The items listed below will be considered to have the necessary faculty approval unless a petition requesting further consideration of them is signed by five faculty members and submitted to the chair of the Faculty Council within 14 calendar days after the February 22, 2008, date of circulation. As a rule, if no petition is received within 14 days, or by March 7, 2008, the report will be submitted to the president for approval and transmittal to the regents, if regents' action is required. If a petition is received, the report will be referred to the Faculty Council. On items referred to it, the council may: (1) affirm the action and report it to a meeting of the university faculty, (2) amend the action and report it to a meeting of the university faculty, or (3) rescind the action.

The following items are presented in the policy report that begins immediately below:

UCC Catalog Changes:
- **FC-08-025(Rev):** NOI: Academic Certificate in Bioregional Planning & Community Design
- **FC-08-028:** NOI: College of Science, Academic Certificate in Reproductive Biology
- **FC-08-031:** NOI: College of Education, Academic Certificate in Technical Workforce Training
- **FC-08-033:** NOI: College of Education, Adult Basic Education GED Instructor Certificate
- **FC-08-034:** NOI: College of Education, Discontinue Character Education Certificate
- **FC-08-035:** NOI: College of Education, Discontinue Dance Performance minor
- **FC-08-036:** NOI: College of Education, Discontinue Online Instruction Certificate
- **FC-08-037:** NOI: College of Education, Discontinue Rec minor
- **FC-08-038:** NOI: College of Education, Discontinue Social Dance minor
- **FC-08-039:** NOI: College of Education, Discontinue Sports Ethics minor
**IDAHO STATE BOARD OF EDUCATION**

**ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**

**NOTICE OF INTENT**

**To initiate a**

New, Expanded, Cooperative, Discontinued, program component or Off-Campus
Instructional Program or Instructional/Research Unit

<table>
<thead>
<tr>
<th>Institution Submitting Proposal:</th>
<th>University of Idaho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Graduate Studies</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Landscape Architecture, Architecture, Conservation Social Sciences, Civil Engineering, Political Science, Geography, Agricultural Economics and Rural Sociology</td>
</tr>
</tbody>
</table>

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program

- Academic   X    Professional - Technical

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

- Academic Certificate in Bioregional Planning and Community Design

(Degree or Certificate)

**Proposed Starting Date:**  Summer 2008

**For New Programs:**

- Graduate Certificate in Bioregional Planning

**Program (i.e., degree) Title & CIP 2000**

<table>
<thead>
<tr>
<th>Program Component (major/minor/option/emphasis)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-Campus Activity/Resident Center</td>
<td></td>
</tr>
<tr>
<td>Instructional/Research Unit</td>
<td></td>
</tr>
<tr>
<td>Addition/Expansion</td>
<td></td>
</tr>
<tr>
<td>Discontinuance/consolidation</td>
<td></td>
</tr>
<tr>
<td>Contract Program</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Dean's approval on record**  9/5/07

<table>
<thead>
<tr>
<th>Collge of Graduate Studies Dean</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Administrator, SDPTE</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chief Fiscal Officer (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chief Academic Officer</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBOE/OSBE Approval</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>President</th>
<th>Date</th>
</tr>
</thead>
</table>
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

The University of Idaho proposes a new graduate certificate in Bioregional Planning and Community Design to be granted by the College of Graduate Studies. This 16-credit Certificate is designed for graduate students enrolled in various professional disciplines (e.g., transportation engineering, environmental and natural resource management, architecture, landscape architecture, public administration), who want an emphasis in planning, but have chosen not to enroll in the Bioregional Planning and Community Design M.S. degree. Students earning the certificate will gain knowledge, skills, and values in bioregional planning and be able to effectively employ planning concepts and principles within their discipline.

The UI graduate certificate complements a graduate certificate in Community and Regional Planning at Boise State University. Our conversations with BSU are ongoing, our relationship is growing, and as our programs unfold we are committed to developing collaborative mechanisms that maximize complimentarity and minimize duplication. Such a partnership would represent a new level of collaboration between our two institutions. The UI program will focus on our strength areas of sustainable natural resource planning, design and landscape planning, hydraulics and watershed planning, sustainable transportation planning and utilizing UI Extension to conduct planning outreach with Idaho communities, leaders, and professionals. It will also be focused on offering an additional credential to UI graduate students in other disciplines who desire some planning expertise in their professional preparation. The program will be delivered on the Moscow campus. Students residing in off-campus locations will be able to participate in the common course elements of the program either by traveling to the Moscow campus or using distance-learning technology. The program will not be delivered in the Treasure Valley or the BSU service area.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary).

The graduate certificate in Bioregional Planning and Community Design will provide students with the background necessary to tackle complex planning and design issues from within their selected disciplines. This background will be particularly salient for employment in the state of Idaho, which was the nation’s third fastest growing state between 2004 and 2005 (U.S. Census Bureau, 2006). The Census Bureau projects that by 2030 population will increase by 52%. By 2050, urban and suburban development is expected to double and quadruple, respectively, resulting in a loss of 4.5 million acres of ranch, farm, and open space land. This growth will be accompanied by increased energy consumption (Idaho already leads the Northwest in per capita consumption), and a projected three-fold increase in municipal water use.

While population growth is being felt throughout the state, from Boise, Kootenai and Canyon counties, in other areas, populations are stagnant or shrinking. In Boise County, for example, considered rural in 1990, the population has grown by 95%, with more than a third of its workforce now commuting to Ada and Canyon Counties. Concurrently, the economies and populations of many rural communities are stagnant or shrinking. While urban school systems
are unable to build facilities fast enough to accommodate the flood of new students, many rural
districts have adopted a 4-day school week to offset lost revenues and shrinking student numbers.

Along with these demographic changes, the roles, responsibilities, and structure of local
government are changing and becoming more complex. Today’s community leaders must
consider the changing views of the role of government, new technologies, devolution of public
services, citizen demands for control of public spending, performance review, and privatization of
many public functions. The responsibilities assigned to these officials range from public health to
public transportation, criminal justice, sewage treatment, and protecting quality of life. They
must set public policy, collect and direct use of public funds, decide who can develop land where
and for what purpose, administer the organizational structure of government, manage personnel,
and manage risk within their counties and communities; all while being responsive to a wide-
variety of state and federal mandates.

Given the growing complexity of administering the public trust, public officials increasingly need
special knowledge, skills and leadership abilities to plan and manage their communities to be
economically, environmentally, and socially sustainable. In addition, many problems these
leaders face are not just local problems, but ones created when both local and state governmental
units are not prepared, do not work together effectively, and do not have mechanisms to jointly
deal with development pressure.

To address the challenges facing Idaho, and many other Western states, the graduate certification
in Bioregional Planning and Community Design will prepare new professionals with cutting edge
planning knowledge and skills. Students earning the certificate will participate with UI faculty
and students in the M.S. in Bioregional Planning and Community Design to foster sustainable
community planning, design and development with communities participating in the Learning
and Practice Collaboratives (LPCs).

3. Briefly describe how the institution will ensure the quality of the program (e.g.,
accreditation, professional societies, licensing boards, etc.).

The Planning Accreditation Board has accredited educational programs leading to bachelors and
masters degrees in planning since 1984. The accreditation of U.S. planning programs is intended
to foster high standards for professional education in planning. The planning accreditation
program is a cooperative undertaking sponsored jointly the American Institute of Certified
Planners, the Association of Collegiate Schools of Planning, and the American Planning
Association.

The graduate certificate will be offered as part of the accredited Bioregional Planning and
Community Design program. The BioP program will become accredited through the Planning
Accreditation Board in 5 years, after meeting the five preconditions required for accreditation: 1)
degrees granted to at least 25 students; 2) the program’s parent institution is accredited by the
Council for Higher Education Accreditation or its successor organization; 3) the word “planning”
is used in the title of both the program and degree; 4) for graduate students seeking a first
professional degree in planning, a minimum of two academic years of full-time study or the
equivalent is provided; and 5) the primary focus of the degree is on the preparation of
professional planning practitioners.

The graduate certificate, as part of the BioP program, will be dedicated to the highest standards of
scholarship, informed by theory and empirical evidence, and employ multiple thinking strategies
such as problem solving, creative design processes, the scientific method, and critical thinking.
While it is anticipated that new courses will be created, the certificate program will also utilize a significant number of courses already present in several different programs.

The following courses will be required for the certificate:
  - BioP 501 Seminar (2 cr)
  - BioP 520 Bioregional Planning and Practice (3 cr)
  - BioP 521 Planning History and Theory (3 cr)
  - Studio I (4-5 cr.) – one of the following:
    - LArc 559 The Northern Rocky Regional Landscapes (4 cr)
    - Arch 553 Architectural Design VII (5 cr)
  - One additional course in a substantive planning specialization such as land use planning; environmental planning; community and economic development planning; health planning; transportation planning; housing, social and community development planning.
  - Written approval by the Bioregional Planning and Community Design faculty advisor is required.

Students in the certificate program will have the opportunity to participate in real-life planning projects through the Learning and Practice Collaboratives (LPCs). The LPCs consist of community/university partnerships aimed at providing planning assistance to Idaho communities and rural areas. This hands-on community planning, design and development assistance is primarily possible due to the involvement of the UI Extension in the BioP program. This effort will enhance the capacity of campus-based faculty to engage community leaders, underrepresented populations, and community organizations throughout the state, and serve as a model of effective land grant engagement with citizens of the state.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

Boise State University offers a graduate certificate in community and regional planning that builds on its strength and statewide mission in Public Policy, Urban Studies, and Urban Regional Planning. The UI certificate in Bioregional Planning and Community Design will focus on integrated approaches to sustainable natural resource planning, design and landscape planning, hydraulics and watershed planning, sustainable transportation planning, and utilizing the UI Extension system to conduct planning outreach with Idaho communities, leaders, and professionals.

Table 1. Enrollment and Graduates (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 2 previous years.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
</tbody>
</table>

Table 2. 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>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e. centrality).

The State Board of Education’s mission for higher education in the State of Idaho is to promote institutions that “provide a wide variety of educational, training, research, continuing education and service programs to meet the personal and professional needs of Idaho citizens and Idaho employers.” The BioP program aids the SBOE in meeting the goals of its mission by providing a rich and diverse educational, training, and research opportunity to the citizens of Idaho, which includes a graduate certificate of completion and an M.S. degree.

The SBOE’s 8-Year Plan for Delivery of Academic Programs states that “the effectiveness of the [higher-education] system relates to the provision of courses and programs that respond to the identified needs of Idaho education stakeholders such as students and businesses. System efficiency relates to delivery of education and minimizes costs by avoiding unnecessary duplication of programs and courses.” The creation of the BioP program, and specifically, the graduate certificate, has emerged as a result of campus and Extension faculty, and statewide community stakeholders identifying the need for an accredited planning program in the state of Idaho. To ensure the program’s fit with the needs of Idaho’s citizens, between August and November 2006, nearly a dozen listening sessions were hosted in several locations across Idaho. These sessions gave stakeholders the opportunity to describe their community’s needs and to characterize the vital competencies required by BioP graduates if they are to become planners in their communities.

In addition to meeting the SBOE’s policies and missions for higher education, the BioP program meets and exceeds those for the University of Idaho. The UI’s mission states that it is “a land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region’s business and community needs.” The academic programs emphasized at the UI are agriculture, forestry, mining and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs. In these
specific focus areas, the UI offers a wide range of certificates of completion, masters, doctoral and professional programs and also coordinates and conducts extensive research programs that are consistent with state needs. The interdisciplinary BioP program will contribute to the UI’s mission by providing a graduate research-based certificate that is responsive to the needs of Idaho’s businesses and communities.

6. Is the proposed program in the 8-year Plan? Indicate below.

   Yes X  No _____

If not on 8-year plan, provide a justification for adding the program.

7. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>$25,133</td>
<td>$26,139</td>
<td>$27,184</td>
<td>$78,456</td>
</tr>
<tr>
<td>6 new faculty positions</td>
<td>$115,500</td>
<td>$240,240</td>
<td>$374,774</td>
<td>$730,514</td>
</tr>
<tr>
<td>Current faculty reallocations</td>
<td>$326,589</td>
<td>$339,274</td>
<td>$352,467</td>
<td>$1,018,330</td>
</tr>
<tr>
<td>Grad. Coordinator (summer salary)</td>
<td>$6,673</td>
<td>$6,940</td>
<td>$7,218</td>
<td>$20,831</td>
</tr>
<tr>
<td>LPC Coordinator (50% time)</td>
<td>$23,400</td>
<td>$24,336</td>
<td>$25,310</td>
<td>$73,046</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>$32,240</td>
<td>$33,530</td>
<td>$34,871</td>
<td>$100,641</td>
</tr>
<tr>
<td>Fringe (33% Admin Asst., 38% others)</td>
<td>$199,611</td>
<td>$253,098</td>
<td>$348,711</td>
<td>$760,420</td>
</tr>
<tr>
<td>Total Salary and Fringe</td>
<td>$729,146</td>
<td>$923,557</td>
<td>$1,132,374</td>
<td>$2,785,077</td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program operating budget</td>
<td>$30,000</td>
<td>$31,500</td>
<td>$33,075</td>
<td>$94,575</td>
</tr>
<tr>
<td>Computer services</td>
<td>$4,680</td>
<td>$4,867</td>
<td>$5,062</td>
<td>$14,609</td>
</tr>
<tr>
<td>Graduate Assistantships</td>
<td>$80,000</td>
<td>$166,400</td>
<td>$173,056</td>
<td>$419,456</td>
</tr>
<tr>
<td>Graduate Student Recruitment</td>
<td>$7,500</td>
<td>$7,800</td>
<td>$8,112</td>
<td>$23,412</td>
</tr>
<tr>
<td>Sub-Awards: LPC Projects</td>
<td>$20,000</td>
<td>$40,000</td>
<td>$60,000</td>
<td>$120,000</td>
</tr>
<tr>
<td>Travel</td>
<td>$4,680</td>
<td>$4,867</td>
<td>$5,062</td>
<td>$14,609</td>
</tr>
<tr>
<td>Faculty startup packages @ $25,000 each</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$150,000</td>
</tr>
<tr>
<td>Total Operating Expenditures</td>
<td>$196,860</td>
<td>$305,434</td>
<td>$334,367</td>
<td>$836,661</td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furnishings, computers, software</td>
<td>$30,000</td>
<td>$30,000</td>
<td>$30,000</td>
<td>$30,000</td>
</tr>
<tr>
<td>4. Facilities</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td>$956,006</td>
<td>$1,228,991</td>
<td>$1,466,741</td>
<td>$3,651,738</td>
</tr>
<tr>
<td><strong>B. Source of Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Appropriated-reallocation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic Initiative grant</td>
<td>$333,333</td>
<td>$333,333</td>
<td>$333,333</td>
<td>$999,999</td>
</tr>
<tr>
<td>New faculty commitments from colleges</td>
<td>$153,615</td>
<td>$319,519</td>
<td>$498,450</td>
<td>$971,584</td>
</tr>
<tr>
<td>Current faculty reallocation</td>
<td>$432,814</td>
<td>$449,623</td>
<td>$467,105</td>
<td>$1,349,542</td>
</tr>
<tr>
<td>Fees (dedicated, summer, course, non-credit)</td>
<td>$39,471</td>
<td>$67,259</td>
<td>$84,421</td>
<td>$191,151</td>
</tr>
</tbody>
</table>
Community matches for LPCs  $20,000  $ 30,000   $ 40,000  $90,000
Grants, including NIATT startup support  $52,500  $ 52,500   $ 52,500  $157,500
Indirect returns  $10,500  $ 14,000   $ 19,250  $43,750
Project donations  $ 9,500  $ 14,000   $ 19,250  $42,750
Total reallocated  $ 1,051,733  $1,280,234   $ 1,514,309  $ 3,846,276

2. Appropriated – New  $ -  $ -  $ -  $ -
3. Federal
4. Other:

 Returned to University/UI Foundation
 Fees (grad, non-res. tuition, summer)  $69,036  $ 117,452   $164,694  $ 351,182
 Indirect returns (projected grants *.30)  $67,500  $ 82,500   $105,000  $255,000
 UI Foundation fees on donations (@5%)  $ 500  $1,250   $ 1,750  $ 3,500

 Related Revenue Activity
 Projected faculty external grants (.70)  $ 105,000  $ 140,000   $192,500  $ 437,500

 TOTAL FUNDS
 AVAILABLE FOR PROGRAM\(^1\)  $ 1,051,733  $1,280,234   $ 1,514,309  $ 3,846,276
 RETURNED TO UI/UI FOUNDATION  $ 137,036  $ 201,202   $271,444  $ 609,682

C. Nature of Funds
1. Recurring *  $ 718,400  $ 946,901   $1,180,976  $ 2,846,277
2. Non-recurring ** (expires after fives years)  $ 333,333  $ 333,333   $333,333  $ 999,999

TOTAL:  $ 1,051,733  $1,280,234   $ 1,514,309  $ 3,846,276

\(^1\) Budget shows a positive balance of $194,538. These funds, along with other revenue sources, will be used to support the Learning Practice Collaborative and Professional Development components of the program.

Budget Note: Transition to Self Sufficiency

A transition to self-sufficiency has been designed into the program in several ways. First, the program captures a diverse array of revenue streams and leveraged resources that will continue after the grant ends. These include the faculty hires from the colleges, involvement from current faculty, for-credit and non-credit tuition and fee revenues, community LPC matches, projected grant revenues, and development. Second, only a small portion of grant funds are dedicated to permanent personnel. In fact, these funds are limited to the Director summer salary and stipend, the LPC coordinator, an administrative assistant, and an Extension program coordinator. These continuing costs will be offset by the additional revenue to the program and UI from increased student FTE’s and indirect returns on external grants. Third, the major share of grant funds is used to support graduate assistantships and support for LPC projects. After 5 years, it is expected that grants and donations will support these programs. Also, by building an international reputation, the academic program will be able to attract quality graduate students who are self-supporting and pay full fees, thereby lowering the need to offer assistantships.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Science
Name of Department(s) or Area(s): Department of Biological Sciences

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic X Professional - Technical

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

Academic Certificate in Reproductive Biology
(Degree or Certificate)

Proposed Starting Date: Summer 2008

For New Programs:

Academic Certificate
Program (i.e., degree) Title & CIP 2000

For Other Activity:

☐ Program Component (major/minor/option/emphasis)
☐ Off-Campus Activity/Resident Center
☐ Instructional/Research Unit
☐ Addition/Expansion
☐ Discontinuance/consolidation
☐ Contract Program
☐ Other

Dean’s signature on file 10/5/07
College Dean (Institution) Date
Chief Fiscal Officer (Institution) Date
Chief Academic Officer (Institution) Date
President Date

VP Research & Graduate Studies Date
State Administrator, SDPTE Date
Chief Academic Officer, OSBE Date
SBOE/OSBE Approval Date

Before completing this form, refer to Board Policy Section III.G. Program Approval and
Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

This request is to establish a new Academic Certificate in Reproductive Biology (ACRB) at the University of Idaho (UI). The ACRB is appropriate for graduate students or professionals majoring in a variety of biology disciplines who wish to develop a specific level of expertise in the area of reproductive biology that is useful for the student to advance their professional careers. The development of this certificate will provide recognition of this specialized area of knowledge on the part of these students. The ACRB is intended to augment the graduate program of the student. Therefore, students would obtain a degree from their home department while simultaneously taking the courses necessary to obtain the ACRB. Specifically, the certificate program is designed to give the student an in-depth background in animal reproductive biology. The certificate is awarded when the student has completed 12 course credits (at least 3 courses must be taken at the University of Idaho) as follows, with a grade of B or better in each course:

Required to take one of the three courses below:
1. AVS ID&WS452 Physiology of Reproduction (4 cr) Fall and Spring.
2. AVS ID&WS526 Advanced Reproduction (4 cr) Spring even years.
3. Biol WS559 Molecular and Cellular Reproduction (3 cr.) Spring odd years.

Required at least 1 semester of:
4. Biol ID&WS551 Seminar in Reproductive Biology (1 cr.) Fall and Spring.

Elective Courses:
1. AVS ID&WS218 Artificial Insemination and Pregnancy Detection (2 cr)
2. AVS 222 Animal Reproduction and Breeding (3 cr)
3. AVS ID&WS452 Physiology of Reproduction (4 cr)
4. AVS ID&WS-J451 Endocrine Physiology (3 cr) Spring every year
5. AVS ID&WS526 Advanced Reproduction (4 cr) Spring alt. years
6. Biol ID450 Comparative Vertebrate Reproduction (3 cr) Spring alt. years
7. Biol 474 Principles of Developmental Biology (3 cr) Spring alt. years
8. Biol ID558 Reproductive Biology of Fishes (2 cr) Spring alt. years.
10. UI CORS 206 Human Reproduction: Science, Ethics and the Law (3 cr) Fall only

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.)

The UI has a Center for Reproductive Biology, that is unique in the State, and a large number of faculty (21) specializing in the reproductive sciences. The ACRB identifies this area of expertise and academic emphasis to enhance recruitment efforts of graduate students to this field and provides a means to recognize this specialization upon completion of their program of study.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

Currently, there are no such recognition programs available for students trained in the reproductive sciences at the UI. As such, the quality of such a program will be maintained by strict adherence to the 12-course credit minimum with a B or higher grade requirement. Courses required for the
certificate are currently offered in degree granting programs at the UI or co-operatively with Washington State University (WSU). No new courses are required or proposed, therefore there are no additional costs associated with this certificate program. In addition, the integrity of the certificate program is already built into the institutional structure through the course offerings available in individual departments (e.g., AVS, BioSci). The quality of the certificate program will be maintained through the current course/degree assessment channels offered in each department offering the required courses to ensure the certificate program meets the needs of the intended audience. This includes faculty course evaluation, student evaluation and department level evaluation of course offerings.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

This proposed reproductive biology certificate is unique. No such certificate program exists at other universities in the State of Idaho. However, WSU has approved a similar certificate as of April 12, 2007 to be offered by the WSU Graduate School. These certificate programs were jointly developed through the WSU-UI Center for Reproductive Biology. The center is not a degree-granting unit; rather the Center facilitates trainee development; therefore enrollment and graduate student numbers are not collected. However, we do provide below the number of trainees who would have an interest in the “Academic Certificate in Reproductive Biology” at UI. These trainees are all UI Master’s or PhD candidates, or Postdoctoral or Technician trainees in the laboratory of a UI faculty member of the Center for Reproductive Biology.

Enrollment and Graduates (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 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Trainee Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current - 2007</td>
</tr>
<tr>
<td>BSU</td>
<td>na</td>
</tr>
<tr>
<td>CSI</td>
<td>“</td>
</tr>
<tr>
<td>EITC</td>
<td>“</td>
</tr>
<tr>
<td>ISU</td>
<td>“</td>
</tr>
<tr>
<td>LCSC</td>
<td>“</td>
</tr>
<tr>
<td>NIC</td>
<td>“</td>
</tr>
<tr>
<td>UI</td>
<td>37 - MS/PhD Students 34- Trainees (Postdoc/Techs)</td>
</tr>
</tbody>
</table>

Below is a list of participating graduate programs (and associated faculty) in the Center for Reproductive Biology that create the interdisciplinary graduate and postdoctoral training in Reproductive Biology at UI and WSU.
Degrees 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>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>CSI</td>
<td>“</td>
<td>“</td>
<td>“</td>
</tr>
<tr>
<td>EITC</td>
<td>“</td>
<td>“</td>
<td>“</td>
</tr>
<tr>
<td>ISU</td>
<td>“</td>
<td>“</td>
<td>“</td>
</tr>
<tr>
<td>LCSC</td>
<td>“</td>
<td>“</td>
<td>“</td>
</tr>
<tr>
<td>NIC</td>
<td>“</td>
<td>“</td>
<td>“</td>
</tr>
<tr>
<td>UI</td>
<td>“</td>
<td>“</td>
<td>“</td>
</tr>
</tbody>
</table>

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

The UI is a research university with Ph.D. and M.S degree granting programs. The ACRB would allow UI graduate students and other professionals specializing in the reproductive sciences to recognize their training and expertise thereby assisting in the career advancement and investment UI has in its students. Additionally, the development of this certificate would recognize the specialized knowledge that students and trainees gain at UI through their affiliation with the Center for Reproductive Biology.

6. Is the proposed program in the 8-year Plan? Indicate below.

   Yes _____ No   X____

If not on 8-year plan, provide a justification for adding the program.

This is a new certificate program that is being proposed for the first time. It will be attractive to potential students (i.e., recruitment tool) considering enrollment at the UI. Furthermore, after students graduate this certificate provides useful means (indicated on their official transcript) to recognize their expertise in reproductive biology.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY</th>
<th>FY</th>
<th>FY</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| **B. Source of Funds**  |     |     |     |       |
| 1. Appropriated-        |     |     |     |       |
| reallocation            |     |     |     |       |
| 2. Appropriated – New   |     |     |     |       |
| 3. Federal              |     |     |     |       |
| 4. Other:               |     |     |     |       |
| **TOTAL:**              | 0   | 0   | 0   | 0     |

| **B. Nature of Funds**  |     |     |     |       |
| 1. Recurring *          |     |     |     |       |
| 2. Non-recurring **     |     |     |     |       |
| **TOTAL:**              | 0   | 0   | 0   | 0     |

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Education
Name of Department(s) or Area(s): Adult, Career, and Technology Education

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic X Professional - Technical

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:
Academic Certificate in Technical Workforce Training

Proposed Starting Date: Summer 2008

For New Programs:

Program (i.e., degree) Title & CIP 2000

For Other Activity:

☑ Program Component (major/minor/option/emphasis)
☐ Off-Campus Activity/Resident Center
☐ Instructional/Research Unit
☐ Addition/Expansion
☐ Discontinuance/consolidation
☐ Contract Program
☐ Other

Dean’s signature on file 8/28/07
College Dean (Institution) Date
Chief Fiscal Officer (Institution) Date
Chief Academic Officer (Institution) Date
President Date

VP Research & Graduate Studies Date
State Administrator, SDPTE Date
Chief Academic Officer, OSBE Date
SBOE/OSBE Approval Date
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   The Technical Workforce Training Certificate will be an optional certificate within our existing Professional-Technical and Technology Education Program. It will be composed of existing, already approved courses. It is intended to serve private sector training interests but will not exclude those of traditional, public, career and technical education.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary).

   Business and industrial trainers are often chosen directly from the workplace without having any formal knowledge or skill in the functions of a trainer. Many of these trainers recognize the need for more formal preparation and may not want to invest in another two- or four-year degree but would enroll in a short-term program resulting in a formal credential. The proposed training certificate will provide a formal credential of preparation for those that would not otherwise receive such recognition.

   Over the past five years the Department of Adult, Career, and Technology Education has had at least two occasions where if it had had such a certificate program, the Department could have added approximately 1000 hours (cumulatively) to its credit generation in the Treasure Valley alone.

   The proposed coursework for the Technical Workforce Training Certificate is as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Cse #</th>
<th>Cse Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTTE</td>
<td>472</td>
<td>Professional-Technical &amp; Technology Education Teaching Methods</td>
<td>3</td>
</tr>
<tr>
<td>PTTE</td>
<td>426</td>
<td>Occupational Analysis &amp; Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>PTTE</td>
<td>420</td>
<td>Evaluation in Professional-Technical Education</td>
<td>3</td>
</tr>
<tr>
<td>PTTE</td>
<td>447</td>
<td>Diverse Populations &amp; Individual Differences</td>
<td>3</td>
</tr>
<tr>
<td>ADOL</td>
<td>473</td>
<td>Foundations of Adult Education and Adult Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

   The courses listed for the proposed certificate are the same courses now required of professional-technical educators in the state of Idaho. Business and industrial trainers would enroll in the same sections of these courses as Idaho educators, hence there would be no risk to the quality of the courses. There have already been a number of trainers enrolling in these courses but due to their private sector positions, there is no current credential for them completing the coursework. Educators receive an Occupational Specialist Certification through the state but there is no equivalent credential for the corporate trainer in Idaho.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.
Based on a review of websites of Boise State University, Idaho State University, and Washington State University, there are no comparable certificate programs for the credentialing of trainers. As a result, there is no enrollment data available for comparison.

Enrollment and Graduates (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 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degrees 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>EITC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).
   a. One of the Idaho State Board of Education’s goals is to ensure that education and training services are relevant to Idaho’s workforce, business, industry, citizens, and local, state, and federal government (SBOE 8 Year Plan).
   b. The University of Idaho’s strategic plan calls for the delivery of programs based upon community needs, drawing upon university expertise (Strategic Goal 3, Objective B, Strategy 2), to cultivate key industry/business relationships (Strategic Goal 3, Objective A, Strategy 6), and to grow the university’s capacity to engage with communities and organizations (Strategic Goal 3, Objective A, Strategy 3).
c. The proposed certificate program supports the College of Education’s Vision “to maximize human potential” (Goal 1) and for “preparing quality graduates for their workplace.”

d. The proposed certificate program further reinforces the Department of Adult, Career, and Technology Education’s strategic plan goal #3 (Outreach and Engagement); that is: To engage with public, private, and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery and creativity.

e. The proposed certificate program will facilitate relationships with business, non-profit, and governmental communities and attract training professionals from those sectors.

f. This certificate program is congruent with the university’s, college’s, and department’s enrollment management strategies.

6. Is the proposed program in the 8-year Plan? Indicate below.
   Yes ___ No ___ X ___
   If not on 8-year plan, provide a justification for adding the program.
   See items #2 and #5 above.

8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):
   There are no additional faculty, staff, or space resources anticipated for the delivery of this certificate given that all of the courses already exist.

   Estimated Fiscal Impact | FY 2008 | FY 2009 | FY 2010 | Total
   -----------------------|---------|---------|---------|---------
   **A. Expenditures**    |         |         |         |         
   1. Personnel           |         |         |         |         
   2. Operating           | $500.00†| $500.00†| $500.00†| $1500.00† 
   3. Capital Outlay      |         |         |         |         
   4. Facilities          |         |         |         |         
   **TOTAL:**             | $500.00†| $500.00†| $500.00†| $1500.00† 
   **B. Source of Funds** |         |         |         |         
   1. Appropriated-reallocation | $500.00 | $500.00 | $500.00 | $1500.00 
   2. Appropriated – New   |         |         |         |         
   3. Federal             |         |         |         |         
   4. Other:              |         |         |         |         
   **TOTAL:**             | $500.00 | $500.00 | $500.00 | $1500.00 
   **C. Nature of Funds** |         |         |         |         
   1. Recurring *         | $500.00 | $500.00 | $500.00 | $1500.00 
   2. Non-recurring **    |         |         |         |         
   **TOTAL:**             | $500.00 | $500.00 | $500.00 | $1500.00
* Recurring is defined as ongoing operating budget for the program, which will become of the base.
**Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
† These funds are to be used for the development and dissemination of information regarding the promotion of the new certificate program.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho

Name of College, School, or Division: College of Education

Name of Department(s) or Area(s): Adult Career & Technology Education

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic x Professional - Technical

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:
Adult Basic Education/GED Instructor Certificate

(Degree or Certificate)

Proposed Starting Date: Summer 2008

For New Programs:

Program (i.e., degree) Title & CIP 2000

For Other Activity:

☐ Program Component (major/minor/option/emphasis)

☐ Off-Campus Activity/Resident Center

☐ Instructional/Research Unit

☐ Addition/Expansion

☐ Discontinuance/consolidation

☐ Contract Program

☐ Other

Dean's signature on file 8/28/07

College Dean (Institution) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

President Date

Revised 8/9/06
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   The Adult Basic Education/GED Instructor Certificate is an option to our existing Adult & Organizational Learning degree program. It is a 15 credit certificate option.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.)

   The Idaho State Adult Basic Education/GED Program Director supports this certificate as a professional development option for the Adult Basic Education/GED instructors and coordinators located in districts throughout the state of Idaho.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

   The five courses – 15 credits – are existing courses which are part of our 36 credit Masters degree program. We are active in professional organizations which influence our curriculum and program outcomes.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

   There are no certificate or degree programs for instructors and coordinators in Adult Basic Education/GED in Idaho or surrounding states.

Enrollment and Graduates (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 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
### Degrees 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>EITC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td>GRAD</td>
<td>MS in Adult &amp; Organizational Learning.</td>
<td>Adult Basic Ed./GED Human Resource Development Prof. Tech. Technology Education</td>
</tr>
</tbody>
</table>

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

This is an additional option within an existing program which is already in place. The program is Adult and Organizational Learning and we offer the M.S. the Ed. Specialist, the Ed. Doctorate, and the Ph.D.

The certificate will require students to successfully complete the following five existing courses for a total of 15 credits.

- ADOL 573 Foundations of Adult Education, 3 cr.
- ADOL 574 Characteristics of Adult Learner, 3 cr.
- ADOL 575 Strategies for Teaching Adults, 3 cr.
- ADOL 576 Communication Skills in Diverse World, 3 cr.
- ADOL 528 Program Planning, Develop. & Eval, 3 cr.

6. Is the proposed program in the 8-year Plan? Indicate below.

   Yes ____  No  x ____

   If not on 8-year plan, provide a justification for adding the program.
This is an expansion of an existing program. There is a critical need for professional development for Adult Basic Education/GED instructors and coordinators located throughout the state. These are the adult educators who are delivering GED preparation, literacy, adult basic education, and ESL programs in Communities, large and small, in Idaho. This is an identified need which can be addressed with existing resources.

The proposed certificate program further reinforces the Department of Adult, Career, and Technology Education’s strategic plan for goal 3 Outreach and Engagement. The goal is to engage with public, private, and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery and creativity.

8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY 08</th>
<th>FY 09</th>
<th>FY 10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Operating</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$1,500</td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$1,500</td>
</tr>
</tbody>
</table>

| **B. Source of Funds**  |       |       |       |       |
| 1. Appropriated-         | x     | x     | x     |       |
| reallocation            |       |       |       |       |
| 2. Appropriated – New   |       |       |       |       |
| 3. Federal              |       |       |       |       |
| 4. Other:               |       |       |       |       |
| **TOTAL:**              |       |       |       |       |

| **B. Nature of Funds**  |       |       |       |       |
| 1. Recurring *          | x     | x     | x     |       |
| 2. Non-recurring **     |       |       |       |       |
| **TOTAL:**              |       |       |       |       |

* Recurring is defined as ongoing operating budget for the program, which will become of the base. **Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

NOTE: Funds are for the dissemination of information.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: Education
Name of Department(s) or Area(s): Dept of Health, Physical Education, Recreation, and Dance

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic X Professional - Technical

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:
Discontinue Certificate in Character Education

(Degree or Certificate)

Proposed Starting Date: Summer 2008

For New Programs: For Other Activity:

Program (i.e., degree) Title & CIP 2000

☐ Program Component (major/minor/option/emphasis)
☐ Off-Campus Activity/Resident Center
☐ Instructional/Research Unit
☐ Addition/Expansion
☐ Discontinuance/consolidation
☐ Contract Program
☐ Other

College Dean (Institution) Date
Chief Fiscal Officer (Institution) Date
Chief Academic Officer (Institution) Date
President Date

VP Research & Graduate Studies Date
State Administrator, SDPTE Date
Chief Academic Officer, OSBE Date
SBOE/OSBE Approval Date
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).
   This request is to discontinue the Certificate in Character Education.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.)
   The demand for this certificate has decreased with the proliferation of certificates in Character Education across the United States. The department does not have the instructional resources to provide the instruction necessary to continue this certificate.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).
## Idaho State Board of Education

### Academic/Professional-technical Education

#### Notice of Intent

To initiate a New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

<table>
<thead>
<tr>
<th>Institution Submitting Proposal:</th>
<th>University of Idaho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of College, School, or Division:</td>
<td>Education</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Dept of Health, Physical Education, Recreation, and Dance</td>
</tr>
</tbody>
</table>

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program

- Academic: X
- Professional - Technical: 

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

- Discontinue Minor in Dance Performance

(Degree or Certificate)

Proposed Starting Date: Summer 2008

### For New Programs:

- Program (i.e., degree) Title & CIP 2000

### For Other Activity:

- Program Component (major/minor/option/emphasis)
- Off-Campus Activity/Resident Center
- Instructional/Research Unit
- Addition/Expansion
- X Discontinuance/consolidation
- Contract Program
- Other

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Fiscal Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>President</td>
<td>Date</td>
</tr>
</tbody>
</table>

VP Research & Graduate Studies | Date

State Administrator, SDPTE | Date

Chief Academic Officer, OSBE | Date

SBOE/OSBE Approval | Date

Revised 8/9/06
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   This request is to discontinue the Dance Performance Minor.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.).

   There is a limited need for this minor, as those students that wish to pursue careers in Dance Performance should declare the dance major. The minor does not provide adequate preparation for students to compete successfully for careers in Dance Performance.

   We currently offer 3 minors in dance (Dance, Dance Performance, Social Dance). The Dance minor has been revised to provide a broad based preparation in pedagogy, performance, and choreography for students who wish to pursue careers as dance studio owners or who wish to supplement their majors in Theatre or Music with a dance minor. The performance aspect of the Dance minor has been strengthened. Therefore, we propose to eliminate the Dance Performance and Social Dance minors, and advise students into the revised Dance minor.

   The enrollments in this minor have been low over the past 5 years, averaging approximately 1-2 students per year.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).
**IDaho State Board of Education**

**Academic/Professional-Technical Education**

**Notice of Intent**

To initiate a New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

<table>
<thead>
<tr>
<th>Institution Submitting Proposal:</th>
<th>University of Idaho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Education</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Curriculum and Instruction</td>
</tr>
</tbody>
</table>

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program

- **Academic** X
- **Professional - Technical** ❌

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

**Discontinue Online Instruction Certificate**

(Degree or Certificate)

<table>
<thead>
<tr>
<th>Proposed Starting Date:</th>
<th>Summer 2008</th>
</tr>
</thead>
</table>

**For New Programs:**

Program (i.e., degree) Title & CIP 2000

- Program Component (major/minor/option/emphasis)
- Off-Campus Activity/Resident Center
- Instructional/Research Unit
- Addition/Expansion
- X Discontinuance/consolidation
- Contract Program
- Other

**For Other Activity:**

- Program Component (major/minor/option/emphasis)
- Off-Campus Activity/Resident Center
- Instructional/Research Unit
- Addition/Expansion
- Discontinuance/consolidation
- Contract Program
- Other

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Fiscal Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>President</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VP Research &amp; Graduate Studies</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Administrator, SDPTE</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>SBOE/OSBE Approval</td>
<td>Date</td>
</tr>
</tbody>
</table>

Revised 8/9/06
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

We request discontinuation of the Online Instruction Certificate. Due to lack of demand the courses have not been offered for several years.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

The program has had no enrollment since its inception.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

   NA

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

There are no certificate programs of this type. Some similar coursework is embedded in Masters degrees at ISU and BSU.

Enrollment and Graduates (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 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td>115</td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: Education
Name of Department(s) or Area(s): Dept of Health, Physical Education, Recreation, and Dance

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic X Professional - Technical

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:
Discontinue Minor in Recreation (Degree or Certificate)

Proposed Starting Date: Summer 2008

For New Programs:
Program (i.e., degree) Title & CIP 2000

For Other Activity:
Program Component (major/minor/option/emphasis)
Off-Campus Activity/Resident Center
Instructional/Research Unit
Addition/Expansion
Discontinuance/consolidation
Contract Program
Other

College Dean (Institution) Date
Chief Fiscal Officer (Institution) Date
Chief Academic Officer (Institution) Date
President Date
VP Research & Graduate Studies Date
State Administrator, SDPTE Date
Chief Academic Officer, OSBE Date
SBOE/OSBE Approval Date

Revised 8/9/06
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   This request is to discontinue the Recreation Minor.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.)

   There is a limited need for this minor, as those students that wish to pursue careers in Recreation should declare the recreation major. The minor does not provide adequate preparation for students to compete successfully for careers in general Recreation or in specialized areas of recreation. The department does offer two other minors in recreation that are specific to recognized recreation specialties (outdoor leadership and tourism).

   The enrollments in this minor have been low over the past 5 years, averaging approximately 2-3 students per year.
**IDAHO STATE BOARD OF EDUCATION**
**ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**
**NOTICE OF INTENT**
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

**Institution Submitting Proposal:** University of Idaho
**Name of College, School, or Division:** Education
**Name of Department(s) or Area(s):** Dept of Health, Physical Education, Recreation, and Dance

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program

- Academic  
- Professional - Technical

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit
(circle one) leading to:

- Discontinue Minor in Social Dance

**(Degree or Certificate)**

**Proposed Starting Date:** Summer 2008

**For New Programs:**

- Program (i.e., degree) Title & CIP 2000

**For Other Activity:**

- Program Component (major/minor/option/emphasis)
- Off-Campus Activity/Resident Center
- Instructional/Research Unit
- Addition/Expansion
- Discontinuance/consolidation
- Contract Program
- Other

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chief Fiscal Officer (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chief Academic Officer (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>President</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 8/9/06
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   This request is to discontinue the Social Dance Minor.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

   There has not been a demonstrated need for this minor, as the enrollments in this minor have been less than one student per year for the past 5 years.
**IDAHO STATE BOARD OF EDUCATION**

**ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**

**NOTICE OF INTENT**

To initiate a New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

<table>
<thead>
<tr>
<th>Institution Submitting Proposal:</th>
<th>University of Idaho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of College, School, or Division:</td>
<td>Education</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Dept of Health, Physical Education, Recreation, and Dance</td>
</tr>
</tbody>
</table>

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program

Academic [X]   Professional - Technical [ ]

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

Discontinue Minor in Sports Ethics

(Degree or Certificate)

Proposed Starting Date: 5/15/2008

**For New Programs:**

- Program (i.e., degree) Title & CIP 2000

- [ ] Program Component (major/minor/option/emphasis)
- [ ] Off-Campus Activity/Resident Center
- [ ] Instructional/Research Unit
- [ ] Addition/Expansion
- [X] Discontinuance/consolidation
- [ ] Contract Program
- [ ] Other

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Chief Fiscal Officer (Institution)</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Chief Academic Officer (Institution)</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>President</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>VP Research &amp; Graduate Studies</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>State Administrator, SDPTE</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Chief Academic Officer, OSBE</th>
<th>Date</th>
</tr>
</thead>
</table>

| SBOE/OSBE Approval | Date |

**Revised 8/9/06**
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   This request is to discontinue the Sports Ethics Minor.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.)

   There has not been a demonstrated need for this minor, as the enrollments in this minor have been less 1-2 students per year for the past 5 years. The department does not have the instructional resources to provide the instruction necessary to continue this minor.