The items listed below (approved by Faculty Senate) will be considered to have the necessary faculty approval unless a petition requesting further consideration of these items is signed by five faculty members and submitted to the chair of the Faculty Senate within 14 calendar days after the date of circulation. As a rule, if no petition is received within 14 days, or by April 16, 2010, 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 Senate. On referred items, Faculty Senate may: (1) affirm the action and report it to a meeting of the university faculty, (2) amend the action and report it to a meeting of the university faculty, or (3) rescind the action.

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

UCC Catalog Changes:
- **FS-10-021rev**: UCC-10-005v2 – Proposed Changes to Regulation M
- **FS-10-040**: NOI: UCC-10-065 – Art & Architecture Reconfiguration
- **FS-10-041**: NOI: HPERD – Title Change – MS in Recreation to MS in Movement and Leisure Sciences
M – Attendance, Repeated Absences, Field Trips, and Official Student Travel

M-1. Attendance. Instructors will make clear at the beginning of each course the extent to which grades are dependent on attendance and in-class participation. Students are responsible for class attendance. Students are accountable for communicating with the instructor and making up missed work in the event of any absence. Instructors shall provide reasonable opportunity for students to make up work when the student's absence from class resulted from: (a) participation in official university activities and programs, (b) personal illness, (c) family illness and care, or (d) other compelling circumstances. Students are responsible for class attendance; in all cases of absence, students are accountable the work missed. In the case of officially approved absence and on the request of the student, the instructor is obligated to provide an opportunity for the student to make up for missed work. In general, an absence is considered "official" when the student is: (a) participating in an approved field trip or other official UI activity (e.g., athletics, debate, music, or theatre arts); (b) confined under doctor's orders; (c) called to active military duty during emergency situations; or (d) granted a leave of absence from UI for reasonable cause by his or her academic dean.

M-2. Repeated Absences. In courses where a substantial amount of the content can be mastered only or primarily through class participation, regular and punctual attendance is essential and may, therefore, be reflected in grading. Instructors will make clear at the beginning of each course the extent to which grades are dependent on attendance. Instructors may report to the registrar students who are repeatedly absent from classes (a form is available from departmental and college officials). Absences may be considered excessive when their number equals or exceeds the number of credits in a particular course.

M-22. Field Trips and Official Student Travel. "Field trip" is defined as any required, course-related student travel that exceeds 25 air miles from the campus or conflicts with other classes that the students involved are taking. (A trip taken within 25 air miles during the class scheduled for the particular class or at a time that does not conflict with other classes the students involved are taking is a "local trip," not a "field trip.")

M-22-a. Missed Class Work. Students participating in field trips, as defined above, or other official UI activities are responsible for conferring in advance with the instructors of any classes that will be missed in order to be eligible for making up missed class work. (See M-1.)

M-22-b. Approval of Course-Related Field Trips. Administrative approval for course-related field trips will be obtained by the person in charge of the trip as follows:

(1) Each field trip as identified in the catalog course description requires prior approval by the department in accordance with divisional procedures (application for approval should be made at least one week before the expected departure).
(2) Each field trip NOT identified in the catalog course description requires prior approval by the departmental administrator, and the dean of the college (application for approval should be made at least two weeks before the expected departure).

M-22-c. Approval of Other Official Student Travel. Administrative approval for official student travel that is NOT course related is obtained from the vice president for student affairs (application for approval should be made at least two weeks before the expected departure).

M-22-d. Costs. When a college can cover all or part of the cost of a course-related field trip from allocated funds, the college should do so. If the college cannot cover the cost, or a portion thereof, the cost (or remaining portion) must be borne in proportionate share by the students in the course. Students missing required field trips identified in the catalog course description must pay their proportionate shares.

M-22-e. Field-Trip Completion Deadline. All field trips and other UI-approved student travel must be completed before 7:30 a.m. on the fifth day of classes before the start of final examinations. Part3 Pg. 4 of 6

M-22-f. Unofficial Student Travel. UI student accident insurance does not cover injuries sustained in the course of travel unless the travel has been officially authorized by the appropriate UI agent.

M-32-gf. Vehicle Information. Information concerning privately owned vehicles (registration, insurance, driver's license, etc.) to be used for field trips or other official student travel must be filed in the Risk Management Office (Rm. 209, Admin. Bldg.). Administrators of departments and divisions are responsible for ensuring that the required information is filed before the initial use of each privately owned vehicle in a given academic year.

M-43. Accommodation of Religious Observances in the Administration of Examinations. When tests or examinations fall on days objectionable to a student because of religious beliefs, the student should contact the instructor as soon as possible. The instructor may require the student to submit a concise, written statement of the reasons for the request. If the request appears to be made in good faith, the instructor should make alternative arrangements for the administration of the examination or test. If the instructor believes the request not to be in good faith, or if the instructor and the student are unable to agree on
arrangements, the student or the instructor should seek the assistance of the departmental administrator, dean, or provost, in that order.

M-54. Drop for Non-attendance. Students are responsible for notifying their instructors through the Registrar when extenuating circumstances not covered as an officially approved absence as defined in M-1 prevent their attendance during the first week of the semester. Instructors may notify the Registrar to drop students who have not attended class or laboratory meetings nor notified the instructor through the Registrar by the end of the sixth business day following the start of the class. Valid reasons for missing classes do not relieve the student of making up the work missed.

Rationale for proposed changes:
M-1 and M-2: The integration of the current M1, Attendance and M2, Repeated Absences into one section combines the expectations about attendance in one section of the regulation and reduces perceived confusion and possible inconsistencies. The addition of the fifth reason for official absence comes as a resolution from GPSA for consideration and recognizes the responsibilities of students with families who must stay home to care for family members who are ill and cannot be cared for in another setting.

M-3-f: The university does not authorize or carry insurance for unofficial student travel.

M-5: A minor change in wording is recommended to increase understanding of the regulation and process for dropping students who do not attend the first week of the semester.
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 Art & Architecture

Name of Department(s) or Area(s): Department of Architecture & Interior Design
Department of Art & Design
Department of Landscape Architecture
Virtual Technology and Design Program

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:
College of Art & Architecture Reconfiguration

(Degree or Certificate)

Proposed Starting Date: July 1, 2010

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

☐ Contract Program

Dean's signature on file 3/4/10
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 intention of the NOI is to reconfigure current departmental units into one unit within the College, a unit that would encompasses all current programs and degrees. There is no intent to modify programs with this NOI. Currently the College of Art & Architecture has an organizational structure of three departments and one program that is administered through the Dean’s Office. Departments are: the Department of Architecture & Interior Design, Department of Art & Design, Department of Landscape Architecture and the Virtual Technology and Design Program. This also meets Provost Doug Baker’s Mandate to streamline administrative structures.

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.).

   • Reduced state funding requires us to establish larger academic units, develop more efficient management structures, and find new revenue streams.
   • Reactivation of the college in October, 2005 was based on the premise of integrated design in a common studio culture. The College of Art and Architecture’s Strategic Plan – Create, Collaborate, Lead – articulated these concepts in a bold series of vision statements and strategies.
   • A one-unit structure reflects a continuing commitment to the vision of an integrated college in which the integrity and strength of each discipline contributes to and reinforces our educational goals while reducing or eliminating unnecessary silos between disciplines.
   • Our graduates are entering professions that are increasingly integrated and rapidly changing. We need to increase our ability to provide flexible and integrated education to prepare them for that world.

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

   Accreditation:
   • Maintaining accreditation in each discipline is a top priority of the college. Our CAA Teaching and Learning Mission states the following: “Provide accredited degree programs with extraordinarily effective teaching in dynamic learning environments, instilling in graduates the knowledge, skills, values and passion required for success as tomorrow's professionals and leaders.” Discussions with all accreditation boards indicate that the reconfiguration proposed should not adversely affect accreditation as long as accreditation criteria are met. The college will work closely with accreditation boards throughout the implementation process to resolve any questions or concerns.
• Members of the College's Advisory Council, professional practitioners and other private sector constituencies support this change. They believe this change represents a significant trend in practice and industry.
• Faculty members and academic programs are members of professional societies, and reconfiguration will not impact those relationships.

State Licensing Boards:
• This organizational structure change will not affect the ability of our graduates to become licensed in their professions.
• The College will work closely with licensing boards throughout the implementation process to respond to any unresolved issues.

Students:
• This change provides a dynamic opportunity for our students to be part of an integrated college of art, architecture, graphic design, interior design, landscape architecture, and virtual technology and design. Students will have better access to more flexible and innovative learning opportunities and experiences.
• This model corresponds to innovative private and public practice. As a result, students will find more relevance for their degree in their profession of choice which will prepare them to enter the integrated workforce.
• This underscores our current commitment to trans-disciplinary learning for all students through the “College- wide Foundations Program.” This prepares them for the interdisciplinary world in which they will work and achieves efficiencies in our teaching.
• Student contributions will continue to be part of the process of formulating the vision of the new unit.

Faculty:
The new College by-laws will be developed so that:
• Faculty in each discipline will maintain control of curricula and instruction.
• Faculty will continue to be represented on college and university committees and participate in other faculty opportunities.
• Faculty in each discipline will participate in selecting unit leadership and college committee representation.
• Program coordinators, (formerly identified as department chairs in the current FSH) will be responsible for administrative duties including accreditation, course assignments, position descriptions, annual performance evaluations, promotion and tenure, budget management, per Faculty Staff Handbook 1420 e-1.
• In compliance with the Faculty Staff Handbook, a part time position will be established (identified as a Department Chair in FSH) to perform those tasks, not covered by the program coordinators identified above. (Relates to .50 FTE position on budget explanation.)

Process:
• February, 2009: Faculty and staff were involved in workshops that resulted in goals for the reconfiguration of the College. Chief among them was the need to retain existing faculty numbers to continue to teach classes. Concerns and desires were expressed and specific courses of action were tested. These workshops continued in March, 2009. Between workshops, chairs tested options that might be brought forward to the faculty as possible solutions.
• August, 2009: Department chairs developed a number of options including a list of advantages and disadvantages for faculty consideration.
• September, 2009: Eleven options were tested and prioritized again in a joint workshop of faculty and Advisory Council members.
• September – November, 2009: Department chairs worked to further test preferred options with their departments.
• December, 2009: A College workshop identified faculty and staff concerns.
• January, 2010: In response to the December workshop, a Blackboard website was established to encourage informal communication. Four dialogue sessions were held to allow smaller groups to discuss options. An in-depth dialogue identified strengths and weaknesses of all options. A straw poll indicated that 80% of faculty and staff supported the one-unit option.
• February, 2010: Student leaders continue to be informed of organizational changes as the process unfolds.

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.

N/A: The College of Art and Architecture offers the only integrated college of art, architecture, graphic design, interior design, landscape architecture, and virtual technology and design in the State of Idaho. These programs are segmented into different colleges in regional universities. This proposal strengthens our unique niche in art and design education.

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>Fall, 2006</td>
<td></td>
</tr>
<tr>
<td>Art:</td>
<td>Art:</td>
<td></td>
</tr>
<tr>
<td>Ugrads:</td>
<td>Ugrads:</td>
<td></td>
</tr>
<tr>
<td>623</td>
<td>603</td>
<td></td>
</tr>
<tr>
<td>Grad:</td>
<td>Grad:</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Pre-</td>
<td>Pre-</td>
<td></td>
</tr>
<tr>
<td>Architect</td>
<td>Architect</td>
<td></td>
</tr>
<tr>
<td>ure</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>Fall, 2009</td>
<td>Fall, 2008</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>Assoc: 2</td>
<td>Assoc: 1</td>
</tr>
<tr>
<td></td>
<td>Grad: 11</td>
<td>Grad: 9</td>
</tr>
</tbody>
</table>

| LCSC |           |          |          |        |        |        |
|      |           |          |          |        |        |        |
| NIC |           |          |          |        |        |        |

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>911</td>
<td>938</td>
<td>892</td>
<td>175</td>
<td>198</td>
<td>166</td>
</tr>
<tr>
<td></td>
<td>Ugrad: 124</td>
<td>Grad: 51</td>
<td></td>
<td>Ugrad: 141</td>
<td>Grad: 57</td>
<td>Ugrad: 100</td>
</tr>
<tr>
<td></td>
<td>Grad: 66</td>
<td></td>
<td></td>
<td></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 Ugrad</td>
<td>Ugrad</td>
<td>BA History of Art &amp; Visual Culture</td>
<td>Areas offered are art metals, ceramics, drawing and painting, graphic design, history of art and visual culture, illustration, photography, printmaking and sculpture.</td>
</tr>
<tr>
<td></td>
<td>Grad</td>
<td>BA Visual Art</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assoc. Degree Pre Architecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MFA Visual Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MA Art Education</td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td>Ugrad</td>
<td>Grad</td>
<td>BA Art</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LCSC</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>NIC</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>UI</td>
<td>Ugrad</td>
<td></td>
<td>Bachelor of Interior Design, Bachelor of Science, Architecture</td>
</tr>
<tr>
<td></td>
<td>Grad</td>
<td></td>
<td>Bachelor of Arts and Bachelor of Fine Arts, Bachelor of Science in Art Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bachelor of Science Landscape Architecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bachelor of Science in Virtual Technology and Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Master of Architecture, Master of Science in Architecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Master of Fine Arts, Master of Arts in Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Master of Landscape Architecture</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). Topic: Centrality to Land Grant Mission and SBOE Directives:

Centrality to Land Grant Mission and SBOE Directives:

- Enacted in 1862, the Morrill Act created a process for every state to establish a college dedicated to the agricultural and mechanical arts. Later Legislation (the Morrill Act of 1890) expanded the disciplines that universities could address in their programming and curricula as land grant institutions.
- In reply to the Morrill Act and the establishment of the University of Idaho as a land grant University, the Idaho State Board of Education (ISBOE) has provided policy that directs the University of Idaho to formulate its academic plan and generate programs with primary emphasis on agriculture, natural resources, and metallurgy, engineering, architecture, law,
foreign languages, teacher preparation and international programs related to the foregoing.

University of Idaho Strategic Action Plan

- The Vision, Values and Directions portion of the University of Idaho Strategic Action Plan 2005 – 2010 speaks directly to our mission in the State of Idaho. “Through collaboration across strong academic disciplines, and through the creation of public, private and community partnerships, we will undertake bold initiatives to promote science, technology and their applications.....”

- Our reconfiguration directly addresses the University of Idaho Strategic Action Plan, Scholarly and Creative Activity Goal, under Objective A: “Establish administrative structures, policies, procedures and incentives for faculty, departments, centers/institutes and colleges to participate in interdisciplinary programs.” This initial decision will begin a process that will support a transition that integrates our individually strong professional programs.

College of Art & Architecture Strategic Plan:

- We teach the integrated concepts of art, design and technology with a focus on cultural and environmental stewardship.

- Unleash the power of design and creativity in every aspect of our teaching, research, service and administration, boldly using the tools of our professions to overtly impact how we teach, learn and operate as a College.

- The University Of Idaho, College of Art & Architecture is the school of choice for transdisciplinary, community influenced education. We teach the integrated concepts of art, design and technology with a focus on cultural and environmental stewardship. We effectively prepare students for successful careers and service in our allied fields, and beyond.

- Assume a leadership role in the implementation of the University’s Strategic Plan and Strategic Initiatives, seeking out opportunities and funding for interdisciplinary collaboration, expanding classes, which attract students from other colleges, and making classes provided by other colleges an integral part of our students’ learning.

- Proactively assess the current and forecasted needs of the professional markets to ensure that our programs are providing students with the required knowledge and skills to maintain a competitive advantage in their desired fields.

Re-establishment of the College of Art & Architecture by SBOE, October, 2005

- In the document: Overview of the Process to Reestablish the College (Instruction, Research, and Student Affairs, April 20-21, 2006 SBOE), the group charged with re-establishment of the College recommended that the issue at hand for the CAA “was to impart a sense of an integrated and collaborative college umbrella of offerings that brought the college programs into a cohesive whole and reached out to the university community with some suggested ideas.”

- The intention of the re-establishment was to close the discussion on past decisions and enter into an era of new beginnings and renewal and establish the groundwork for distinctive top-tier programs that are well positioned to serve the needs of the 21st Century in teaching and learning, scholarly creativity and engagement through outreach.

- The board also stated that the professional fee will be increased to accommodate the increased costs, and to provide equity among students in the college. The board stated, “All on-going costs for restoring the college administration will come from existing resources within Art and Architecture base budgets, existing carryover and reserve funds in Art and Architecture, and from additional professional fees. The professional fee will be increased to accommodate the increased costs.”
6. Is the proposed program in the 8-year Plan? Indicate below.

N/A: Organization structural change, not programmatic

Yes ____  No ____

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

N/A: Organization structural change, not programmatic.

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

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</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>.5 FTE (includes Fringe) (Unit/Dept Head)^1</td>
<td>55,200</td>
<td>56,900</td>
<td>58,600</td>
<td>170,700</td>
</tr>
<tr>
<td>2. Operating^2</td>
<td>10,000</td>
<td>5,000</td>
<td>5,000</td>
<td>20,000</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>65,200</td>
<td>61,900</td>
<td>63,600</td>
<td>190,700</td>
</tr>
</tbody>
</table>

| **B. Source of Funds** |         |         |         |       |
| 1. Appropriated- reallocation |        |         |         |       |
| 2. Appropriated – New |        |         |         |       |
| 3. Federal             |        |         |         |       |
| 4. Other:              |        |         |         |       |
| **Student Professional Fees^3** | 127,700 | 183,300 | 230,300 | 541,300 |
| **TOTAL:**              |        |         |         |       |

| **B. Nature of Funds** |         |         |         |       |
| 1. Recurring *         | 127,700 | 183,300 | 230,300 | 541,300 |
| 2. Non-recurring **    |          |          |          |          |
| **TOTAL: (NET)**       | 62,500  | 121,400  | 166,700 | 350,600 |
* 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.

Footnotes:
1. Savings will be appreciated when current department chairs positions are transformed into Program Coordinators. Once responsibilities are described we will have a clearer definition of amount. Savings not shown, but exists; unknown at this time.

2. Operational Expense categories such as non-capital expenses for technology and office expenses.

3. Student Professional fee revenue is dependent upon extending the fee to all students in the College. For budget consistency, a constant enrollment is considered. (At present students in the Department of Art & Design do not pay the professional fees.)

A formal request for an all inclusive Professional Fee in the College to SBOE is currently in process. The following is a condensed rationale quoted from that request:

- Provides phased in equity for all students in the College of Art & Architecture;
- Provides funding for the higher cost of education provided through the studio model; and
- Recognizes the professional nature of our programs and professional accreditation
Scope of reconfiguration:

- Integrates the administrative structure into one unit
- Degrees, curricula, programmatic offerings remain the same

Rational for the reconfiguration:

```
“We teach the integrated concepts of art, design and technology with a focus on cultural and environmental stewardship.”
CAA Vision Statement 2006

“We unleash the power of design and creativity in every aspect of our teaching, research, service and administration, boldly using the tools of our professions to overtly impact how we teach, learn and operate as a College.”
CAA Strategy #1 2006
```

- Reactivation of the college in 2005 was based on the premise of integrated design in a common studio culture. The CAA Strategic Plan - Create, Collaborate, Lead - articulated these concepts in a bold series of vision statements and strategies. The proposed reorganization of the College reflects a continuing commitment to that vision of an integrated college of art and design in which each discipline contributes to and reinforces the educational goals of the other disciplines.
- An integrated college will prepare our students to enter professional environments that are increasing integrated from the inception of every project and, in many cases, even before the project has been defined. It will give them a competitive edge in this marketplace and position them to be leaders in rapidly changing art and design professions.
- By removing departmental silos, the reconfiguration responds to our aspirational goals to create visionary work, attempt to bridge scales, focus on primary values and concerns about people, environment and sustainability, and engage new paradigms to address synergies for cutting edge research, outreach, and instruction, and culture/climate.
- Reconfiguration also puts the college in a stronger position to extend professional fees to all students in the college as was the original intention when the college was re-activated in 2005. The potential revenue that will be phased in over three years will equal $230,000 per year at the time of full phase-in.
- Reduced state funding requires us to establish larger academic units, develop more efficient management structures, and find new revenue streams.
March 8, 2010

**Process:**

- December 16, 2008
  - Review of budget holdbacks, reallocations, and college deficit.
  - Decision to hold “chairs + one” meetings to identify potential budget cut options, identify new sources of revenue, and consider different models of delivering the CAA education.

- February 27, 2009: Faculty and staff were involved in workshops that resulted in goals for the reconfiguration of the College. Chief among them was the need to retain existing faculty numbers to continue to teach classes. Other issues discussed included:
  - Engaging in a cooperative effort to solve the budget crises while maintaining the core of the college, our mission and vision.
  - Concerns and desires were expressed and specific courses of action were tested.

- These workshops continued on March 11 and 12, 2009. Items discussed were:
  - Strengthening overall College offerings with the help of positions from Architecture Program (ongoing)
  - Streamlining Foundations (ongoing)
  - Creating a Professional Degree in Landscape Architecture (complete)
  - Cap Salaries for TA’s (complete)

- Between workshops, chairs tested options that might be brought forward to the faculty as possible solutions. This list included:
  - a) Horizontal cuts
  - b) Eliminate junior faculty
  - c) Eliminate a program
  - d) Merge programs
  - e) Reorganize structure; change departmental structure; hire to respond to new requirements
  - f) Merge colleges
  - g) Furloughs

- August 18 and 19, 2009: Department chairs presented six options including a list of advantages and disadvantages of each for faculty consideration.
  - Faculty reiterated the need to retain all faculty positions.
  - Faculty asked for a method to prioritize options to:
    - Address the financial gap and propel the college to address a radically changing world,
    - Support the core vision and missions of the University and College of Art & Architecture,
    - Apply decisions to meet time frames requirements.
March 8, 2010

- September 25, 2009: The six options plus five more that were brought forward by faculty members were tested and prioritized in a joint workshop of faculty and Advisory Council members. The top three options were:
  - Two departments:
    - Architecture and Interior Design - Art and Design, Landscape Architecture, Virtual Technology and Design
  - One unit/eliminate traditional departments
  - Three departments:
    - Architecture and Interior Design – Virtual Technology and Design and Art and Design – Landscape Architecture and Bioregional Planning (bioregional planning is not part of the college so this option was not viable)

- September – November, 2009: Department chairs worked to further test preferred options with their departments. They ultimately recommended a one unit structure.

- Student meetings were held on February 11, March 25, April 1, August 23, and October 30, 2009. They resumed on January 20, February 3, and March 3, 2010. These meetings were held to keep students informed of the process and gather input regarding their concerns and desires as well as respond to rumors they might have heard.

- December 17, 2009: A College workshop identified faculty and staff concerns – primarily relating to faculty governance and accreditation.
  - In response to the December workshop, a Blackboard website was established to encourage informal communication. Faculty members were asked to submit additional options or to suggest resolutions to the concerns.
  - Several ideas for maintaining faculty governance within a one unit option were placed on the Blackboard site.
  - No new options were submitted.

- January, 2010: Four 1 ½ hour dialogue sessions were held to allow smaller groups to discuss options. A straw poll indicated that 80% of faculty and staff supported the one-unit option.
  - Two additional options were brought forward from the list considered on September 25. One of these was not from the top three prioritized at that time, but was considered anyway.
  - An in-depth dialogue identified strengths and weaknesses of all options.

- January 25 – 27: Straw poll of all faculty and staff.
  - The straw poll was conducted using an anonymous, written ballot. Ballots were counted by two staff people (not faculty members or administrators) in the room and ballots are currently stored in a steel cabinet. It was called a straw poll because staff members were included. Staff members were included because a) reconfiguration involves them on a daily basis and their input was needed, and b) there are no direct curricula, programmatic, or degree changes involved in this reconfiguration decision.
March 8, 2010

• 80% (28 of 35) of respondents supported the reconfiguration. Two people did not submit ballots.

• February, 2010:
  • Four 1½ hour faculty dialogue meetings were held to craft this NOI.

• March 4, 2010:
  • College by-laws committee approved the NOI and submitted it to the dean.
  • The dean submitted the NOI to the provost.

Financial Considerations:

• Cost savings are not the primary purpose of reconfiguring the college. However, in general, the financial considerations related to the NOI and reconfiguration is important.

• Whether or not the college reconfiguration takes place, starting July 1, 2010, chairs will be assigned 9 month contracts. This will result in approximately $27,000 savings, part of which will be used to hire chairs for part of the summer to assure continuity in advising and course offerings.

• This reconfiguration strongly positions the college to realize its request, first made in 2005 at the SBOE meeting that re-activated the college, to extend professional fees to all students in the college. At this time Art and Design students don’t pay professional fees and, therefore, don’t fully participate in the expenses of the college as other students do. A new request is being submitted to the SBOE separately at this time. It would a) provide equity among students in the college to pay for the high cost of studio-based education, b) generate needed additional revenue, and c) meet the state requirements.

• These professional fees would be phased in over three years and would ultimately generate approximately $230,000 per year. Professional fees can be covered by student financial aid. They also can be used in a greater variety of ways than lab and Course fees.

• Finally, reconfiguration will streamline certain financial management processes by reducing the number of duplicated accounts in the college. Over summer, 2010, the budgets will be reviewed to determine the extent to which this is possible. Not all duplicated accounts can be consolidated because of accreditation and the need to maintain identity in some cases.

Curricular, degree, and program Changes:

• There are no curricular, degree changes, or program changes identified in this NOI. However, we hope the integrated structure results in ongoing curricular improvements following faculty deliberations and decisions. We see this proposed structure as an opportunity to afford that cooperation and collaboration.
March 8, 2010

- For example, there have been discussions about an integrative core for the college having a foundation, vertical, and capstone courses identified and integrated into the curricula. We also see this structure encouraging an integrative lecture series, coordinated studio project reviews that take better advantage of the unique mix of disciplines in the college (few universities house this mix of disciplines in one college), and topical field trips. These approaches reduce redundancies and create more compelling types of courses that look at nestling scales and scopes and emphasize interconnected, rather than fragmented areas of expertise.

- The integrated college reinforces the vision of the Idaho Urban Research Design Center (IURDC) in Boise where we focus on urban design issues that are, by nature, interdisciplinary and integrated. The reconfigured structure makes it easier to deliver a range of courses integrating all disciplines in the college.

Decision Points:

- Spring, 2010: NOI approval through college and university faculty governance and SBOE. Professional fee application through SBOE approval. Continue to work with and listen to students throughout process. Contact accreditation and licensing boards, alumni, advisory council.

- Summer, 2010: Review of budgets. Continue communication to constituents groups.

- Fall, 2010: Review by-laws including faculty governance, committee structure, definition of chair/coordinator positions, position descriptions, performance evaluations, tenure and promotion processes and criteria, etc. Determine phase-in schedule in greater detail.

- 2010/2011 academic year: use existing by-laws and function similar to existing until revised by-laws are approved and phase-in can begin. Begin examination of integrated curricula. Integrate lecture series and end of semester student reviews.

- Detailed integration schedule to be determined in fall, 2010.

Unfinished Business:

- The NOI is written so that faculty governance processes will continue after NOI approval. The college anticipates a gradual implementation with the initial year (next academic year) operating in a very similar fashion to the current structure. During that year, details about leadership titles and distribution of responsibilities will be defined and implemented as the faculty governance process proceeds.
• There is a need to refine the titles and tasks of leadership and develop routing paths for faculty governance in accordance with the FSH and revised college by-laws. These details have not been included in the NOI because it was thought they would distract the SBOE from the main focus of reconfiguration and because it was thought faculty governance issues are better addressed within the university rather than at the SBOE.

• For example, it has been suggested to ‘promote’ chairs so that tasks such as enrollment management, coordination of college committees, assessment and other tasks normally assigned to associate deans might be distributed among the ‘coordinator’ positions (or whatever title eventually emerges).

• Another suggestion that shows up in the NOI budget: buy-out part of an existing chair position’s time so that tasks of implementing the NOI and certain other tasks not yet defined in the ‘coordinator’ position can be accomplished during the next year as faculty governance and structure are further refined. It will be essential to coordinate the titles and duties of college leadership with the FSH.

• Although these issues are still in the suggestion stage, they indicate the level of dialogue within the college. The college has found effective ways to engage all members in governance including a mixture of facilitated workshops, blackboard discussion sites, dialogue meetings, votes/straw polls, and deliberations of appropriate college committees.
### 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):** 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:

To change the title of the M.S. in Recreation to M.S. in Movement and Leisure Sciences

(Degree or Certificate)

**Proposed Starting Date:** Summer 2010

#### 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

  - Discontinuance/consolidation

  - Contract Program

  - Other

#### For Other Activity:

**Dean’s signature on file 2/22/2010**

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP Research &amp; Graduate Studies</td>
<td>Date</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Chief Academic 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>President</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBOE/OSBE Approval</td>
<td>Date</td>
</tr>
</tbody>
</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 purpose of this NOI is to re-name the existing Master of Science in Recreation to Master of Science in Movement and Leisure Sciences to reflect the departmental focus on individual- and community-level active, healthy lifestyles.

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).

   Given the evolution of the current departmental strategic focus and direction that emphasizes the development of leaders to promote individual- and community-level active, healthy lifestyles, we recognize the importance of an interdisciplinary approach that integrates the study of children and adults, as well as schools and communities. This interdisciplinary approach requires students with expertise in Recreation, Physical Education Pedagogy, and Exercise Science. These changes will enhance the expansion of an already successful degree program.

   Specifically, the change in the degree name from Recreation to Movement and Leisure Science reflects this broader focus on a wide range of physical activity experiences (sport, dance, outdoor recreation, and exercise) for the promotion of individual and community health. The use of the term “leisure” as a synonym for recreation is fairly common in the field. Currently, 27 of the 88 programs accredited by the National Recreation & Parks Association use the term “leisure” in their program and/or department name.

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

   No change. There are no accrediting bodies relevant to this degree.

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 is no duplication.

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>CWI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</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 - Master of Science in Exercise and Sports Studies (MSESS)</td>
<td>Master’s</td>
<td></td>
<td>behavioral, biophysical, and socio-historical (thesis option)</td>
</tr>
<tr>
<td>BSU - Master of Kinesiology (MK)</td>
<td>Master’s</td>
<td></td>
<td>behavioral, biophysical, and socio-historical (non-thesis option)</td>
</tr>
<tr>
<td>BSU - Master of Physical Education in Athletic Administration (joint degree with ISU)</td>
<td>Master’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSU - Master of Arts in Education, Curriculum and Instruction</td>
<td>Master’s</td>
<td></td>
<td>Physical education pedagogy</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).

*We anticipate that the degree will complement three of the areas of focus advocated by President Nellis, specifically to offer a program that is more engaged with an enhanced learning environment, and promotes sustainability and interdisciplinary scholarship.*

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 not a new program, simply modification of an existing one.*

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.