculum that focused on management. It was also noted that this degree was aimed at preparing students for mid-level management positions in recreation, sport, and tourism. A question was raised about whether the College of Natural Resources still taught courses on recreation and tourism. It was noted that CNR no longer offered this degree. The proposal passed unanimously.

**FS-17-040 (UCC-17-006) Education: Curriculum & Instruction-new emphasis area for M.Ed.** Professor Allen Kitchel was introduced to address this proposal. This proposal adds an emphasis to the M.A. for teacher certification. The program is designed for those who already have an existing content degree. The proposal passed unanimously.

**Program Prioritization.** Provost Wiencek introduced a presentation on program prioritization by noting that this process was aimed at solidifying how the university would satisfy the SBOE’s requirement for program prioritization. He noted that the UI had engaged in program prioritization several times before. When he began as Provost the university had just completed a prioritization process termed Focus For the Future (FFF). Last year at the Senate he reviewed the process and results of the FFF. The Provost stated that then President Don Burnett had captured the underlying philosophy by stating that vacant positions should be captured and reallocated to high priority programs. He noted that at that time the focus was on faculty positions and that all positions should be part of this process.

Provost Wiencek explained that the SBOE expected program prioritization should be an ongoing process. As part of the new strategic plan, an Institutional Planning and Effectiveness Committee was created. President Staben communicated that program prioritization should be an important part of implementing the strategic plan. The Provost noted that one of the consistent concerns that he had heard about past attempts at program prioritization was that there was not a lot of “buy-in” to the process and the criteria for doing the evaluation was not always clear. This time groups of faculty and staff have been working on putting the criteria together. In order to get greater input on these criteria, they have put together a voice over PowerPoint describing the criteria. This should help communicate the proposed criteria and enable the campus community to provide feedback. This feedback can be provided in various ways. A polling tool (Sli-Do) will be used to help collect this feedback.

The Provost noted that the groups that created the criteria had a decision-making rule that 80% of the group had to agree to a particular criterion. He expected that there would be concerns and criticisms. These comments would be used to improve the criteria. However, by the end of the semester we would have to agree on what criteria to use. Every year the criteria would be re-evaluated.

The video was shown to the Faculty Senate and is provided here. It will require you to log-in as an employee. [https://www.uidaho.edu/provost/program-prioritization-PPP?destination=/provost/program-prioritization-PPP/program-prioritization.aspx](https://www.uidaho.edu/provost/program-prioritization-PPP?destination=/provost/program-prioritization-PPP/program-prioritization.aspx). Those at off-campus sites were sent the slides by email so they could follow the presentation. All faculty and staff are strongly encouraged to view this video. March 8th has been
established as a deadline for feedback. IPEC will review the feedback and make any necessary changes towards the goal of President Staben approving the final product by the beginning of April.

After the Senate watched the video, the Provost noted that the website would have supporting documents to help explain how the criteria will be weighted and measured.

The following questions were asked of the Provost:

- **Given that one of the proposed measures of “external demand” was the Bureau of Labor statistics, wouldn’t some academic areas match up more easily with job categories than others?** For instance, a Philosophy or English major might qualify for many jobs, but the BLS would not necessarily list the job that way. The Provost encouraged departments and individuals to address this and similar concerns in their comments.

- **Where did this structure come from?** The Provost stated that when Bob Dixon was President at the University of Northern Colorado, he put together a similar process to help guide them through an economic downturn. He has since put the process into a book. His idea was to create a process that allowed them to identify the higher performing programs and the struggling programs. By putting the programs into quintiles, it allowed them to evaluate what programs they wanted to emphasize and which programs would need to be eliminated, or restructured. The Provost clarified that we would be focusing on departments and not individual programs.

- **Can a department that ends up in the bottom quintile be a high priority?** The Provost felt this could happen. A department in the bottom quintile would be asked to propose to UBFC how they could reorganize to become a higher performing department.

- **Would this process depress those in the lowest quintile into a declining path from which they could not recover?** The Provost stated that there were exceptions and that departments could appeal by demonstrating that they are needed across the university. If we begin to see that negative consequences are occurring, they can be adjusted.

- The Vice Chair suggested that the Senate consider expanding UBFC so it can better perform the role suggested by this process. He further wondered whether the workgroups had been looking at hypothetical scenarios. For instance, could a dean invest a position from a 2nd quintile program into a 1st quintile program and thus leave the 2nd quintile in a worse position. The Provost noted that deans could do that now.

- A Senator worried that the process might be structured in such a way that certain departments could never get a high score. The Provost emphasized that this process would be structured by the faculty/staff and that the process would be transparent. A department will know what they need to do in order to improve. He also noted that if we are able to grow enrollment, many of the possible consequences will be minimized. We should recognize that the typical turnover in any year is about 10%. Thus, the resources being allocated will be in the range of 2-3%.

- **A Senator asked whether some departments would be protected?** The Provost stated that he would expect that some departments would be considered so central to the university that they would probably not be allowed to go away. Lower performing departments would lose positions, but be asked to make proposals to improve.

**Adjournment:** The Chair encouraged everyone to study the proposed criteria and become engaged by providing feedback before the process is finalized. Given that it was now 5 pm, the Chair entertained a motion to adjourn. The motion (Brewick/Chung) to adjourn passed unanimously at 5:01.

Respectfully submitted,

Don Crowley, Faculty Secretary
& Secretary to the Faculty Senate
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM  
**Short Form**

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

**Deadline:** This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

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**Submission Information**  
This section must be completed

<table>
<thead>
<tr>
<th>College:</th>
<th>Natural Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Unit:</td>
<td>Forest, Rangeland, and Fire Sciences</td>
</tr>
<tr>
<td>Dept/Unit Approval Date</td>
<td>30-Sep-16 (REM Faculty); 17-Oct-16 (FRFS Dept.)</td>
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<tr>
<td>College Approval Date</td>
<td>10/24/2016</td>
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<tr>
<td>CIP code (Consult Institutional Research):</td>
<td>01.1106</td>
</tr>
<tr>
<td>Primary Point of Contact (Name and Email):</td>
<td>Karen Launchbaugh, <a href="mailto:klaunchb@uidaho.edu">klaunchb@uidaho.edu</a></td>
</tr>
</tbody>
</table>

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**Rationale and Overview of Program Component Request or Name Change**  
This section must be completed

We believe the new name will be more attractive to a wider audience of students. This is subtle change, but we believe the term “conservation” will more clearly reflect a greater emphasis on restoration and wildlife habitat that we are incorporating into recruiting and advising for this degree. In addition, interviews with students on campus clearly show that students relate “Rangeland Management” to livestock management which is only a small part of the degree. We do not wish to remove the term “rangeland” from the degree name because it will negate our accreditation with the Society for Range Management and compromise the ability of students to secure jobs as Range Management Specialists with the federal government.

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**Name or Degree Change Only Requests**  
Leave blank if not making a name and/or degree change only request

This section to be completed ONLY for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. **Note: a substantive change to a program degree, major, or program component may require a program proposal form.**

<table>
<thead>
<tr>
<th>Current Name:</th>
<th>Rangeland Ecology and Management</th>
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<tbody>
<tr>
<td>New Name:</td>
<td>Rangeland Conservation</td>
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<tr>
<td>Current Degree:</td>
<td>B.S.Rangeland Ecol.-Mgt.</td>
</tr>
<tr>
<td>New Degree:</td>
<td>B.S.Rangeland Consv.</td>
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</table>
Other Details: 

Effective Date: Summer 2017

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

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

<table>
<thead>
<tr>
<th>Create New:</th>
<th>Modify:</th>
<th>Discontinue:</th>
<th>Implementation Date:</th>
<th>Summer 2017</th>
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<td>Undergraduate Level:</td>
<td>Law Level:</td>
<td>Credit Requirement:</td>
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<tr>
<td>Are new courses being created:</td>
<td>No</td>
<td>Yes</td>
<td>If yes, how many courses will be created:</td>
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</table>

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

<table>
<thead>
<tr>
<th>Major:</th>
<th>Degree:</th>
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</table>

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

<table>
<thead>
<tr>
<th>Option:</th>
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<tbody>
<tr>
<td>Emphasis:</td>
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<td>Minor:</td>
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<td>Academic Certificate less than 30 credits:</td>
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<tr>
<td>Teaching Endorsement (Major/Minor):</td>
<td></td>
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</tbody>
</table>

Learning Outcomes and Assessment Information
This section must be completed if program component request section is completed.

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

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

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

4. What direct and indirect measures will be used to assess student learning?
5. When will assessment activities occur and at what frequency?

### Financial Impact

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

<table>
<thead>
<tr>
<th>Greater than $250,000 per FY:</th>
<th>Less than $250,000 per FY:</th>
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<tbody>
<tr>
<td>Brief Description of financial impact:</td>
<td></td>
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</table>

### Distance Education Availability

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

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

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

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

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

<table>
<thead>
<tr>
<th>Can 50% or more of the curricular requirements of this program component be completed via distance education?</th>
<th>Yes*</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?</td>
<td>Yes</td>
<td>No</td>
</tr>
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Geographical Area Availability
This section must be completed if program component request section is completed

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

<table>
<thead>
<tr>
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<th>Location(s):</th>
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<tr>
<td>Coeur d'Alene</td>
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<tr>
<td>Boise*</td>
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<td>Idaho Falls*</td>
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<tr>
<td>Other**</td>
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*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

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

Office of the Registrar Information

<table>
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<th>Information</th>
<th>Date/Number</th>
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</tr>
<tr>
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<td>17 Nov 2016</td>
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<tr>
<td>and Executive Vice President:</td>
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<tr>
<td>Date Received by Budget Office, if applicable:</td>
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<tr>
<td>Date Received by Institutional Research and</td>
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<tr>
<td>Assessment:</td>
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<tr>
<td>Date Received by UCC Secretary:</td>
<td>11/17/16</td>
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<tr>
<td>UCC Item Number:</td>
<td>UCC-17-020a</td>
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<tr>
<td>UCC Approval Date:</td>
<td>02/13/17</td>
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<tr>
<td>Faculty Senate Item Number:</td>
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<td>Faculty Senate Approval Date:</td>
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<tr>
<td>General Policy Report Number or Faculty Meeting</td>
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<td>Date:</td>
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<td>Office of the President Approval Date:</td>
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<td>State Board of Education Approval/Acknowledgement</td>
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</table>
Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar’s Office for review by the University Curriculum Committee (UCC).

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Submission Information
This section must be completed

<table>
<thead>
<tr>
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<th>College of Agricultural and Life Sciences &amp; College of Education</th>
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<td>Margaret Ritchie School of Family and Consumer Sciences, Department of Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td>FCS approved on 10/19/2016 C&amp;I approved on 11/11/2016</td>
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<tr>
<td>Vote Record:</td>
<td>FCS: yes 13 no 0 C&amp;I: yes 21 no 0</td>
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<tr>
<td>Vote Record:</td>
<td>CALS: yes 8 no 0 COE: Unanimous (no roll call taken) CCC: 13-0 TECC: 14-0</td>
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<tr>
<td>CIP code (Consult Institutional Research):</td>
<td></td>
</tr>
<tr>
<td>Primary Point of Contact (Name and Email):</td>
<td>Dr. John Cannon, C&amp;I Dr. Sonya Meyer, FCS <a href="mailto:johnc@uidaho.edu">johnc@uidaho.edu</a> <a href="mailto:sonyam@uidaho.edu">sonyam@uidaho.edu</a></td>
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Rationale and Overview of Program Component Request or Name Change
This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change if applicable.

- This proposal seeks to reinstate the University of Idaho’s Family and Consumer Sciences (FCS) Secondary Teacher Certification. This will be a collaborative effort between the UI’s Department of Curriculum and Instruction in the College of Education and the School of Family and Consumer Sciences in the College of Agricultural and Life Sciences.
- Idaho has a documented shortage of secondary FCS teachers. For the 2016-17 school year, 32 positions saw movement. Of these, nine were not filled due to the lack of qualified applicants. FCS programs risked being closed if a qualified instructor is not hired. With the number of careers in FCS, it is important that secondary FCS programs have a qualified instructor to prepare students with the college and career ready skills necessary for successful entry into FCS.
- 46% of current FCS secondary teachers have between 16 and 30 years of experience, which means that over the next decade there will be a significant amount of turnover through retirements. Most FCS teachers are older professionals who did not become teachers until later in their careers.
- Funding for the proposed reinstatement of FCS teacher certification at the UI will come from the Idaho Division of CTE’s Teacher Preparation Grant. No new personnel resources will be needed to implement the program. Current CTE and FCS faculty have capacity to advise additional students seeking the FCS teacher certification and endorsement.
**Name or Degree Change Only Requests**

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

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<table>
<thead>
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<th>Current Name:</th>
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<tr>
<td>New Name:</td>
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<tr>
<td>Current Degree:</td>
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<tr>
<td>New Degree:</td>
<td></td>
</tr>
<tr>
<td>Other Details:</td>
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<tr>
<td>Effective Date:</td>
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</tr>
</tbody>
</table>
Program Component Request

Create New: x Modify:
Graduate Level: Undergraduate Level: x Law Level:
Credit Requirement: 34-49 offered through COE (includes 10-14 credits for FCS teaching internship)
30 FCS Core Course Credits offered through School of FCS

If the request is for an option or emphasis enter the associated major and degree:
Major: Career and Technical Education Degree: B.S.Ed.

Enter the name of the program component in the appropriate row:
Option: Family and Consumer Sciences
Emphasis:
Minor:
Academic Certificate less than 30 credits:
Teaching Endorsement (Major/Minor):

Learning Outcomes and Assessment Information
This section must be completed if program component request section is completed

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

At the conclusion of the FCS teacher certification required courses, the student will be able to:
1. Obtain a recommendation for an Idaho Standard Secondary Certificate with Family and Consumer Sciences endorsement;
2. Manage a comprehensive secondary FCS program;
3. Create an engaging learning environment for secondary FCS students;
4. Advise a secondary Family, Career and Community Leaders of America chapter; and
5. Collaborate with community, business, and industry stakeholders through an active FCS advisory committee.

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

Each required course for the FCS teaching endorsement will have signature assignments aligned with teacher preparation standards. Rubrics aligned with the standards will be used to assess signature assignments. The online site TaskStream will be used to collect signature assignment data. FCS teaching candidates will also be required to pass the FCS Praxis in order for the UI to recommend the endorsement.

3. How will you ensure that the assessment findings will be used to improve the program?
FCS and College of Education faculty will use TaskStream to analyze assessment data. The data will be used for continuous program improvement.

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

**Direct Measures:**
- Assessment of signature assignments through the TaskStream system
- Completion of the required FCS certification courses
- A passing score on the UI EdTPA
- A passing score on the FCS Praxis standardized examination
- Issuance of an Idaho Standard Secondary Certificate with FCS endorsement
- Course grades

**Indirect Measures**
- Classroom and Laboratory Observations by UI teacher educators
- Secondary school administrators’ observations of UI prepared secondary FCS teacher
- Focus group surveys
- Alumni surveys
- Student evaluation of FCS certification courses

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

Course assessments will be conducted throughout each required FCS certification course. Assessment data will be evaluated each year through an annual CTE teacher education faculty retreat.

**Financial Impact**

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

<table>
<thead>
<tr>
<th>Greater than $250,000 per FY:</th>
<th>Less than $250,000 per FY:</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description of financial impact:</td>
<td>Except for one new course, all other courses are currently being offered and have capacity for additional enrollments. FCS and C&amp;I faculty members have the capacity to advise students seeking the FCS teaching endorsement. The CTE program in C&amp;I receives a grant from the Idaho Division of CTE which is used to support CTE teacher preparation programs and courses. At this time, no additional funding will be requested from CALS or COE. We anticipate that this program will provide additional student enrollments for both CALS and COE.</td>
<td></td>
</tr>
</tbody>
</table>

**Distance Education Availability**

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

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

The U.S. Department of Education defines distance education as follows: *Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--*

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

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**Geographical Area Availability**

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

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

- Moscow  
- Coeur d’Alene  
- Boise*  
- Idaho Falls*  
- Other** Location(s):

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

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

**Office of the Registrar Information**

| Implementation Effective Date: |  |
| Date Received by the Office of the Provost and Executive Vice President: |  |
| Date Received by Budget Office, if applicable: |  |
| Date Received by Institutional Research and Assessment: |  |
| Date Received by UCC Secretary: | 2-3-17 |
| UCC Item Number: | UCC-17-034a |
| UCC Approval Date: | 02/13/17 | Vote Record: Unan |
| Faculty Senate Item Number: |  |
| Faculty Senate Approval Date: |  |
| General Policy Report Number or Faculty Meeting Date: |  |
| Office of the President Approval Date: |  |
| State Board of Education Approval/Acknowledgement Date: |  |

**D. Family and Consumer Science Option**

- CTE 420 Evaluation in Professional-Technical Education 3 cr
- CTE 426 Occupational Analysis and Curriculum Development 3 cr
- FCS 105 Individual and Family Development 3 cr
- FCS 123 Textiles 3 cr
- FCS 205 Concepts in Human Nutrition 3 cr
- FCS 251 Survey of FCS Professions 1 cr
- FCS 234 Infancy and Early Childhood 3 cr
- FCS 236 Early Childhood Laboratory Experience 3 cr
- FCS 270 Intermediate Foods 3 cr
- FCS 275 Experimental Foods 2 cr
- One of the following (3 cr)
  - FCS 340 Parent-Child Relationships in Family and Community 3 cr
  - FCS 445 Issues in Work and Family Life 3 cr
One of the following (3-4 cr)
FCS 346 Personal and Family Finance and Management 4 cr
FCS 448 Consumer Economic Issues 3 cr
FCS 428 Housing America’s Families 3 cr

One of the following (3-4 cr)
AGED 452 Methods of Teaching Agriculture 4 cr
CTE 472 Teaching and Learning in Occupation Education 3 cr
FCS 461 Methods Strategies in FCS Education 3 cr

One of the following (10-14 cr)
AGED 498 Internship cr arr
CTE 484 Internship in Career and Technical Education Teaching 1-10 cr

Courses to total 120 credits for this degree
**Program Component (Group B) or Non-Substantive Minor Request Form**

**Short Form**

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

**Deadline:** This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

**Submission Information**

This section must be completed

<table>
<thead>
<tr>
<th>College:</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Unit:</td>
<td>Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td>November 11, 2016</td>
</tr>
<tr>
<td>Vote Record:</td>
<td>Aye: 17  Nay: 0  Abstain: 0</td>
</tr>
<tr>
<td>College Approval Date:</td>
<td>CCC: 11/30/16  TECC: 12/1/16  CoE: 12/9/16</td>
</tr>
<tr>
<td>Vote Record:</td>
<td>Aye: 12  Nay: 0  Abstain: 0</td>
</tr>
<tr>
<td>Aye: 11  Nay: 0  Abstain: 0</td>
<td></td>
</tr>
<tr>
<td>Aye: 45  Nay: 0  Abstain: 0</td>
<td></td>
</tr>
</tbody>
</table>

CIP code (Consult Institutional Research):

<table>
<thead>
<tr>
<th>Primary Point of Contact (Name and Email):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taylor Raney</td>
</tr>
<tr>
<td><a href="mailto:tcraney@uidaho.edu">tcraney@uidaho.edu</a></td>
</tr>
</tbody>
</table>

**Rationale and Overview of Program Component Request or Name Change**

This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change if applicable.

The Curriculum & Instruction Department seeks to include the option to add a K-12 Literacy endorsement to options available to elementary and secondary teacher education candidates. Elementary candidates are currently required to seek a teaching endorsement in addition to the “All Subjects K/8” requirement. Surveys of current candidates have indicated a strong interest in a literacy program. It will provide prospective teachers a strong base for understanding how to support students in development of literacy in all grades K-12.

Initial approval will also be sought through the Idaho Professional Standards Commission and Idaho State Board of Education. Upon conditional approval, the program will enroll and matriculate students for three years prior to application for full approval through those entities. Ongoing assessment will be completed in tandem with assessment of all current teacher endorsement programs, through analysis of evidence against the Idaho Standards for Initial Certification of Professional School Personnel. Additionally, the Idaho Professional Standards Commission will thoroughly review the program and recommend approval to the Idaho State Board of Education in an ongoing seven-year rotation.

**Name or Degree Change Only Requests**

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

This section to be completed ONLY for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. **Note:** a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:
### New Name:

<table>
<thead>
<tr>
<th>Current Degree:</th>
<th>New Degree:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other Details:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Effective Date:</th>
</tr>
</thead>
</table>

#### Program Component Request

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

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

<table>
<thead>
<tr>
<th>Create New:</th>
<th>Modify:</th>
<th>Discontinue:</th>
<th>Implementation Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Graduate Level:</th>
<th>Undergraduate Level:</th>
<th>Law Level:</th>
<th>Credit Requirement:</th>
</tr>
</thead>
</table>

Are new courses being created:  No  Yes  If yes, how many courses will be created:  

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

<table>
<thead>
<tr>
<th>Major: Secondary Education</th>
<th>Degree: B.S.Ed.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Option:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Emphasis:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Minor:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Academic Certificate less than 30 credits:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teaching Endorsement (Major/Minor):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Literacy (teaching minor)</th>
</tr>
</thead>
</table>

### Learning Outcomes and Assessment Information

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

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

See attached

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

Assessment of this program will fall under the processes used to evaluate all other teaching emphases. Data are collected through an online information management system and used in program, department, and college meetings to make determinations regarding potential changes. The attached candidate learning outcomes are the driving factor in assessment and ongoing improvement. Signature assignments are employed in order to identify opportunities for improvement across the program. Each signature assignment is tagged with standards for which it is intended to demonstrate evidence for meeting. Rubrics for each signature assignment are detailed in syllabi and used across section of the courses.

3. How will you ensure that the assessment findings will be used to improve the program?
National (Council for Accreditation of Educator Preparation) and state (Idaho State Board of Education) accrediting bodies require evidence of employment of assessment findings in program improvement. The Department of Curriculum and Instruction employs an ongoing improvement process that compels faculty to employ assessment findings in any potential revisions to programs. The Literacy teaching minor program will become a part of the regular review process already in place for the other programs leading to recommendation for teacher certification/endorsement.

4. What direct and indirect measures will be used to assess student learning?
Candidates for this proposed strand within the existing C&I program will be assessed using a variety of methods, including assignments such as lesson plan creation and analysis of K-12 student work. Additionally, demonstration of competency in teaching the material to K-12 students is required. Candidates deliver literacy instruction to students in practicum settings, allowing program faculty to evaluate learning of the material and abilities to deliver it effectively.

5. When will assessment activities occur and at what frequency?
Assessment activities for teaching minors are ongoing, including annual evaluation by faculty and consideration every seven years by the above-mentioned accrediting bodies. Programs leading to recommendation for initial certification/endorsement at the University of Idaho College of Education are up for accreditation consideration during the 2020-21 academic year.

**Financial Impact**
This section must be completed if program component request section is completed

<table>
<thead>
<tr>
<th>Greater than $250,000 per FY:</th>
<th>Less than $250,000 per FY:</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description of financial impact:</td>
<td>No new courses or sections are necessary to create in order to offer this teaching endorsement.</td>
<td></td>
</tr>
</tbody>
</table>

**Distance Education Availability**
This section must be completed if program component request section is completed

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

**Geographical Area Availability**
This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:
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<th>Location(s):</th>
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<tbody>
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</tr>
<tr>
<td>Coeur d’Alene</td>
</tr>
<tr>
<td>Boise*</td>
</tr>
<tr>
<td>Idaho Falls*</td>
</tr>
<tr>
<td>Other**</td>
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*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

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

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<td>State Board of Education Approval/Acknowledgement Date:</td>
</tr>
</tbody>
</table>

### 22-Credit (K-12) Literacy Teaching Minor (22 cr)

Twenty (22) semester credit hours in the area of literacy:

- **EDCI 320** Teaching Reading and Literacy 3 cr
- **EDCI 448**/ Introduction to ENL 3 cr
- **EDCI 548**
- **EDCI 449**/ ENL Methods 3 cr
- **EDCI 549**
- **ENGL 241** Introduction to the Study of Language 3 cr
- **EDCI 466** Literacy Assessment and Intervention 3 cr
- **EDCI 322** Teaching Writing/Language Arts 3 cr
- **EDCI 409** Integrated Methods Practicum II 1 cr
- **EDCI 321** Literature for Children 3 cr

**COMPLETION OF THE IDAHO COMPREHENSIVE LITERACY COURSE OR ASSESSMENT**

To obtain a literacy endorsement, applicants must complete the Idaho Comprehensive Course or the Idaho Comprehensive Literacy Assessment (ICLA). By completing EDCI 320, 322 and 466, this requirement will be met.